

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, March 14, 2011

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

Members Present:

Abate, M.	Cohen, S.	Hutson, Z.	Oberhauser, A.	Shelton, E.
Abraham, R.	Connors, J.	Insch, G.	Olson, K.	Sherwin, M.
Ahern, T.	Curtis, R.	Jones, D.	Orlikoff, J.	Spleth, J.
Ameri, S.	Devvari, A.	Kale, U.	Paul, S.	Stack, S.
Anderson, J.	DiBartolomeo, L.	Kershner, R.	Peace, G.	Stuchell, R.
Atkins, C.	Elmore, S.	Kirby, B.	Perone, M.	Sundaram, M.
Banta, L.	Etzel, E.	Kuhlman, J.	Perry, J.	Tuninetti, A.
Bastress, R.	Famouri, P.	Latimer, M.	Petty, T.	Turton, R.
Bergner, G.	Fleming, S.	Lofaso, A.	Prudhomme, J.	Urbanski, J.
Bilgesu, I.	Graber, S.	Mays, M.	Rafter, J.	Vona-Davis, L.
Blake, L.	Hall, D.	Miltenberger, M.	Reymond, R.	Walker, E.
Bonner, D.	Harner, J.	Moritz, J.	Riemenschneider, S.	Watson, J.
Bowen, E.	Hartman, K.	Mucino, V.	Rockett, I.	Wenger, S.
Boyles, J.	Hileman, S.	Munasinghe, R.	Ryan, K.	Wilcox, G.
Bryner, R.	Hogan, T.	Nestor, P.	Sand-Jecklin, K.	
Carpenter, R.	Hornsby, G.	Nichols, A.	Schreurs, B.	
Chalupa, C.	Huffman, V.	Nutter, R.	Scott, H. R.	

Members Absent:

Anfinson, J.	Cottrell, L.	Hazaard, H.	Hunter, S.	Tower, L.
Blaydes, S.	Cottrell, S.	Higgins, C.	Morris, B.	Veselicky, K.
Bredehoft, T.	Hash, K.	Huber, J.	Stout, P.	Whiteman, C.

Members Excused:

Anderson, K.	Cronin, A.	Hashmi, M.	Putman, H.	Wilson, M.
Brazaitis, M.	Davis, S.	Mancinelli, C.	Schwartz, S.	Zimmerman, P.
Clark, B.	Fint-Clark, B.	Meckstroth, R.	Sherlock, L.	
Clark, N.	Funk, A.	Petronis, J.	Tallaksen, R.	

Faculty Senate Officers

Griffith, R.	Lee, P.	Stolzenberg, A.
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2. Chair Stolzenberg moved and it was duly seconded to approve the minutes from the Monday, February 14, 2011 meeting. Motion carried.
3. President Clements asked for a moment of silence for the people of Japan who endured a terrible earthquake.

The President reported on the following issues:

- WVU received the largest gift ever given dedicated to graduate students, consisting of \$4.6 million dollars from the Hazel Ruby McQuain Charitable Trust, and a match from the Research Trust Fund from the State for \$4.6 million dollars, so it will be a little under \$10 million dollars. This is a signal of the confidence people have in the university. The Fellowships will support graduate students in the areas designated by the Research Trust Fund. Fields include: energy, environment, nano-technology, material science, biomedical sciences, and biometrics in identification technologies. We have the opportunity in the near future to select those students

and distribute funds from the gift annually. The ability to compete for graduate students will be the key enabler for the future of the institution. It is a significant step forward, and across all 5 goals of the Strategic Plan, but specifically impacting academic excellence and research.

