

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
January 14, 2008

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

Member Present:

Ameri, S.	Davari, A.	Kleist, V.	Peace, G.	Spleth, J.
Anderson, R.	Davis, S.	LaGodna, B.	Perone, M.	Stack, S.
Atkins, C.	Etzel, E.	Lake, M.	Petronis, J.	Steranka, P.
Bagby, M.	Fitch, C.	Lastinger, V.	Plein, C.	Stolzenberg, A.
Banta, L.	Fredette, .	Latimer, M.	Price, S.	Stuchell, R.
Behling, R.	Garbutt, K.	Lively, M.	Richards, A.	Tallaksen, R.
Blaydes, S.	Griffith, R.	Long, K.	Riemenschneider, S.	Tauger, M.
Bonner, D.	Hall, D.	Malarcher, J.	Riley, W.	Temple, J.
Bowen, E.	Hartman, K.	Mancinelli, C.	Robbins, J.	Turton, R.
Brooks, J.	Hessl, A.	Mandich, M.	Robinson, C.	Urbanski, J.
Bryner, R.	Hornak, L.	McDiarmid, M.	Ruscello, D.	Valenti, M.
Campbell, L.	Hornsby, G.	Mutz, K.	Ryan, K.	Watson, J.
Clark, N.	Howard, S.	Napolitano, M.	Sand-Jecklin, K.	Webb-Dempsey, J.
Cohen, S.	Huffman, V.	Nath, C.	Sedgeman, J.	Weihman, L.
Cottrell, L.	Iskander, W.	Nelson, C.	Selin, S.	Wilcox, G.
Cottrell, S.	Jackowitz, A.	Nestor, P.	Serafini, M.	Woloshuk, J.
Culberson, J.	Kershner, R.	Nutter, R.	Sherlock, L.	
D'Souza, G.	Kirby, B.	Olson, K.	Siegrist, J.	

Members Absent:

Almond, C.	DiBartolomeo, L.	Hurst, M.	Moffett, K.	Townsend, C.
Brooks, R.	Dillis, C.	King, J.	Murthy, K.	Vona-Davis, L.
Brown, G.	Frum, K.	McClellan, A.	Rauch, H.	Walker, E.
Chetlin, R.	Gerbo, R.	McCombie, R.	Shelton, E.	Walls, T.
Comer, P.	Hendrickson, J.	McGinley, P.	Sherwood, L.	
Dedhia, H.	Hermosilla, P.	Miller, M.	Stockdale, T.	

2. President Garrison wished everyone a happy new year and welcomed everyone back for the new semester. He said he and his wife, Heather, were pleased by the great number of senators that visited them in December and they look forward to hosting another function soon. The President thanked Steve Kite, Faculty Senate Chair, for being an open communicator.

The President discussed the following issues:

Legislative Session – Entering the first full week of a 60-day session. The preliminary reviews for the budget are encouraging. The base funding will have a 3% pay raise incorporated into the general appropriations. When the 3% is combined with other budget resources, WVU will be aggressive in addressing the need for competitive faculty salaries. Salary increases are the number one goal.

Research – WVU currently has a “Bucks for Brains” research investment proposal that will be introduced in the House of Representatives. From a total of \$50 million dollars, 70% will be devoted to WVU to be a match for private dollars raised. The proposal includes the ability to use funds for startup costs, labs, equipment, and other infrastructure as well as research staff, doctoral fellows and scholarships.

Scholarships – There is a 2% increase to the Promise Scholarships Higher Education’s Grant Program, and there is a proposal for the promise board to require promise recipients to commit for 2 years to West Virginia or the grant becomes a loan. This decision will be monitored closely, and faculty input concerning the proposal is encouraged.

Community and Technical College Board and Work Force Development is directly related to the campuses at WV Technical Institute and Parkersburg. The budget includes \$5 million dollars in new capital projects; \$30 million dollars for CTC “Bucks for Jobs” initiative and \$7 million dollars for the expansion of the CTC Allied Health program.

Sustainability – This subject was discussed in the Governor’s budget, which is a \$7 million dollar allotment in the budget for an energy savings loan program.

