

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

1. Professor Alan Stolzenberg, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Erickson Alumni Center.

Members Present:

Abate, M.	Connors, J.	Hornsby, G.	Nutter, R.	Sherwin, M.
Abraham, R.	Cottrell, L.	Huber, J.	Olson, K.	Spleth, J.
Ahern, T.	Cottrell, S.	Huffman, V.	Orlikoff, J.	Stack, S.
Ameri, S.	Cronin, A.	Hutson, Z.	Paul, S.	Stuchell, R.
Anderson, J.	Curtis, R.	Jones, D.	Peace, G.	Sundaram, M.
Atkins, C.	Davari, A.	Kale, U.	Perry, J.	Tallaksen, R.
Banta, L.	DiBartolomeo, L.	Kershner, R.	Petty, T.	Tuninetti, A.
Bastress, R.	Elmore, S.	Kirby, B.	Prudhomme, J.	Urbanski, J.
Bergner, G.	Etzel, E.	Kuhlman, J.	Reymond, R.	Veselicky, K.
Bilgesu, I.	Famouri, P.	Lofaso, A.	Riemenschneider, S.	Vona-Davis, L.
Blake, L.	Fleming, S.	Mays, M.	Rockett, I.	Walker, E.
Bonner, D.	Graber, S.	Meckstroth, R.	Ryan, K.	Watson, J.
Bowen, E.	Hall, D.	Miltenberger, M.	Sand-Jecklin, K.	Wenger, S.
Boyles, J.	Harner, J.	Moritz, J.	Schreurs, B.	Wilson, M.
Bryner, R.	Hartman, K.	Morris, B.	Schwartz, S.	Zimmerman, P.
Clark, B.	Hash, K.	Mucino, V.	Scott, H. R.	
Clark, N.	Higgins, C.	Munasinghe, R.	Shelton, E.	
Cohen, S.	Hogan, T.	Nestor, P.	Sherlock, L.	

Members Absent:

Anfinson, J.	Hazard, H.	Latimer, M.	Whiteman, C.
Blaydes, S.	Hunter, S.	Tower, L.	Wilcox, G.

Members Excused:

Anderson, K.	Davis, S.	Hileman, S.	Perone, M.	Turton, R.
Brazaitis, M.	Fint-Clark, B.	Insch, G.	Petronis, J.	
Bredehoft, T.	Funk, A.	Mancinelli, C.	Putman, H.	
Carpenter, R.	Hall, D.	Nichols, A.	Rafter, J.	
Chalupa, C.	Hashmi, M.	Oberhauser, A.	Stout, P.	

Faculty Senate Officers Present:

Cottrell, L.	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, January 10, 2011 meeting. Motion carried.
3. President Clements reported on the following issues:
  - Thanks to Provost Wheatley, Professor Clark, Chancellor Colenda and the entire Strategic Planning Council. A lot of people did a lot of work, and he thanked them for their leadership.
  - Research is ahead by approximately \$13 million dollars from this time last year, and private giving is also up.

- Last Friday at the BOG meeting, it was announced that \$7.5 million dollars in funds for the Research Trust Fund will be matched by the state, so the number will double. Some gifts will soon become public. To date, through the Research Trust Fund \$16 million has been received, which will double to \$32 million dollars.
- Enrollment applications are up, and professional applications have increased by 10 percent. Graduate applications are ahead by almost 15-percent.
- Progress is being made for the next 30 faculty lines.
- One-time salary enhancements were given this year. The budget looks good for next year; Narvel Weese is tasked to find money for permanent salary increases.
- The Capital Classic Luncheon went well. Three areas of focus were discussed: School of Public Health, K-12 pipeline, innovation and engineering. Feedback was very positive.
- Last month, several students and faculty members participated in Undergraduate Research Day at the Capitol.
- Last month, WVU hosted the Industry of the Future Day at the Legislature.
- The President will be in Charleston tomorrow for WVU Day. Hundreds of kids and volunteers will be there as well as college and department representatives to talk about other outreaches that happen across the State. The President thanked Professor Nutter for representing WVU in Charleston and by tracking legislation.
- WVU received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, which speaks to the depth of outreach and service that WVU does. Only 6% of the universities in the country have this designation.
- Last month, officials representing the US-China partnership agreed to launch a 5-year research agenda.
- University Relations recently won an award for best practices in communication from CASE (Council for Advancement and Support of Education).
- OIT will be implementing a single-user password sign-on to access Mix, GroupWise and other applications.
- The President talked about several student/team accomplishments.
- February is Black History Month; there were two inspiring and enriching speeches given in observance of Martin Luther King, Jr.
- The feedback for the Strategic Plan has been very positive.
- WVU Extension Services will be holding the Small Farms Conference this month and Professor McConnell, program leader, is one of the champions of the “Buy fresh, buy local” movement that is currently happening in West Virginia.
- The Festival of Ideas offers many good speakers with incredible presentations.
- Chemical Engineering Professor David Klinke won the Faculty Early Career Development award from NSF. His research was based on why cancer cells resist certain drug treatments.
- Dr. Betsy Elswick has been recognized by the American Pharmacists Association for the Pharmacists of the Year Award for professional advocacy and leadership efforts for a better community.
- Dr. Anne Swisher, Department of Physical Therapy, has been honored by the American Physical Therapy Association for her outstanding publication on arm and shoulder problems commonly reported by breast cancer survivors.