- The commitment to add faculty positions, 30 from last year targeting enrollment growth and the 30 for this year targeting research, allow us to make big steps forward to improving the student/faculty ratio.
- At the end of last week, there was another significant gift announcement: the John T. and June R. Chambers Chair of Oncology Research. It was established by Mr. Chambers, CEO of Cisco Corporation. He is a very proud alumni of WVU. The gift was directed to the cancer center, and named after his parents who both graduated from WVU in the medical profession. The Chambers' gift was matched by the Research Trust Fund, so it will be for \$1.5 million dollars.
- The WVU College of Business and Economics has been ranked in the top 100 for undergraduate business schools by Business Week.
- Byrd Professorships were established in 2004 by the WVU Research Corporation to recognize faculty for outstanding achievement, distinction and research. The following two faculty members will be honored tomorrow night. One of the people honored as a Byrd Professor is Arun Ross, Lane Department of Computer Science and Electrical Engineering, who is one of the key faculty members conducting research at CITEr (Center for Identification Technology and Research); he is also a recipient of the NSF Career Award. Professor Yon Rojanasakul, Basic Pharmaceutical Sciences department, is the second person selected as a Byrd Professor this year. The goal of his research is to develop more effective strategies for the prevention and treatment of cancer. He has been the recipient of 8 outstanding teaching awards in the School of Pharmacy.
- Two new Benedum Distinguished Scholars have just been announced. The awards include the categories of bio sciences and health sciences physical sciences and technology. The first winner is Dr. Alvin Moss, Professor of Medicine and Director of the WVU's Center for Health Ethics and Law and at the WVU Center for End of Life Care. The second winner is Dr. David Lederman, the Robert L. Carroll Chair of Physics and a Robert C. Byrd Professor.
- A national search will be conducted for the Vice-President of Research since Dr. Curt Peterson announced his retirement last week. The President thanked him for his dedication and steadfast leadership. A committee is being formed, and it will be faculty- oriented.
- Congratulations to Provost Wheatly on her acceptance in the Fulbright-Hays program. She will make a trip this month to Jordan and Oman along with other chief academic officers. It will be an opportunity to develop partnerships in that region and gain new insights related to efforts in the strategic plan.
- The Legislative Session concluded last Saturday night; this week the state budget is being finalized. Compared to peers, WVU is stable, and we are thankful for it; although, we are not where we need to be in terms of resources and salaries. We are still hoping for a budget that will allow for salary increases for faculty and to fully fund the classified staff schedule. We have to retain and recruit the best because it is important to the quality of the institution, the quality of academics, value of degrees, and for the impact of research and community service.
- The President is thankful for the opportunity to be president, and he appreciates the work that faculty do.
- A celebration, that was originally scheduled in December but was cancelled because of weather, will be held tonight at the Blaney House at 5:30 p.m. The President encouraged all faculty to attend.

4. Provost Wheatly gave an update on the following 5 goals of the Strategic Plan:

- We are doing a lot of extreme work with undergraduates. There is an abundance of honors students arriving this fall. A number of students are not ready for college, so we are trying hard to figure out the best resources, so the students can succeed in their careers.

Goals 1 and 2 are being worked on so graduate and doctorate programming can grow because it will be required if we enter into the Carnegie Research.

This Wednesday the Spring Council of Deans' Retreat will dedicate approximately 6 hours of time discussing good markets for graduate programming.

- Research stature of the University. Seventy faculty lines have been requested by the academic deans. The requests were distributed to the VP for Research and the Chancellor for Health Sciences for further refinement and input. Center directors are also being used to provide input, so we will be able to make an announcement about where the next 30 faculty lines will be allocated in the near future. Chancellor Collenda and the Provost will formulate a round table to discuss goal 2 for the research agenda. Goal 2 spans across several critical areas of the administration.
- Surrounding diversity and inclusivity. In allocating the next 30 lines, many faculty will be in the STEM fields, so this gives the advance program an opportunity to imagine how we would do searches that can yield a diverse applicant pool both in the context of hiring women and people of color. With the provision of more resources, there will be a greater accountability of how we executive our faculty searches, so we can make sure that we do not squander the opportunity and we will use it as a spring board for diversity within the academy.
- Creating a formal globalized environment. The Fulbright-Hays seminar has been a team effort and the faculty that have been working at Jordan and Oman gave the Provost a lot of material for her application. It will be a good opportunity for the Provost to look at higher education in the Middle East in the company of other presidents and provosts, so she will be able to see what the other campuses are doing. In the same way a round table has been structured for research, it will also be done for internationalization. Spring break is almost here, and there are many study abroad trips scheduled.
- The Ability to provide a window on the world for West Virginia and West Virginians. The budget is still out, so we do not know what the implications will be yet, but we partnered with the Legislation very effectively this year. There are 3 projects that will be good for the institution and good for the State of WV; they include, the School of Public Health, growing the stem pipeline, and the economic development opportunities within the State.

Marcellus Shale is an area of research expertise for us and something the state is interested in.

The Provost will be taking a group of faculty on a country roads tour in May. She said we are off to a good start and a lot of things are happening.