The budget contains \$75 million dollars of new funding for the post employment benefit trust fund, which was provided as an escrow account to provide health insurance coverage to current and future recipients.

President Garrison is working with the Chancellor and Legislative leadership to explore the possibility of Legislation, which will allow the University to increase the current retirement match. It may go from 6% to 7-1/2%, which will be a great addition to the benefit package.

President Garrison said if anyone has an interest in working with him in Charleston, he would invite the interest.

Child Care – A “Request for Proposal” (RFP) to select a childcare provider will be released this week. The implementation committee has worked hard on this issue, which consists of Sam Ameri, Bobbie Warash, and Kristina Hash. The architect has been secured and site visits will be used to conduct the design. The target to break ground is scheduled for the end of summer.

Future Events include: compensation and benefits for employees, research health sciences enterprise, diversity initiatives, interdisciplinary work, graduate studies and the capital campaign. The President looks forward to the meetings with the “Faculty Workgroup on Shared Governance.”

President Garrison said he believes very strongly in the integrity of the degrees that are conferred upon the students because integrity is at the root of the University. He said faculty hold the responsibility for degrees given and each senator and faculty he/she represents must decide whether or not any individual has met the requirements for a degree. He said when a case is questioned, the review process must be thorough, complete and transparent so no

matter what the outcome would be, it will maintain the confidence of the students, their parents and the public.

3. Provost Lang said the academic record from an eMBA student in 1998, Heather Bresch, has become the focus of public discussion. Ms. Bresch is the daughter of Governor Joe Manchin, and she was recently appointed COO of Mylan Pharmaceuticals. In review of the record by the Pittsburgh Post Gazette, it was suggested that Ms. Bresch may not have completed the program for her degree. In October 2007, the College of Business and Economics conducted a review of the 1998 records of Ms. Bresch and determined that she had completed the requirements for the eMBA degree. The Provost said because of the circumstances of the case, Dean Sears, B&E, appointed Associate Dean, Cy Logar, B&E, and Dr. Blakely, Director, B&E eMBA program, to conduct a thorough and internal review of the eMBA program. The Provost said continued concerns by the media over discrepancies in the record and the issuing of a confirmation by the College of Business and Economics that Ms. Bresch did earn her degree surfaced in December, 2007, so this led the Provost to do an independent investigative panel. The Provost provided senators with a panel membership, its charge and a blueprint of the process. He addressed questions that were asked about the panel, and said they would act with integrity and objectivity. Panel members include Professors Michael Lastinger, former Faculty Senate Chair and Roy Nutter, current member of the Faculty Senate, former Faculty Senate Chair and the current Advisory Council of Faculty representative, and Dr. Bruce Flack, Vice-Chancellor of Academic Affairs for the WV Higher Education Policy Commission. Dr. Flack was asked to chair the panel. The Provost said he asked Professor of Law, Marjorie McDiarmid, Academic Integrity Officer and Faculty Senate member, to provide legal assistance to the panel. Professor McDiarmid will provide any “privacy issues” to the panel. The panel has not been given a deadline, but the Provost asked the members to work expeditiously to resolve the matter. After the panel has investigated the issue, it will submit a report to the Provost; the findings and/or any actions will be shared with the Faculty Senate and the University’s Board of Governors. The findings will be a matter of public record except for those protected by federal privacy laws. A public disclosure will be made after the WVU Faculty Senate and BOG has reviewed the findings. The Provost encouraged the panel to ask other individuals to participate or to review the panel’s findings.

4. Professor Sherman Riemenschneider, Chairman of Mathematics, A&S, made the following motion, and it was duly seconded:

“The Faculty Senate supports the naming of Professors Nutter and Lastinger to the eMBA investigative Panel. However, the Panel must be independent from those agencies to whom it reports. Therefore, the Senate recommends that the HEPC representative on the Panel be removed. The Senate further recommends that three new members be added to the Panel who are nominated, voted on, and appointed by the full Senate (in a special session if necessary). These individuals should be independent of any governmental agency or interested party, which will help ensure that the Panel findings are accepted by the public and the press. Furthermore, the Charge to the Panel should not contain prior assumptions about decisions, either present or past, pertaining to the degree. The Panel should have access to all financial

and student records, emails, phone and text records, meeting notes and minutes, etc. pertaining to the case and to any individuals with knowledge about the case.”