- Two weeks ago, the WVU Alumni Association's Academy of Distinguished Alumni inducted a group of alumni who were recognized for their outstanding national and/or international achievements.
- Action items for the Strategic Plan need to be put in place to support the framework and to identify priorities for the Multi-year Facilities Master Plan.
- Key areas that need addressed include: capital campaign goals, salaries, compression, and PEIA.
- The Smoking Task Force is moving forward; a report should be submitted within the next few weeks.
- The President received a note from WVU graduate Emily Calandrelli expressing how much she loved WVU. She called the university a support system with coaches.
- The President said his two year anniversary as the WVU President will be coming up shortly, and he is honored to be here and thankful for the opportunity to work with everyone. He thanked everyone for their cards, phone calls and emails he received when his mother passed away.

4. Provost Wheatly reported on the following items:

- The draft of the Strategic Plan was delivered on December 17, 2010 to President Clements. Now the vision of the plan needs to become a reality.
- Dr. Nigel Clark will be the Associate Vice-President for Academic Planning. He will have a 75% appointment at the Provost's Office and a 25% appointment as a CEMR researcher.
- By the end of the week of February 14, two interviews will have taken place for the dean of the Davis College; the third interview will take place the following week. As soon as the interviews are completed, campus visits will be launched for the College of Creative Arts dean.
- Maryanne Reed, Dean, School of Journalism, received her fifth year administrative review, and she has agreed to serve another 5-year term. Administrative reviews will begin for Dr. Gene Cilento, College of Engineering and Mineral Resources, and for Dr. Keith Garbutt, Honors College. The Provost encouraged faculty to be involved in the processes.

The Provost discussed the following five Strategic Plan Goals:

- The first goal will provide quality education for students at all levels.

A "Blue Print for Student Success" under the leadership of Associate Provost Dooley will target several initiatives for undergraduates.

Strategic planning exercises for the graduate programming and the spring Council of Deans' retreat will involve planning for the new masters and doctorate level programming.

A dashboard will be posted to show the Strategic Planning progress. The first matrix will be uploaded for the research mission.

- The second goal involves the research mission.

73 proposals have been received for the next 30 faculty research lines from the academic deans. A round robin was held at the last Deans' Council meeting and the proposals are being bundled together around the Research Trust Fund for Energy, Biology, Human Health, Nano-technology, and Identification Technology as well as a miscellaneous catch all. Proposals will be sent to the Vice-President for Research as well as the Chancellor of Health Sciences. Information concerning allocating the lines will be submitted in a few weeks.

- The third goal involves making WVU a more inclusive culture.

A number of initiatives have been proposed including Dr. Adrienne Williams, education leadership, is leading a new initiative sponsored by HEPC to create an interim program for new faculty, particularly the underrepresented groups.

Associate Provost C. B. Wilson has been engaged in discussions with the Parental Leave Task Force this past year, and a draft document has been proposed; it has been submitted to the Faculty Welfare Committee.

- The fourth goal involves internationalization of globalization.

A group trip has been funded to work with Guanajuato, which is a sister city in Mexico; we are trying to grow multiple avenues of partnership to include a 4-H program. A group trip to Africa is also being planned. Professor Lastinger has reported a global certification for CEMR.

- The fifth goal involves anchoring the land grant mission to serve the citizens in the state of West Virginia.

The Provost and President Clements will travel to the Capitol tomorrow for Extension Day at the Legislature, which will be a wonderful opportunity to meet with 700 people, including school children, extension agents, and community members to promote the Institution.

5. Chair Stolzenberg said it was decided at the last Senate Executive Committee meeting that WVU will assess the General Education Curriculum as a whole program, not as individual courses. He said it is driven by several different needs. One of the goals of the Strategic Plan is to invigorate curriculum teaching methods to provide students the tools needed to succeed. The General Education Curriculum will play a major part in achieving that goal. It is necessary to assess the goals and to see how the objectives are being met and how are they being achieved. Another reason for the review is that WVU will undergo reaccreditation in 2014, and the accrediting organization is currently requiring that assessment of general education programs be underway for the information gained to be used to improve programs. The Chair said we need to make progress in order to be compliant with the accrediting body's expectations. The Senate Executive Committee has decided that the Faculty Senate

will play a critical role in the assessment of the general education program. The general thoughts between the Assessment Council and the General Education Committee were to establish a working group from several members of the Assessment Committee, the General Education Committee and the Student Instruction Committee to form a work group. The group will start small by taking 2 of the 9 objectives and come up with ways to assess how the programs are performing. This initiative is underway, and the Chair said he will keep faculty posted of its progress.