5. Rehan Khan, OIT Associate Provost & CIO, discussed the following points:

- Electronic Research Management System
- Core Network Upgrade
- Shared Computational Facility

- Document Managing and Imaging System
- Standards and Policy Development
- Governance Development and OIT Strategic Plan
- Personnel Recruitment and Retention
- Common login across systems

6. Chair Stolzenberg asked for nominations from the floor for Faculty Senate Chair-elect. He said any full time member of the University Assembly who is serving or who has served in the last 3 years as a senator is eligible to be nominated.

The Chair said this is the month to identify candidates, and then the candidates will stand before the Faculty Senate in April. A ballot will then be sent out to all senators. The Chair said some past chairs got together and discussed potential candidates; a number of those candidates were approached to ask if they were interested. Professor Mike Mays, Mathematics, agreed to the candidacy. The Chair asked for nominations from the floor. Professor Ameri nominated Professor Bilgesu, but he declined. No other nominations were given, so next month Professor Mays will stand before the Faculty Senate and present.

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

Annex I, New Courses and Course Changes. ACE 410 was removed from the report because of possible overlap with Exercise Physiology, and it will be reconsidered by the Senate Curriculum Committee.

Motion carried.

Annex II, BS in Athletic Coaching Education was pulled until ACE 410 is reconsidered.

Annex III, The Alteration Report was submitted for information.

8. Lisa DiBartolomeo, Chair, General Education Committee, moved for approval of the following report:

Annex IV, GEC Actions. Motion carried.

Annex V, The GEC Audits were submitted for information.

9. Chair Stolzenberg said the term for senators originally ended May 31<sup>st</sup> so the new term began in June; the Constitution stipulates a July 1-June 30<sup>th</sup> term, so the term length for this year only increased by one month. The Chair will remind senators of this later at future meetings.

Last week, the DA had an article about having a fall break, which is surprising. A group is working on proposals for the calendar, and they will be reporting back shortly. The Chair said until that proposal is submitted; there is currently nothing on the table for a fall break. Any change that would take place would wait until the 2013-2014 academic year, which is the next calendar that will be set.

The new Constitution had lines that referred back to the old version so in the process of its revision, there were a number of minor errors. A discussion was held concerning how much of the Constitution could be changed without voting on it again. The Chair met with the parliamentarian, and they discussed the issue using Roberts Rules. It has a section that says the Faculty Secretary of an organization can change the Constitution to make corrections.

Professor Mays moved and it was duly seconded to allow the Faculty Secretary to make corrections to the Faculty Constitution. Motion carried.

Chair Stolzenberg said the Constitution was written in a way to create staggering of terms for the two faculty representatives to the BOG. The purpose was to always have one BOG member that has a year's experience because it takes a while to build relationships and to be effective and knowledgeable about what is happening on the Board. The procedure was changed a few years ago because the Chair served only one year. It was changed to reflect that the Chairs elected in even years became the representative to the BOG for a two-year term, and to comply with State law. A second representative was created a few years ago in legislation so that the representative from the Health Sciences or Extension Services would be elected for a two year term that can be extended for up to eight years. The law beyond that is loose in what is permitted, and it says that they are elected by the Faculty Senate to those terms.

Chair Stolzenberg said as the Constitution was written, the Chair elect, elected in an even year, will assume a two year term when they start. Leslie Cottrell will assume that position on July 1, 2011, and Nigel Clark's term will end. Robert Griffith, representative from HSC or Extension Services has a term that also ends this June 30<sup>th</sup>. The Constitution calls for electing the HSC BOG representative starting in the fall, but that occurred before the Constitution was approved. There is a situation where both terms are getting ready to expire, but the Constitution does not cover a way to elect a person to create the staggered terms. The Executive Committee had discussions among themselves, and they talked with the University Council about what was possible, and a number of approaches were considered. The cleanest approach is to ask the Faculty Senate to extend the term of the HSC/ Extension Services representative by one year to create the staggering. The Chair said that it is within the law that is provided by the State, and it will allow the Faculty Senate to hold an election as specified by the Constitution this fall.

The Chair read the motion made by the Senate Executive Committee last month:

“Whereas the intent of the Faculty Constitution language is that there will always be a faculty representative on the BOG with at least one year of experience. This is achieved by electing the two faculty representatives in alternate years and noting that both current faculty representatives term ending on June 30, 2011, we, the Executive Committee, move to extend the term of the current BOG representative from the Health Science's Extension to end on June 30, 2012. After which action, the procedure in the Constitution to elect the two Faculty Senate representatives, will be implemented.” (The action referring to the approval of the motion).