Professor Jim Harner, Chair, Statistics, Eberly College of Arts & Sciences, read a letter that was written by 6 science chairs in A&S in support of the motion, although it was recommended the motion be expanded and modified.

Professor Jim Culberson, School of Medicine, made the following amendment to the motion, and it was duly seconded.

The Faculty Senate supports the process that has begun, and it encourages the process to continue as it has been outlined by the Provost with the following proviso, “that because its not just a matter of convincing the Senate that the process has integrity, there is no trouble with that, but it’s a matter of convincing the public and the media that we require the current panel to add 2 extra reviewers at their discretion. The reviewers would have to be approved/accepted by the majority of the Senate.”

Professor Culberson clarified his amendment by saying that the current panel of 3, including Dr. Bruce Flack, would continue the work they have started, but they would choose 2 extra reviewers from outside West Virginia, and the Faculty Senate would approve the 2 extra reviewers.” An amendment was made to remove the recommendation that the 2 extra reviewers come from “outside West Virginia.”

A hand count was taken for the amendment: 24 in favor and 56 against with one abstention. **Motion failed.**

A hand count was taken for the original motion that was made by Professor Riemenschneider: 46 in favor and 34 against with 2 abstentions. **Motion passed.**

5. It was moved and duly seconded to approve the minutes from the December 10, 2007 meeting. **Motion carried.**

6. The following SCC and GEC reports were approved from the consent agenda:

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

Annex II, Pre-Pharmacy Prerequisite Change. **Motion carried.**

Annex III, Program Change for BA in Religious Studies. **Motion carried.**

Annex IV, The Alteration Report was presented for information.

Annex V, GEC Course Recommendations. **Motion carried.**

7. Ed Pastilong, Director, Athletic Program, gave an athletic report. He said WVU is having a good run this year; it is 6th in the country for football, and he said the other sports teams are doing well also. He said two new academic centers are completed; one is located in the Coliseum and the other is in the Puskar Center. Mr. Pastilong said a mentoring program was implemented two years ago, which allows retired faculty members to work one-on-one with at-risk student athletes, and the program has been beneficial. Mr. Pastilong said the Big East

Conference recently signed a television package, which will give future notoriety and revenues.

8. Chair Kite recommended that an e-mail message be sent to the Faculty Senate concerning the endorsement of the “Focus the Nation” Activities scheduled for WVU on January 31, 2008.

9. New Business

Professor Kershner asked Associate Provost Torsney that, “when the University is closed for Thanksgiving and spring break, does it mean that no assignments are due for web classes.” The Associate Provost will consult with the dean of Extended Learning, Sue Day-Perroots and get back with Professor Kershner.

10. The meeting adjourned at 5:05 p.m. to reconvene on Monday, February 11, 2008.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Lesley Cottrell, Chair, Curriculum Committee
Date: December 17, 2007
Re: New Courses and Course Changes

College of Creative Arts

New courses:

Theatre

FILM 101. The Art of Film I. 3-Hr. A survey of the history of cinema from its earliest forms and experimentation through the end of the monopoly of the “studio system” (c. 1960). Weekly film screenings. (Effective Term: Fall, 2008) (CIP 500501)

Rationale: FILM 101 is both a stand-alone course and a precursor to FILM 102, ART OF FILM II. The focus of the first class is on the historical progression of Western cinema from its earliest forms to its maturity in the 1950s. The two-course sequence (THET 103/104) provides a foundation historical survey for the proposed Minor in Film Studies, as well as offering two GEC classes (#5 for both, #7 for FILM 102 and #8 for FILM 101) to augment the university’s growing needs.