The Chair said Rehan Khan, CIO and Associate Provost of Information Technology and David Durham, Director, Career Services, will speak before the Faculty Senate in March and April, but no presentations are scheduled for May or June. The Chair asked senators to send him an email if they have someone they would like to present before the Faculty Senate during these two months, and he will try to make those arrangements.

6. Hugh Kierig, Director, Transportation and Parking Management, said his department is responsible for the following three areas: the Personal Rapid Transit System, Parking Management and Transportation Services. He spoke about the following programs: the WE GO System, Alternative Transportation Program, Parking Management, and the status of the Personal Rapid Transit system.

Mr. Kierig said the zip car utilization has gone up considerably since it was switched from the “we car” to the “zipcar” in August. Weekend utilization is well over 80%, which is a successful program. The program will expand to academic and administrative departments in the future.

The Zimride, which is the Online Car Pool program, has 1200 WVU students, faculty, and staff enrolled; over 480,000 miles have been saved because of this program.

A community-wide van pool program will be launched in April 2011 in conjunction with the University and other major employers to include the Monongalia General Hospital, Ruby Hospital, NIOSH, and Mylan Pharmaceuticals, which will provide employees opportunities to create programs and house vans on various campuses. It is anticipated that this will be a very successful program.

Two other alternative transportations include the Mountain Line Bus and the Personal Rapid Transit System. This past year, the Mountain Line provided almost one million passenger trips and 71% were WVU based. The PRT provided 2.3 million passenger trips last academic year. The PRT was state of the art 30-40 years ago, but it needs to undergo \$93 million dollars in improvements to keep it operational for the next 30 years.

The focus of the Parking Management system includes the implementation of the new parking software system, which will be launched in April, and the engagement of a customer service program to deal with customer issues at the parking counter and in the field.

Mountaineer Station opened in October 2009. It has an occupancy rate of approximately 60%, and it continues to grow.

Mr. Kierig said there will be a loss of 100 parking spaces at the Evansdale Parking area this summer because of the construction of the recreation fields. The University has recently purchased 5 properties on Beechurst Avenue, which will give 60 faculty parking spaces; other parking spaces will be available near White Hall once the renovation is complete.

7. Associate Provost C.B. Wilson said a memorandum was signed by Provost Wheatly and Chancellor Colenda about parental leave for 9 month faculty because they do not accumulate medical or annual leave. One obstacle in the state code said that if a state employee does not work, he/she cannot be paid. This does not affect an employee who is entitled to leave, but would apply to an employee who does not accumulate leave. Since this state code was for hourly employees, it made sense to develop an institutional statement that would define faculty work more broadly. The memorandum notes that faculty work will occur during, but often beyond, the traditional business day. If a faculty member completes assignments during the contract period, he/she would be pursued as having worked throughout the contract period for these purposes. The memorandum describes the nature of faculty work when the faculty member is assigned to teach, do research, scholarships, provide creative work and provide service to the institution and community. The idea is derived from the University guidelines on faculty evaluation, promotion and tenure. The language for the memorandum was developed with suggestions from the Faculty Senate, the Senate Executive Committee, the Deans' Council, the Provost and her staff and the Office of Legal Affairs.
8. Professor Petty moved for approval of the following Curriculum Committee reports:  
  
Annex I, New Courses and Course Changes. Motion carried.  
Annex II, Request for Change of Prefix for Management Information Systems Courses. Motion carried.  
Annex III, The Alteration Report was submitted for information.
9. Professor Nutter, ACF representative, said he continues to watch bills going through the Legislature; he said two bills that should be watched are Senate Bill 330 and a HB 3068 that involves the revitalization of WVU-Tech. Another issue involves the push for faculty to be allowed to serve on the Legislature.
10. The meeting adjourned at 4:35 p.m. to reconvene on Monday, March 14, 2011.

Mary Strife, Faculty Secretary

**To: Faculty Senate Executive Committee**  
**From: Todd Petty, Chair, Faculty Senate Curriculum Committee**  
**Date: January 24, 2011**  
**RE: New Courses and Course Changes**

**Eberly College of Arts & Sciences**

**New Courses:**

**Geology & Geography**

**GEOL 300. Geology of West Virginia.** 3 Hr. PR: GEOL 103 and GEOL 104. Journey through geologic history of West Virginia with emphasis on the geology of public lands and fossil fuels. Local and overnight field trips are a required part of this course. (Effective Term: Fall 2011) (CIP 400601)

**Rationale:** This course will offer geology majors an additional 300 level elective and the opportunity to apply the knowledge and skills from the program's existing courses to a series of West Virginia-specific examples. This course will also provide an option for geology minors to take a 300-level course that not only builds on the basic geologic concepts introduced in GEOL 101-104, but also incorporates more detailed material normally restricted to the core 300 level courses in our program.