A vote was taken to accept the Senate Executive Committee's motion. Motion passed.

10. Professor Nutter, ACF representative, said the Legislature completed everything except the budget. He attended a meeting in Charleston one week ago. Senate Bill 330 passed and was sent to the Governor. All state schools will have permission to increase tuition up to 5%. HEPC will have permission to approve anything over the 5%. We can expect approvals for programs from WVU and Marshall to go back to HEPC, so the BOG will no longer have control over them. Senate Bill 375 authorizes HEPC to regulate private institutions. Senate Bill 486 passed and was sent to the Governor, which includes the WVU-Tech Revitalization Project. The Bill had no finances attached to it, but it will amount to a \$3.2 million dollar expense. House Bill 2879, the pay raise bill passed and was sent to the Governor, but higher education was not part of it. The salary enhancement for higher education was 2%, so 7.5 million dollars will be put in the budget for higher education. The schools were told that they need to fund the salary schedule for staff first and once it is complete, then funds beyond that will be for faculty. Professor Nutter said the Pell grants dropped \$800 dollars per student and the Higher Education grant for WV was cut \$300 per student.

11. Professor Robert Griffith, BOG representative, said when the Legislature approved giving a WVU a second representative on the BOG, they also mandated that all the State BOG representatives take training on how to be a good BOG member, so in August all the members have gotten together at Stonewall Jackson Resort for consultants to come in and give the do's and don'ts of being a BOG member.

Professor Griffith said all official policies of the University go to the BOG; it approved the Strategic Plan and the Bucks for Brains program as well as the donation from the Hazel Ruby McQuain Foundation for \$4.6 million dollars which will be matched by the State. This year each WVU school will be visited, and it will continue until the next year. Each month the BOG meeting will have lunch at the school with faculty members. In April, the BOG members will travel to Potomac State to meet faculty and discuss any issues. Over the last year, two changes took place on the Board; Oliver Luck stepped down to take the position as the WVU Athletic Director, so he was replaced by James R. Rogers, an attorney who was a former state senator. Ted Mattern stepped down to take the position as Interim State Superintendent of Schools, so he was replaced by William Wilmoth who is a private practice attorney, but he has been an instructor at the WVU School of Law. Professor Griffith said the BOG recommended retaining President Clements as president because he has done a tremendous job as the president, so it was voted unanimously to extend a contract. As soon as the HEPC approves it, and the contract is signed by the President, it will be made public.

12. New Business

Professor Moritz said there was an article in the DA that said the WVU dining services made a decision to purchase eggs from cage-free production facilities. He said he is a member of the Animal Nutritional Sciences faculty, and he has two concerns: (1) that the WVU dining services did not consult with his division as part of their decision because they would have been very happy to work with them because of their research in this area (2) data does not support that cage-free systems are sustainable, so it is important to not send a false message, especially to students. The Animal Nutrition and Sciences division is currently working on a rebuttal to the news article.

13. The meeting adjourned at 5:05 p.m. to reconvene on Monday, April 10, 2011. The Chair reminded senators of the reception at Blaney House today at 5:30 p.m.

Mary Strife  
Faculty Secretary

**To: Faculty Senate Executive Committee**  
**From: Todd Petty, Chair, Faculty Senate Curriculum Committee**  
**Date: February 28, 2011**  
**RE: New Courses and Course Changes**

**Eberly College of Arts & Sciences**

**Linguistics**

**Course Change:**

**From:**

**LING 401. Structure of Spanish.** 3 Hr. PR: 18 Hrs. of Spanish and LING 311 or Consent. Description of the phonological or grammatical systems of Spanish, with emphasis on contrastive analysis (Spanish/English) and applied linguistics.

**To:**

**LING 501. Structure of Spanish.** 3 Hr. Description of the phonological or grammatical systems of Spanish, with emphasis on contrastive analysis (Spanish/English) and applied linguistics. (Effective Term: Fall, 2011) (CIP 160101)

**Rationale:** The prerequisite (18 hrs. of Spanish and LING 311 or consent) for the course is eliminated, because the course content does not really presuppose extensive knowledge of linguistics. Furthermore, since this course is usually taken by graduate students in our M.A. program, who are native or near-native speakers of Spanish, it makes more sense to offer this course as a graduate-level (500-level) instead of an undergraduate-level course (400-level). Undergraduate students may also enroll in this course, provided that they demonstrate appropriate proficiency in Spanish. While general linguistic knowledge, which can be obtained through a variety of linguistics courses, is helpful for this course, the structure of the program as well as advising ensures that the course is taken either concurrently with other linguistics courses or later in the students' graduate career.