FILM 102. The Art of Film II. 3-Hr. A survey of the history of cinema from the rise of the auteur (c. 1960) to present trends, specifically examining American cultural dominance. Weekly film screenings. (Effective Term: Spring, 2009) (CIP 500501)

Rationale: FILM 102 is both a stand-alone course and a continuation of FILM 101, ART OF FILM I. Because of the shift in subject matter as the history of the Western cinema plays out, the emphasis in this semester changes to American hegemonic dominance of film culture. The two-course sequence (FILM 101/102) provides a foundation historical survey for the proposed Minor in Film Studies, as well as offering two GEC classes (#5 for both, #7 for FILM 102 and #8 for FILM 101) to augment the university’s growing needs.

College of Law

New Courses:

LAW 689-L. Sem: Health Care Regulations. 2-Hr. Medical innovation development from concept to clinical application. Primarily designed for law students or business majors, but also extended to medical students. Includes guest lecturers in Intellectual Property and credentialing areas. (Effective Term: Spring, 2008) (CIP 220101)

Rationale: The practice of law as related to health care issues and medical innovation is relevant in modern society. This upper-level, small-group experience offers students the opportunity to probe deeply into these issues to develop expertise, and it also serves to enhance their research and writing skills.

LAW 702. Forensic Mental Health. 2-Hr. This course will address the interface between the law and mental health issues. Topics covered will include the insanity defense, competencies, emotional injury, expert witness, and civil commitment. (Effective Term: Spring, 2008) (CIP 220101)

Rationale: The fields of law and mental health overlap and are in confrontation in many areas. The course will assist in negotiating the areas of common concern and difficulty to broaden and refine lawyering skills.

Course Change:

From:

LAW 706. Civil Procedures I. 3-Hr. An introduction to civil litigation, focusing on the Federal Rules of Civil Procedure and their purposes, limitations, and interpretation. Pleading, discovery, joinder, motions, summary judgment, and jury trial.

To:

LAW 706. Civil Procedures I. 2-Hr. The study of jurisdictional concepts of civil procedure and the introduction of civil procedures, law, with the examination of the appropriate forums of legal conflict. (Effective Term: Fall, 2008) (CIP220101)

Rationale: Civil Procedure is a cornerstone and foundation for the practice of law, particularly in litigation. The course introduces civil lawsuits by focusing on the court's power to obtain jurisdiction over the parties and subject matter in a legal dispute, in order to render a final judgment that forecloses further litigation.

College of Human Resources and Education

New Course:

Counseling

COUN 667. Crisis Counseling. 1-Hr. An overview of crisis counseling. Models and types of crisis counseling will be discussed. Techniques for counseling children and adults in crisis will be shown, discussed, and practiced. (Effective Term: Fall, 2007) (CIP 131101)

Rationale: All counselors have to engage in crisis counseling many times during their career. This one-hour course is needed because counseling students have asked for more information and practice dealing specifically with crisis counseling. The course has been taught as a special topics course several times.

School of Physical Education

New Courses:

Sport Management

SM 275. The Olympic Games. 3-Hr. An examination of the historical development of the Olympic Games from the Greek classic period (500 B.C.) to the games of the XXVI Olympiad of Atlanta in 1996. (Effective Term: Summer I, 2008) (CIP 310501)

Rationale: This course is designed to inform students about the historical development of the Olympic Games and how this evolution has been a reflection of the advancements and

contentions occurred throughout the 20th century. In that context, the aim of this course is to foster critical thinking, writing, and discussion about the legacy of the Olympic Games in both the western and non-western world and the economical, political, and ethical implications of this legacy. This course satisfies an unfulfilled need within the major regarding the subject of Olympic Games. Its inclusion within the major is at the level of an approval elective. No other course offered within the major approaches the subject of the Olympic Games with such an in-depth look as this course will be. In addition, the content and the approach used in this course will satisfy the general objectives for the GEC #3 (The Past and Its Tradition) and GEC #4 (Issues of Contemporary Society).