**Biology**

**BIOL 454. Immunology.** 3 Hr. PR: BIOL 219. Explores the fundamental principles and practices of immunology including how the immune system is organized, how it functions to keep us healthy, and how it can cause allergies and autoimmune disease. (Effective Term: Spring 2012) (CIP 260101)

**Rationale:** As many of the students in the Biology program plan to enter professional school related to some field of medicine (i.e. medicine, pharmacy, veterinary, medical research, etc.), a course in Immunology is pertinent not only to their future studies but also for successfully passing entrance exams to apply to these programs. This course assimilates much of the information students learned in introductory courses, including molecular biology, biochemistry, physiology, anatomy, and applies it to the functioning of vital animal systems. Moreover, this course highlights both human and animal immune systems and as such, is also applicable to students wanting to obtain advanced degrees in Biology. Upper division Biology courses are divided into 4 groups and in order to graduate with a BS in Biology, students must take at least one course in each group. This course is classified in Group 1 (cell and molecular biology) and thus adds to the diversity of courses that students can take to fulfill this requirement.

**College of Creative Arts**

**Theatre**

**New Course:**

**THET 312. Theatrical Rigging.** 3 Hr. PR: THET 222. An examination of the tools, equipment, hardware, and safety practices commonly used in theatrical rigging. (Effective Term: Fall 2011) (CIP 500501)

**Rationale:** This course fills a demand to provide advanced rigging experience, and provides real world application that the students will face in the theatre industry. The course will fulfill one of the advanced tech courses in the BFA Design Tech curriculum.

**College of Engineering & Mineral Resources**

**Civil & Environmental Engineering**

**New Course:**

**CE 312. Construction Materials.** 3 Hr. PR: MAE 243. A study of civil engineering materials, metals and alloys, mineral aggregates, cements, concrete and concrete products, bituminous materials, lumber and timber, and the testing of materials. (Effective Term: Fall 2011) (CIP 14.0801)

**Rationale:** This course was originally Tech's CVLE 321 Engineering Materials, a 3-hr course with a laboratory component. When Tech courses were translated into WVU course numbers, it became CE 310 Civil Engineering Materials (a 4-hr course with a laboratory component). The translation of CVLE 321 into CE 310 should not have occurred in the first place since the credit hours are different. This is a fix for this problem.

**College of Human Resources & Education**

**Child Development & Family Studies**

**New Course:**

**CDFS 431. Infant Toddler Language/Lit.** 3 Hr. Focus on language and literacy development in infants and toddlers for teachers and others working with infants and toddlers. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The emergent literacy perspective describes literacy as beginning very early in life and developing within the context of social interaction with caring adults. Early childhood teachers and other adults working with infants and toddlers need to make intentional, knowledgeable and well-informed decisions about how to engage infants and toddlers in meaningful beginning language and literacy experiences. The course will provide students with skills enabling them to understand early developmental foundations of literacy and the underlying research and assist them in identifying language and literacy opportunities as well as to plan and implement responses approaches to support infant and toddler learning. There are no WVU courses that are completely committed to infant toddler development of language and



literacy skills. This information is needed for CDFS majors in the Birth – 5 emphases who want to pursue a career working with very young children. The course will also help State Head Start teachers obtain the federal mandate of required coursework in infant-toddler development.

**Course Changes:**

**From:**

**CDFS 540. Survey of Family Studies.** 3 Hr. A comprehensive overview of the theoretical and empirical literature focusing on the family.

**To:**

**CDFS 640. Survey of Family Studies.** 3 Hr. Comprehensive overview of the theoretical and empirical literature of the family. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The action requested is for CDFS 540 to become CDFS 640. The use of a higher number is a better reflection of the content of the course. Expectations are for advanced critical analysis of the subject matter and understanding of research methods for analysis of scholarly works on the topics.

**From:**

**CDFS 545. Socio-Emotional Developmt Child.** 3 Hr. A study and examination of contemporary theory and research into various facets of the socialization process in infancy and childhood.

**To:**

**CDFS 645. Socio-Emotional Dvt Child/Adol.** 3 Hr. A study and examination of contemporary theory and research into various facets of the socialization process in infancy and childhood. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The action requested is for CDFS 545 to become CDFS 645. The use of a higher number is a better reflection of the content of the course. Expectations are for advanced critical analysis of the subject matter and understanding of research methods for analysis of scholarly works on the topics. The course title has been altered to accurately reflect the scope of the course.

**From:**

**CDFS 547. Comparative Study of Family.** 3 Hr. The comparative method as a framework for family analysis. An examination of family diversity and multiculturalism in an ever-changing U.S. society.

**To:**

**CDFS 647. Comparative Study of Family.** 3 Hr. Family diversity and multiculturalism in an ever-changing U.S. society is examined using the comparative method for analysis. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The action requested is for CDFS 547 to become CDFS 647. The use of a higher number is a better reflection of the content of the course. Expectations are for advanced critical analysis of the subject matter and understanding of research methods for analysis of scholarly works on the topics.

**From:**

**CDFS 548. Theories of Child Development.** 3 Hr. Examination of major theoretical conceptions of child development. Work of Werner, Piaget, Freud, Erikson, and the American learning theorists compared and contrasted.