**Psychology**

**New Course:**

**PSYC 615. Software Design in Psychology.** 3 Hr. PR: Consent. Practical introduction to software development for behavioral research applications including real-time experimental control and data collection, graphical user interfaces, and data analysis; general algorithmic methods; event-driven models. No programming background required. (Effective Term: Fall, 2011) (CIP 420101)

**Rationale:** Computer programming has become an essential skill for behavioral researchers, and demonstrating competence in programming is required for PhD students in the Department of Psychology's Behavior Analysis specialization. Previously these students relied on self-study or other non-systematic methods, with uneven results. Recently we have been able to offer a course in programming under our 711 (Seminar in Methodology) listing, and it has proven successful in teaching the necessary skills in an efficient manner. The proposed course, like the 711 version, is intended for

doctoral students in Psychology without any background in programming. It will introduce them to the high-level Visual Basic programming language in a context that emphasizes the particular needs of behavioral researchers with special emphasis on real-time control of experiments, including human experiments that depend solely on computer technology and animal experiments that involve computer control of laboratory instruments. Because the course is designed specifically to meet the needs of students whose primary interest is in the analysis of behavior and not computer science per se, the approach to programming will be practical rather than theoretical.

## **Social Work**

### **New Course:**

**SOWK 626. Child Mental Health.** 3 Hr. PR: SOWK 520 and SOWK 540 and SOWK 513 and SOWK 531. Elective course which examines the structure of the United States' public mental health system for children, related policy issues and intervention options. (Effective Term: Spring, 2011) (CIP 440701)

**Rationale:** This course is a specialized elective that is appropriate for students in either the direct practice or community organization and social administration practice to track who are interested in child and adolescent mental health and other related developmental outcomes. The structure of the United States' public mental health system for children and related policy issues are examined and discussed. The construct of "mental health" is examined across a prevention-treatment continuum; The Institute of Medicine's (IOM) Mental Health Intervention Spectrum is used as a framework to distinguish universal, selected, and indicated prevention from treatment.

## **College of Engineering & Mineral Resources**

### **Civil Engineering**

#### **New Course:**

**CE 331. Transportation Engineering.** 3 Hr. PR: MAE 243 and CE 204. Course Description: Introduction to integrated transportation systems, vehicle, roadway and human characteristics, traffic engineering studies, intersections and interchanges, highway geometric design, highway pavement design, transportation planning, highway capacity analysis and evaluation of alternatives. (Effective Term: Spring, 2011) (CIP 140801)

**Rationale:** This course was originally Tech's CVLE 342 Transportation Engineering, a 3-hr course with no laboratory component. When Tech courses were translated into WVU course numbers, it became CE 332 Introduction to Transportation Engineering (a 4-hr course with a laboratory component). The translation of CVLE 342 into CE 332 should not have occurred in the first place since the credit hours are different. This is a fix for this problem.

## **College of Law**

### **New Courses:**



**LAW 655. Law & Public Service FT.** 2-6 Hr. Co-Req: LAW 656. A practical course in which selected students will serve as externs to public service and government agencies on a full-time basis. Classroom instruction and reflective writing requirements are included. (Effective Term: Spring, 2011) (CIP 220101)

**Rationale:** The purpose of this program is to provide law students with valuable experiential learning opportunities and to bridge the gap between the classroom and professional practice. Combining classroom teaching and practical training has been shown to accelerate the learning process and the professional development of students as they prepare for a law career. The writing and presentation requirements serve to enhance basic law skills. LAW 655 & 656 are being submitted simultaneously for LAW 656 in order to facilitate 2 methods of grading. The classroom component (LAW 655) will be offered with 2-6 variable credits in normal grade mode, while the field work component (LAW 656) will be offered with 6-11 variable credits graded as S/U. Students must register for both in the same semester.

It is necessary to separate the field work from the classroom work to rectify registration and transcript issues and to ensure grading and GPA accuracy for both components separately. If the courses are not listed on the STAR System separately with appropriate grading modes, the system will miscalculate the credits and GPA.