This course examines the impact of the Modern Olympic Games on today's world. Its introduction includes an overview of the Olympic philosophy and the background of its historical roots in Ancient Greece. The core section of the course focuses on the historical development of the Modern Olympics. This analysis attempts to examine the influence of the Olympics over the many facets of modern life like the influence of the Games on the exaltation of the national pride (e.g., Berlin 1936), and its political use to demonstrate political supremacy (e.g., the former USSR). This course expects to contribute with the understanding of how this athletic festival is much more connected with issues of nationalism, politics, and economics than pure athletic celebration. From that perspective, the course content of The Olympic Games is clearly related to two primarily areas of the general education curriculum (GEC #3 and #4). The introduction of this course covers the mythology of Ancient Greece and the history of the modern Games. This period of time provides a significant historical timeframe to justify its inception in GEC #3 (The Past and Its Tradition). By the same token, the further analysis and relationship established between the Games and global politics, particularly with the east-west tension during the Cold War Years, economics, and world culture, provides the justification for its inclusion in GEC # 4.

SM 375. Sport in the Global Market. 3-Hr. An examination of the role of sports within the broader process of globalization. Its impact on culture, politics, economics and how these influences shape today's sport. (Effective Term: Spring, 2008) (CIP 310501)

Rationale: This course will look at sports as a global phenomenon, not only focusing on the influences that sport has over culture, politics, and economics but also examining how the opposite process works. How is sport influenced by these forces to become one of the preferred objects of global consumption in today's contemporary society? This course is organized into six modules: (1) globalization, (2) governance, (3) culture, (4) politics, (5) marketing, sponsorship and media, and (6) the role played by professional leagues. This course satisfies an unfulfilled need within the major regarding the content of globalization of sports. No other course offered within the major approaches the role of sport from an international perspective or its effects on globalization. In addition, the course content and the approach used in it will contribute to the attainment of the objectives of GEC # 4-(Issues of Contemporary Society). It will contribute by engaging students in the examination and discussion of the subject of globalization as applied to sports. Consequently, and due to the popularity and great appeal that the subject of sport typically engenders, it is expected that this course will provide a unique opportunity to present to the audience--from a non-traditional angle--a topic of significant debate in today's society like *What is globalization? And How does it operate and affect culture and life?*

University Libraries

New Course:

ULIB 301. Gender and the Research Process. 3-Hr. This course teaches the research process through the lens of gender. Students decide on a subject, write a research question, develop a working knowledge, search for information, select appropriate sources, and present results. (Effective Term: Spring, 2008) (CIP 250101)

Rationale: *The 2010 Strategic Plan calls for programs of information literacy across the campus. This course offers a model that departments may consider as they develop their own discipline-based versions.*

Why do we need this course in the WVU curriculum? Significant anecdotal evidence indicates that our students are graduating from WVU, in many cases, without information literacy. “Information literacy is a constellation of skills, revolving around information research and use.” (National Forum on Information Literacy.) WVU may, in the future, need to consider assessment of information literacy skills of entering students and again of rising juniors as a program develops to promote it across the curriculum by 2010. The Educational Testing Service has developed an instrument for assessing information literacy skills. To meet the information literacy goal in the 2010 Plan, exploration of these tools is worth consideration.

The campus must begin immediately to address what some call “THE critical campus-wide issue for the 21st century, of keen importance to all educational stakeholders, including administrators, faculty, librarians, media and information technologists, service learning specialist, student affairs personnel, and career development professionals.” (Rockman, 2004; *Integrating Information Literacy Into the Higher Education Curriculum.*)

If students engage actively (before the capstone experience in their majors) with the challenging element of the 21st century higher education information environment in serious, guided research, they will be more prepared for future course work, continuous learning throughout their lives, and the demands of the Internet Age in the workplace after graduation. The course tackles: the Internet, the invisible web, proprietary databases, libraries and their contents, services, and expertise; learning to learn and think critically about information; and presenting research results ethically. This course prepares undergraduates in any major for the research expectations of their capstone experience, assuming that the expectation is pre-qualitative and pre-quantitative investigation. The intellectual foundation of the course is information literacy which is, broadly speaking, defined as a set of abilities that allow a person to recognize when information is needed and to effectively and efficiently act on that need. (Rockman, 2004). Furthermore, it is not uncommon to think of information literacy as the fusion or integration of library literacy, computer literacy, media literacy, technological literacy, critical thinking, ethics and communication skills. (Workgroup on Information Competence, 1995.) Surely WVU wants its students to be well grounded in this fusion of skills at graduation.