**To:**

**CDFS 648. Theories of Child/Adol Devt.** 3 Hr. Examination and comparison of theoretical perspectives of child and adolescent development including traditional and newly emerging theories. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The action requested is for CDFS 548 to become CDFS 648. The use of a higher number is a better reflection of the content of the course. Expectations are for advanced critical analysis of the subject matter and understanding of research methods for analysis of scholarly works on the topics. The course title has been altered to include “adolescent” in order to accurately reflect the scope of the course.

**From:**

**CDFS 549. Socialization Processes.** 3 Hr. This course is an examination of the contexts that affect infant, child, and adolescent development, including family, peers, schools, neighborhood, media, and larger societal influences.

**To:**

**CDFS 649. Socialization Processes.** 3 Hr. Examination of the contexts that affect infant, child, and adolescent development. Family, peers, schools, neighborhood, media, and larger societal influences are discussed. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** The action requested is for CDFS 549 to become CDFS 649. The use of a higher number is a better reflection of the content of the course. Expectations are for advanced critical analysis of the subject matter and understanding of research methods for analysis of scholarly works on the topics.

**Speech Pathology & Audiology**

**New Courses:**

**SPA 750. Information Literacy in CSD.** 3 Hr. PR: Consent. Practical and theoretical issues in the use of the professional literature to advance research and practice in audiology and speech-language pathology. (Effective Term: Fall 2011) (CIP 510201)

**Rationale:** SPA 750 is a required foundational seminar for students in the PhD program in Communication Sciences and Disorders. This seminar establishes knowledge and skill in literature review and appraisal and works to develop technical writing and critical thinking abilities that will be necessary for successful completion of doctoral-level course work and research responsibilities in subsequent semesters. This seminar is also fundamental in developing the student's ability to establish an area of expertise and identify potential research questions in that area. Skills developed in this seminar are requisite to the conduct of scientific PhD-level research projects.

**SPA 752 Research Design in CSD.** 3 Hr. PR: Consent. Practical and theoretical issues in the selection and implementation of quantitative and qualitative research designs common in communication sciences and disorders. (Effective Term: Spring 2012) (CIP 510201)

**Rationale:** SPA 752 is a required foundational seminar for students in the PhD program in Communication Sciences and Disorders. This seminar establishes knowledge and skill in the planning, conduct, and evaluation of research designs in communication disorder research that will be necessary for successful completion of doctoral-level course work and research responsibilities in subsequent semesters. This seminar is also fundamental in developing the student's ability to establish an area of expertise and identify effective strategies for answering research questions in that area. Skills developed in this seminar are requisite to the conduct of scientific PhD-level research projects.

**SPA 754. Teaching & Supervision in CSD.** 3 Hr. PR: Consent. Principles, concepts, and processes involved in effective classroom instruction and clinical supervision of students in audiology and speech-language pathology programs. (Effective Term: Spring 2012) (CIP 510201)

**Rationale:** SPA 754 is a required foundational seminar for students in the PhD program in Communication Sciences and Disorders. This seminar establishes knowledge and skill in the teaching and supervisory process that will be necessary for college-level instruction and clinical supervision in audiology and speech-language pathology. Skills developed in this seminar are requisite to successful independent teaching and supervision that is expected of third-year PhD students and PhD candidates.

**SPA 770. Cultural Diversity in CSD.** 1 Hr. CoReq: SPA 771 or Consent. Issues and differences related to communication sciences and disorders within diverse subcultures in the USA and Canada. (Effective Term: Spring 2012) (CIP 510201)

**Rationale:** SPA 770 is a required seminar for students in the PhD program in Communication Sciences and Disorders to be taken before candidacy. This seminar is designed to prepare

students for increasing domestic cultural diversity and globalization in current research and practice. This seminar will enhance preparation and skills for collaboration, consultation, teaching, and practice with minority and diverse populations within the USA and Canada. Students have the option to enroll in SPA 771 Cultural Diversity Lab to supplement seminar learning objectives.

**SPA 771. Cultural Diversity Lab.** 1 Hr. CoReq: SPA 770 or Consent. Hands-on experience related to practice in communication sciences and disorders within diverse cultural settings in the USA and Canada. (Effective Term: Spring 2012) (CIP 510201)

**Rationale:** SPA 771 is an optional companion lab that may be used to supplement SPA 770. This course is designed to provide direct experience that highlights domestic cultural diversity in current practice of communication sciences and disorders. Students will plan, carry out, and evaluate a hands on experience in an approved minority and diverse population within the USA and Canada.

**SPA 780. Global Initiatives in CSD.** 1 Hr. CoReq: SPA 781 or Consent. Issues and differences related to communication sciences and disorders in settings outside the USA and Canada. (Effective Term: Fall 2011) (CIP 510201)

**Rationale:** SPA 780 is a required seminar for students in the PhD program in Communication Sciences and Disorders to be taken before candidacy. This seminar is designed to prepare students for increasing globalization and domestic cultural diversity in current practice. This seminar will enhance preparation and skills for collaboration, consultation, teaching, and practice with population outside the USA and Canada.