**LAW 656. Public Service Externship FT.** 6-11 Hr. Co-Req: LAW 655. The field work component of LAW 655. (Effective Term: Spring, 2011) (CIP 220101)

**Rationale:** LAW 656 is the field work component of LAW 655, and it will be graded with 6-11 variable credits as S/U. The purpose of this program is to provide law students with valuable experiential learning opportunities and to bridge the gap between the classroom and professional practice. Combining classroom teaching and practical training has been shown to accelerate the learning process and the professional development of students as they prepare for a law career. Offering on a full-time basis permits students to expand their opportunities to pursue a broader range of placement settings that are not geographically available in the Morgantown metro area.

LAW 655 & 656 are being submitted simultaneously and should be reviewed for approval together as companion courses for the following reasons:

LAW 656 is needed as the field work component for LAW 655 in order to facilitate 2 methods of grading. This field work component (LAW 656) will be offered with 6-11 variable credits graded as S/U, while the classroom component (LAW 655) will be offered with 2-6 variable credits in normal grade mode. Students must register for both in the same semester.

It is necessary to separate the field work from the classroom work to rectify registration and transcript issues and to ensure grading and GPA accuracy for both components separately. If the courses are not listed on the STAR System separately with appropriate grading modes, the system will miscalculate the credits and GPA.

**LAW 689-W. Sem: Issues in Energy Law.** 2 Hr. This seminar provides an understanding of a variety of issues regarding energy law and policy, both past and present, in the United States. A research paper on an energy law issues is required. (Effective Term: Fall, 2011) (CIP 220101)

**Rationale:** Courses that focus on energy and environmental issues are commonly taught as part of a standard law school curriculum in order to prepare future lawyers for a modern-day law career. Our University and College of Law have identified energy as an area of emphasis.

Students pursuing a specialized law career that focuses on energy or environmental issues will find this course beneficial to their acquisition of knowledge. As a seminar, this course offers the student the opportunity to delve more deeply into energy law and challenges them to develop more advanced research and writing skills.

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

### **Physical Education**

#### **New Course:**

**PE 168. Introductory Ice Hockey.** 1 Hr. Introduction to Knowledge and Skills in Ice Hockey. Students should have some previous skating experience. (Effective Term: Spring, 2011) (CIP 131314)

**Rationale:** Allow students who have taken the PE 137 Introductory Ice Skating class or those who already have basic skating skills to learn the basics of the sport of ice hockey.

### **Athletic Coaching Education**

#### **New Courses:**

**ACE 265. Diversity and Sport.** 3 Hr. Covers historical and current topics relevant to diversity in sport as it relates to current sport practices. Practical strategies for facilitating acceptance of diversity within individual/team sports are discussed. (Effective Term: Fall, 2011) (CIP 131314)

**Rationale:** Diversity in sport organizations is an organizational behavior that coaches/program administrators need to understand. After a review of the curriculum, one of the suggested changes was to create a course which focused on various forms of diversity such as gender, ethnicity, age, sexual orientation, etc., as they apply to current sport practices. The course would be a required course to be completed as part of the probationary requirements for admission into the major.

**ACE 315. Sport for the Exceptional Athl.** 3 Hr. Examines past, present and future of sport for athletes with disabilities and those competing at the Master-level. The focus is on the coaching of these unique populations of competitive and recreational athletes. (Effective Term: Fall, 2011) (CIP 131314)

**Rationale:** We currently have an elective course that focuses solely on athletes with intellectual disabilities (ACE 103 Special Olympics) but the faculty felt that the course needed to be more inclusive to cover athletes with various disabilities as well as the growing population of athletes who compete at the master level. Since these are growing populations of athletes within sport, the faculty felt a course dealing with exceptional athlete should be a required course in the major. The faculty is also proposing a minor in athletic coaching; students in the minor would elect to complete one of two tracks – youth athletes or exceptional athletes. If they elected the exceptional athlete track, then students would be required to complete ACE 315.