This is a three-credit course aimed at pre-capstone juniors in any discipline/major. It is a logical next step after taking the one credit course, ULIB 101, Introduction to Library Research. However, that course is not a pre-requisite.

College of Business and Economics

New Course:

Business Administration

BADM 562. Seminar in German Business. 3-Hr. Students learn German culture and business practices in a series of seminars at WVU followed by a week in Germany. The trip includes seminars by German business leaders and trips to businesses and historic sites. (Effective Term: Spring, 2008) (CIP 520101)

Rationale: This course is designed to introduce our students to Germany, its people, and businesses. It provides them with the opportunity to observe first-hand another culture at work. A global outlook has become an important component in business education in the United States. This course will assure that our students are not insulated from the rest of the world, but rather are prepared to deal with the challenges of working in a global business environment.

Germany has evolved in recent years as the world's largest exporter. It has also become one of the major foreign direct investors in West Virginia and it is the largest foreign employer of West Virginians. Yet from a historical and business standpoint, knowledge about how Germans conduct business and how they have become world-class exporters has been largely ignored. This course will attempt to address those shortcomings.

School of Medicine

New Course:

Medical Technology

MTEC 472. Urinalysis & Body Fluids Lab. 1-Hr. CoReq. MTEC 470. Clinical laboratory principles and procedures used in the analysis of urine and body fluids. (Effective Term: Spring, 2008) (CIP 511005)

Rationale: This course is needed to prepare students for the clinical laboratory experience in urinalysis and body fluids. In our discipline, students gain didactic knowledge in lecture and hands-on practice in a student laboratory setting before they begin their clinical experience in the hospital setting. Previous curriculum changes eliminated student laboratory sessions in this discipline which adversely affected the students' performance during the clinical experience. This course will restore student laboratory experience in urinalysis and body fluids, thus providing hands-on learning and practice of analytical techniques before going to the clinical laboratory.

**WVU School of
Pharmacy**

To: Senate Curriculum Committee
From: Mary K. Stamatakis, Pharm.D.
Associate Dean for Academic Affairs
Date: December 11, 2007
Re: Pre-pharmacy Prerequisite Change

The faculty of the School of Pharmacy has voted to require SPA 270: Effective Public Speaking as a pharmacy pre-requisite. This course would meet GEC 6 and would not increase the number of pharmacy prerequisites. We have also been in contact with the course instructor, Dr. Carolyn Atkins, who is able to accommodate the increased number of students. Please see the attached email from Dr. Atkins. We are requesting this requirement go into effect for students entering the Doctor of Pharmacy degree program in the fall of 2009.

West Virginia University
March 10, 2007
Program Change
BA-Religious Studies
Effective Fall 2007

Rationale

The current major curriculum of the Program for Religious Studies is based upon an antiquated Christian seminary model of the 1960s. It is time to change the major curriculum in order to bring the program up to date and in line with other universities. Many of the classes formerly utilized by majors have been deleted or haven't been offered for years. Conversely, in the last few years, many new courses have been created in response to the contemporary needs of the program (i.e. Introduction to World Religions, Studies in Christian Scripture, etc.). Yet some of these new courses technically don't "fit" into the archaic framework of the old model. In addition, some of the interdisciplinary courses currently required for the major are rarely taught and seem to have little in common with our current needs.

In response, a new religious studies major is proposed which relies primarily upon the resources of the Program for Religious Studies. Most of the courses required are offered regularly, including two outside courses (PHIL 308 and SOCA 336) that would remain a part of the new curriculum. In sum, the new curriculum would be based upon a contemporary "world religions" model which would offer instruction in many different world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, and other faiths. In addition, we would offer courses on theology, ethics, sacred texts, and other areas of study that require intense critical thinking. A major could be offered that is much less cumbersome and more focused than the current one.