**SPA 781. Global Initiatives Lab.** 1 Hr. CoReq: SPA 780 or Consent. Hands-on experiences related to professional practices and perspectives in communication sciences and disorders outside the USA and Canada. (Effective Term: Fall 2011) (CIP 510201)

**Rationale:** SPA 781 is an optional companion lab that may be used to supplement SPA 780. This course is designed to prepare students for increasing globalization in current research and practice in communication sciences and disorders. Students will plan, carry out, and evaluate a hands-on experience in an approved international population outside the USA and Canada.

## **School of Journalism**

### **Public Relations**

#### **New Courses:**

**JRL 458. Interactive Media and Audience Building.** 3 Hr. Online class introduces students to the latest and evolving attributes of media entrepreneurship, new economic models for media, and audience building across emergent platforms. (Effective Term: Fall 2011) (CIP 09.0401)

**Rationale:** As part of a new media entrepreneurship minor we are proposing with the College of Business and Economics, this course fulfills: 1) a need in the School of Journalism to address changes in the industry that intersect with the economics of media, and 2) a need within the minor to provide a strong journalism-centered anchor that integrates the principles of entrepreneurship into the media landscape.

**Course Changes:**

**From:**

**JRL 428. Law of the News Media.** 3 Hr. (For Journalism senior and graduate students.) PR: Foundation Courses for Other Sequences. The law as it affects the mass media. Considered are such areas as libel, privacy, public records, criminal pre-trial publicity, freedom of information, obscenity.

**To:**

**JRL 428. Media Ethics and Law.** 3 Hr. PR: JRL 215. How ethics and law work together to help create and maintain the media environment. Examines ethical paradigms within a legal framework, with special emphasis on morality. (Effective Term: Spring 2012) (CIP 090401)

**Rationale:** Our faculty voted to eliminate Media Law and Media Issues and Ethics as separate courses and teach these related subjects in a single coordinated course. Combining media ethics and law in one course instead of two will make clearer the relationship between the two and will allow full-time faculty members to supervise and teach the course instead of adjunct faculty, as is currently the case in Media Law.

**School Of Nursing**

**New Course:**

**NSG 100. Introduction to Nursing.** 2 Hr. Introduction to the role of the nurse in modern health care: critical thinking, nursing interventions, professionalism, caring and communication in nursing practice with emphasis on safety, quality, health, culture, ethics, leadership, and health policy. (Effective Term: Fall 2011) (CIP 511601)

**Rationale:** The Bachelor of Science in Nursing (BSN) curriculum is being revised to comply with the new Essentials of Baccalaureate Education established by the American Association of Colleges of Nursing (AACN) and its accrediting body, the Collegiate Commission on Nursing Education (CCNE). NSG 100 will take the place of the current NSG 110 in the revised BSN curriculum. As the first nursing course in the curriculum, NSG 100 will introduce the student to the nursing program's conceptual framework based on core competencies (critical thinking, nursing interventions, professional role, caring and communication). Each core competency has key concepts that will be introduced in NSG 100, and then threaded throughout the BSN curriculum (scholarship, evidence-based reasoning, safety and quality, patient care technology, health promotion/disease prevention, health restoration and maintenance, professionalism,

organization and systems leadership, health care policy, finance, and regulation, cultural sensitivity, ethics, information management, and professional and therapeutic communication).

**Course Changes:**

**From:**

**NSG 482. Palliative Care Basics.** 2 Hr. Discussion surrounding end-of-life care of the patient and family in a variety of settings. Exploring these topics will enable the health care professional to provide quality patient care and advocacy for end-of-life care.

**To:**

**NSG 482. Palliative Care Nursing.** 2 Hr. Nursing care of the patient across the lifespan with a diagnosis that requires palliative care. (Effective Term: Fall 2011) (CIP 511601)

**Rationale:** As part of the revised curriculum for the Bachelor of Science in Nursing (BSN) program, students are required to take a nursing elective that will meet the needs of the individual student. The student will have an opportunity to gain more in depth knowledge in an area of interest. Nurses are faced with caring for patients across the lifespan who are at the end of life. In the BSN curriculum, students are exposed to end of life care, but there is not time to cover this subject in depth. NSG 482, Palliative Care Nursing, will provide and in depth analysis of nursing care at the end of life, and is based on the ELNEC (End of Life Nursing Education Consortium) core curriculum. Palliative care nursing concentrates on providing nursing care that is aimed at reducing the severity of disease symptoms and improving quality of life for people facing serious, complex illness.

## **Request for Change of Prefix for Management Information Systems Courses College of Business & Economics**

1/5/2011

The College of Business and Economics requests a change of prefix from MANG to MIST for the courses currently offered in the Management Information Systems (MIS) program.

### **Background**

Prior to the establishment of the MIS major in the College of Business and Economics, MIS courses were offered by the Management Department. Consequently, they were created with the MANG prefix, as this is the prefix utilized by all Management courses. However, MIS is now a separate major, and no longer located in the Management Department. The use of the MANG prefix is very confusing to students, as the MANG prefix is currently used for both MIS and Management courses. All other majors in the College of Business and Economics have their own unique prefixes, which makes course scheduling much easier for the students. Therefore, we request that all MIS courses have their prefix changed from MANG to MIST. The MIST prefix has already been approved for use.