**ACE 488. Practicum Coachg Excptl Athl.** 3 Hr. PR: ACE 310. Integration of theoretical knowledge and development issues with practical field experiences working with exceptional athletes. (Effective Term: Fall, 2011) (CIP 131314)

**Rationale:** Students in the ACE major currently complete 12 hours of ACE 491, Professional Field Experiences (or practicum coaching) but it can be with athletes of any age/skill level and completed at various times in the program. After reviewing our curriculum, we have decided to break this down into three separate practicum experiences which occur several semesters in a more systematic manner. Students will now complete ACE 488, Practicum Coaching Exceptional Athletes (3 Credits) during the first semester in the major, then complete ACE 489, Practicum Coaching Youth sport (3 Credits) during their second semester or third semester in the major, and then complete ACE 491 Professional Field Experience (6 Credits) as a culminating experience.

The faculty is also proposing a minor in athletic coaching of which students would choose to complete one of two practicum: either ACE 488, Practicum Coaching Exceptional Athletes or ACE 489, Practicum Coaching Youth Sport.

**ACE 489. Practicum Coaching Youth Sport.** 3 Hr. PR: PET 175, Co-Req: ACE 410. Integration of theoretical knowledge and developmental issues with practical field experiences in coaching youth. (Effective Term: Fall, 2011) (CIP 131314)

**Rationale:** Students in the ACE major currently complete 12 hours of ACE 491, Professional Field Experiences (or practicum coaching) but it can be with athletes of any age/skill level and completed at various times in the program. After reviewing our curriculum, we have decided to break this down into three separate practicum experiences which occur several semesters in a more systematic manner. Students will now complete ACE 488, Practicum Coaching Exceptional Athletes (3 Credits) during the first semester in the major, then complete ACE 489, Practicum Coaching Youth Sport (3 Credits) during their second semester or third semester in the major, and then complete ACE 491, Professional Field Experience (6 Credits) as a culminating experience.

The faculty is also proposing a minor in athletic coaching of which students would choose to complete one of two practicum: either ACE 488, Practicum Coaching Exceptional Athletes or ACE 489, Practicum Coaching Youth Sport.

**Memorandum****To:** Faculty Senate Executive Committee**From:** Jennifer Orlikoff, Chair-Elect  
Senate Curriculum Committee**Date:** February 28, 2011**RE:** Monthly Alterations Report**ALTERATIONS (Minor Changes).** The following alterations (minor changes) have received administrative approval:

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
DTHY	402	51062	Change the credit hours from 2 to 1	DTHY 402. Dental Hygiene Ethics/Practice Management. 2 Hr. PR: Enrollment in Dental Hygiene. Scope of practice for the dental hygienist including ethical and legal considerations. Public and professional relations as well as practice management are discussed.	DTHY 402. Dental Hygiene Ethics/Practice Management. 1 Hr. PR: Enrollment in Dental Hygiene. Scope of practice for the dental hygienist including ethical and legal considerations. Public and professional relations as well as practice management are discussed.	One credit hour is a better representation of the time spent on these subjects.	201201
FRCH	203	160101	Add another choice of pre-requisite and add course description	FRCH 203. Intermediate French 1. 3 Hr. PR: FRCH 102 or appropriate score on the Departmental Placement Test.	FRCH 203. Intermediate French 1. 3 Hr. PR: FRCH 100 or FRCH 102 or appropriate score on the Departmental Placement Test. This is the third course in the basic French curriculum sequence and prepares students for French 204.	FRCH 100 is the equivalent of FRCH 102 and is another option to satisfy the pre-requisites	201105
FRCH	301	160101	Add another choice of pre-requisite	FRCH 301. Language Through Civilization. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of oral	FRCH 301. Language Through Civilization. 3 Hr. PR: FRCH 200 or FRCH 204 or FRCH 274 or adequate score on the Departmental Placement	FRCH 200 is the equivalent to FRCH 204 and is another option to satisfy the pre-requisites	201105

				and written communicative skills in the context of the origins, development, and contributions of French and Francophone civilizations.	Test. Development of oral and written communicative skills in the context of the origins, development, and contributions of French and Francophone civilizations.		
FRCH	302	160101	Add another choice of pre-requisite	FRCH 302. Language Through Culture. 3 Hr.PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of oral and written communicative skills in the context of contemporary values, institutions, and contributions of the French and Francophone world.	FRCH 302. Language Through Culture. 3 Hr. PR: FRCH 200 or FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of oral and written communicative skills in the context of contemporary values, institutions, and contributions of the French and Francophone world.	FRCH 200 is the equivalent to FRCH 204 and is another option to satisfy the pre-requisites	201105
FRCH	303	160101	Add another choice of pre-requisite	FRCH 303. Structure and Communication. 3 Hr.PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on French language structures, speaking, and writing within an authentic cultural context	FRCH 303. Structure and Communication. 3 Hr. PR: FRCH 200 or FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on French language structures, speaking, and writing within an authentic cultural context.	FRCH 200 is the equivalent to FRCH 204 and is another option to satisfy the pre-requisites	201105
FRCH	304	160101	Add another choice of pre-requisite	FRCH 304. Advanced Readings. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on authentic texts and documents from the French-speaking world.	FRCH 304. Advanced Readings. 3 Hr. PR: FRCH 200 or FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on authentic texts and documents from the French-speaking world.	FRCH 200 is the equivalent to FRCH 204 and is another option to satisfy the pre-requisites	201105

PT	756	512308	Correct the PR number and slightly modify description	PT 756. Orthopedic Physical Therapy 2. 3 Hrs. PR: PT 706 and PT 716. The second of two courses in physical examination of the musculoskeletal system, including mechanism of injury, differential diagnosis, and medical, surgical, and physical therapy interventions for musculoskeletal problems.	PT 756. Orthopedic Physical Therapy 2. 3 Hrs. PR: PT 746. The second of two courses in physical examination of the musculoskeletal system, including mechanism of injury, differential diagnosis, and medical, surgical, and physical therapy interventions for musculoskeletal problems. (1 lec, 2 lab)	The PR number was incorrectly listed and needs to be changed to the correct pre-requisite course number	201105
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**Action: Course Drops**

DENT 736      Preclinical Fixed Prosthodontics  
LING 401      Structure of Spanish  
PT 419        Professional Values

## **Memorandum**

Date: February 28, 2011

To: Faculty Senate Executive Committee

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

Re: GEC Actions

The GEC Oversight Committee met on January 31<sup>st</sup> and February 21<sup>st</sup> and recommends the following courses for Faculty Senate approval:

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

CLAS 231, Greek and Roman Civilization and Culture (Obj. 8) (Obj. 3 passed audit in Nov, 2010)  
DSGN 340, Designing for Energy Efficiency (Obj. 2C)  
MATH 153, Calculus 1A with Precalculus (Obj. 2A)  
MATH 154, Calculus 1B with Precalculus (Obj. 2A)  
SPA 280, Communication Disorders in Film (Obj. 4 & 6)  
ULIB 300, Film & Media Literacy (Obj. 5 & 7)

### **GEC Objectives** (for information only)

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
- W. Writing (1 course, audit/application requires separate "W" form)

**Memorandum**

Date: February 28, 2011

To: Faculty Senate Executive Committee

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

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

The GEC Oversight Committee met on January 31<sup>st</sup> and February 21<sup>st</sup> and passed the following courses for GEC Audit:

**GEC Successful Audits:**

FCLT 250, Russian Fairy Tales (Obj. 5 &amp; 9)

FCLT 380, The Holocaust in East European Film and Literature (Obj. 5 &amp; 6)

MILS 101, Military Science: Introduction to Tactical Leadership (Obj. 4 &amp; 6)

MILS 102, Military Science: Introduction to Tactical Leadership Continued (Obj. 4 &amp; 6)

PHYS 107, Physics of Music (Obj. 2B)

WMST 225, Women in Appalachia (Obj. 5 &amp; 7)

**Writing Requirement Successful Audits:**

FCLT 250, Russian Fairy Tales

FCLT 380, The Holocaust in East European Film and Literature

NSG 333, Nursing Ethics

**GEC Changes**

This change is due to the Department of Music's re-numbering of courses.

<u>Old Course Number</u>	<u>New Course Number</u>	<u>GEC Objectives</u>
MUSC 168	MUSC 113	5 & 7
MUSC 170	MUSC 111	4 & 5
MUSC 173	MUSC 114	4 & 5
MUSC 174	MUSC 112	3 & 5
MUSC 175	MUSC 115	5 & 7
MUSC 179	MUSC 116	5 & 9

**Deletions from GEC by request of Department Chair/Instructor:**

DSGN 280, Sustainable Design &amp; Development (Obj. 3 only)

INDS 115, Creativity in the Modern Arts (Obj. 5 &amp; 7)

JRL 279, Documentary Film in America (Obj. 5 &amp; 7)

PHYS 108, Light, Vision and Color (Obj. 2B)

POLS 101, Introduction to Political Science (Obj. 3 &amp; 4)

**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)