### **Courses to be Altered**

The College of Business and Economics requests that the following eight courses be altered. Please note that the only items being altered are the prefixes of the courses themselves and their prerequisite course prefixes, where necessary. No content whatsoever of any course is being changed.

#### MANG 351:

*Change from:*

**MANG 351. Database Management Systems. 3 hr. PR:** BCOR 330. Introduction to database theory, design, implementation, management, and models; development of database applications for management systems.

*To:*

**MIST 351. Database Management Systems. 3 hr. PR:** BCOR 330. Introduction to database theory, design, implementation, management, and models; development of database applications for management systems.

#### MANG 352:

*Change from:*

**MANG 352. Business Application Programming. 3 hr. PR:** BCOR 330. Provides an understanding of fundamental programming concepts required to develop end-user business applications in an object-oriented, event-driven environment. These skills will be utilized in the Systems Design and Development course.

*To:*

**MIST 352. Business Application Programming. 3 hr. PR:** BCOR 330. Provides an understanding of fundamental programming concepts required to develop end-user business applications in an object-oriented, event-driven environment. These skills will be utilized in the Systems Design and Development course.

MANG 353:

*Change from:*

**MANG 353. Advanced Information Technology.** 3 Hr. PR: BCOR 330 and MANG 420. Presents the student with a fundamental Knowledge of hardware and software technologies, including emerging technologies, focusing on the functionality and management of the technology in a business organization.

*To:*

**MIST 353. Advanced Information Technology.** 3 Hr. PR: BCOR 330 and MANG 420. Presents the student with a fundamental Knowledge of hardware and software technologies, including emerging technologies, focusing on the functionality and management of the technology in a business organization.

\*Please note that the prerequisite does, indeed, stay as MANG 420 (*not* MIST 420).

MANG 355:

*Change from:*

**MANG 355. Data Communications.** 3 Hr. PR: BCOR 330. Provides an overview of the TCP/IP model and related technologies of the data communications corporate infrastructure as well as a survey of the essential tools and strategies for the effective management of business networks.

*To:*

**MIST 355. Data Communications.** 3 Hr. PR: BCOR 330. Provides an overview of the TCP/IP model and related technologies of the data communications corporate infrastructure as well as a survey of the essential tools and strategies for the effective management of business networks.

MANG 356:

*Change from:*

**MANG 356. Network Security.** 3 Hr. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in information systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.

*To:*

**MIST 356. Network Security.** 3 Hr. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in information systems,



information assurance management and policy, network security planning, technologies, implementation, and security strategy.

MANG 357:

*Change from:*

**MANG 357. Information Ethics.** 3 Hr. This course introduces the student to the field of information ethics, including such topics as privacy, accessibility, censorship, intellectual property, accuracy, virtual reality and artificial intelligence.

*To:*

**MIST 357. Information Ethics.** 3 Hr. This course introduces the student to the field of information ethics, including such topics as privacy, accessibility, censorship, intellectual property, accuracy, virtual reality and artificial intelligence.

MANG 450:

*Change from:*

**MANG 450. Systems Analysis.** 3 Hr. PR: BCOR 330. Emphasizes the systems approach, concentrating on the first half of the systems development cycle: feasibility studies, cost/benefit analysis, organizational analysis, assessment of information needs, and project planning. Effective teamwork and communications are stressed.

*To:*

**MIST 450. Systems Analysis.** 3 Hr. PR: BCOR 330. Emphasizes the systems approach, concentrating on the first half of the systems development cycle: feasibility studies, cost/benefit analysis, organizational analysis, assessment of information needs, and project planning. Effective teamwork and communications are stressed.

MANG 452:

*Change from:*

**MANG 452. Systems Design and Development.** 3 Hr. PR: MANG 351 and MANG 352 and MANG 450. Follows the *Systems Analysis* course with the second half of the systems development cycle; user interface design, data design, process design, system specifications, use of software development tools, documentation, testing, conversion, and maintenance.

*To:*

**MIST 452. Systems Design and Development.** 3 Hr. PR: MIST 351 and MIST 352 and MIST 450. Follows the *Systems Analysis* course with the second half of the systems development cycle; user interface design, data design, process design, system specifications, use of software development tools, documentation, testing, conversion, and maintenance.

**Course Drops**

To complete the process, the College also requests that the eight MANG prefixed courses be dropped from the system, to free up those numbers for future courses in the Management Department. We request that the following courses be dropped:

MANG 351  
MANG 352  
MANG 353  
MANG 355  
MANG 356  
MANG 357  
MANG 450  
MANG 452

**Other Required Information:**

Effective Term: 012012

College Code: 21

Division Code: 2100

CIP Code for MANG: 520201

CIP Code for MIST: 521201

## College/School Sign-off

**Contact person for this Course**      Date: 1/5/2011      Phone: 304-293-7805

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

PO Box 6025      Email: Linda.Moore@mail.wvu.edu

Signature: \_\_\_\_\_

Date: <u>1/5/2011</u>	Initiated By ( <b>Please type or print legible</b> ): <u>Graham Peace</u> Initiator's Signature: _____ Initiator's Phone Number: <u>304-293-7940</u> Email: <u>graham.peace@mail.wvu.edu</u>
Date: _____	Approved By ( <b>Please type or print legible</b> ): _____ Approval Signature: _____ <b>(Department Curriculum Committee)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>Tim Pearson</u> Approval Signature: _____ <b>(Chairperson of Department/Division)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>Nancy McIntyre</u> Approval Signature: _____ <b>(College Curriculum Committee)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>Nancy McIntyre, Associate Dean</u> Approval Signature: _____ <b>(Dean or College or School)</b>

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

ARC Only	
Date Received: _____	Date Entered: _____

**Memorandum****To:** Faculty Senate Executive Committee**From:** Jennifer Orlikoff, Chair-Elect  
Senate Curriculum Committee**Date:** January 24, 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
JRL	215	090401	Adding a co-requisite and modifying wording of pre-requisite	JRL 215. Media Writing. 3 Hr. PR: Competitive score on Journalism Qualifying Exam. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	JRL 215. Media Writing. 3 Hr. PR: Competitive JQE score and Co-Req: VISJ 210. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	The Journalism School wants students to begin their visual journalism studies earlier in their education to aid in their success in the field.	201201
LING	311	160102	Adding pre-requisites to represent other languages offered at WVU and modifying course description	LING 311. Introduction to Structural Linguistics. 3 Hr. PR: FRCH 203 or GER 203 or JAPN 203 or RUSS 203 or SPAN 203 or equivalent. Required of foreign language majors. A detailed examination of language structure (phonology, morphology, syntax, and semantics) and its relation to language use (sociolinguistics).	LING 311. Introduction to Structural Linguistics. 3 Hr. PR: ARBC 203 or CHIN 203 or CLAS 203 or FRCH 203 or GER 203 or ITAL 203 or JAPN 203 or PORT 203 or RUSS 203 or SPAN 203 or equivalent. Required of foreign language majors. A detailed examination of language structure (phonology, morphology, and syntax) and its relation to language use (sociolinguistics).	The added pre-requisites represent additional languages offered at WVU. The change in the description is a more accurate reflection of the course content, namely, due to time constraints, the instructors do not cover semantics in this course.	201108
LING	412	160102	Remove pre-requisite	LING 412. Syntax. 3 Hr. PR: LING 311 or consent. Emphasis on generative syntax in English, German, Romance and Slavic languages.	LING 412. Syntax. 3 Hr. Emphasis on generative syntax in English, German, Romance and Slavic languages.	The pre-requisite is being removed because the course content does not presuppose prior knowledge of linguistics. Students' ability to master the course objectives of LING 412	201108

						is not contingent upon their having taken specifically LING 311. Students are taken in a step by step fashion from the most basic to more complex concepts and theories in the study of natural language syntax.	
PUBA	717	440401	Correct the number of credit hours	PUBA 717. Performance Management. 3 Hr. Examines the principles of performance management in public institutions.	PUBA 717. Performance Management. 2 Hr. Examines the principles of performance management in public institutions.	This is a correction to the catalog that incorrectly states that this class is a 3 credit hour course, instead of its originally intended 2 hours as it was presented in the original paperwork in 2006.	201105
VISJ	210	090401	Add co-requisite and change description	VISJ 210. Visual Journalism and New Media. 3 Hr. PR: JRL 101 or consent. Theory and principles of visual communication and image culture. Visual literacy, critical thinking, and ethics by visual journalists in digital media. Software applications for photography, graphic design, video and Web publishing.	VISJ 210. Visual Journalism and New Media. 3 Hr. PR: JRL 101 and Co-req: JRL 215. Theory and principles of visual communication and image culture. Software applications for photography, graphic design, video and Web publishing.	The Journalism School wants students to begin their visual journalism studies earlier in their education, namely at the same time that they would take JRL 215, because the combination of the two courses will help in their success in the field. The change in the course description is to shorten it so that it meets the 35 word limit.	201201

**Action: Course Drops**

CDFS	540	Survey of Family Studies
CDFS	545	Socio-Emotional Developmt Child
CDFS	547	Comparative Study of Family
CDFS	548	Theories of Child Development
CDFS	549	Socialization Process
JRL	489	Media Issues and Ethics
SPA	639	Rural Issues in Speech, Language, and Pathology
SPA	640	Structure and Function of the Auditory System
SPA	642	Advanced Audiological Assessment
SPA	644	Hearing Aids
SPA	646	Advanced Study: Aural Rehabilitation
SPA	650	Industrial and Environmental Audiology
SPA	652	Advanced Hearing Science
SPA	654	Pediatric Audiology
SPA	656	Pathologies of the Auditory System