Program Objectives/Assessment

The Program for Religious Studies at WVU educates students in the evolution, practice, as well as the contemporary applications/implications of the major world religions including Judaism, Christianity, and Islam. In addition, students have the opportunity to explore other topics vital to the study of religion including contemporary ethics, theology, biblical studies, and the relation of religion to other disciplines such as science, history, and philosophy. Students are expected to learn, cultivate, and utilize many skills in the course of their studies including critical thinking skills, the use of methods of biblical criticism, and research paper writing skills. Students will also learn how the various religious traditions fit into their appropriate cultural settings, thus allowing students to immerse themselves in many different worlds.

CIP Identification: 380201

Learning Outcomes:

Upon completing the major in Religious Studies, a student should be able to:

1. Identify and differentiate among the core principles and tenets of at least 3 major world religions.
2. Research and critique, utilizing academic methods of inquiry, sacred texts from major world religions.
3. Demonstrate knowledge of religious ethics and theology.
4. Summarize and compare the histories and cultural settings of at least 3 major world religions.

The current major curriculum does not effectively reflect the above mission statement and outcomes. Learning outcomes will be measured in the following manner.

Assessment Design/Methodology

1. Exit interviews will be given to all graduating religious studies majors in order to assess the quality of courses and instructors as well as perceived success regarding the above learning outcomes, including competency concerning the history and practice of major world religions.
2. Term papers will be collected from religious studies majors in order to assess students' abilities to compare the historical and cultural settings of world religions (learning outcome 4). Letter grades will be assigned.
3. Term papers will be collected from majors in RELG 303, 304, and 305, and 494 in order measure knowledge regarding students' ability to differentiate among core principles and theories of world religions and cultures as well as to gauge research skills concerning sacred texts (learning outcomes 1 and 2). Letter grades will be assigned to each category.
4. Term papers will be collected from majors in RELG 350 in order to measure students' ability to demonstrate knowledge of religious ethics and theory (learning outcome 3). Letter grades will be assigned.
5. Individual teaching evaluations will be reviewed as part of the annual evaluation of all faculty members, including lecturers.
6. The Program Coordinator will analyze the results of the assessment design every fall and determine the program's strengths and weaknesses in order to make any modifications necessary for the achievement of the learning outcomes.

Changes

The major: see attached old/new catalog copies. In sum, here are the requirements of the old and new major, respectively:

The current requirements for the major are listed below:

42 hours of coursework:

- 24 hours in religious studies (6-biblical studies, 6-history of religions, 6-contemporary thought, 3-mythology of religion, 3-Capstone)
- 18 hours outside of religious studies (SOCA 336, HIST 201, 203, PHIL 308, and 6 hours-ENGL literature)

The current model draws heavily upon Western principles and concepts and outside courses (ENLG, HIST). There is little emphasis upon world traditions.

Proposed new major curriculum (courses with asterisk are in the process of being created):

30 hours of coursework in the major area of study:

- One 100-level course (RELG 102 or 105)

- Three 200-level courses (RELG 210, 219, 222, 223**, 230, 231, 232, 255*, or 293)
- Six 300-400 level courses (PHIL 308, RELG 350 and 494 are required; choose remaining courses from RELG 303, 304, 305*, 493, or SOCA 336)

* Course application currently awaiting Faculty Senate approval as of March, 2007

** Course application being developed; will be turned in by spring, 2007

See attached statements from the Sociology and Anthropology Chair and the Philosophy Chair giving their consent regarding PHIL 308 and SOCA 336.

The minor: see attached old/new catalog descriptions. In sum, here are the requirements for the old and new minor, respectively:

Current Minor

Fifteen hours are required for the minor. Specifically, the course requirements for the minor in religious studies are as follows: one course in each of the four groups below including RELG 494, which is a seminar on a selected topic in religious studies; and one additional course in religious studies, subject to the requirement that at least nine hours be completed at the upper level.

Group 1: Studies in the History of Religion: RELG 102, 219, 222, 230, 231, 232

Group 2: Studies in Sacred Texts: RELG 303, 304

Group 3: Studies in Religious Thought: RELG 350

Group 4: Seminar Course: RELG 494

The new minor would simplify things:

New Minor

Fifteen hours in religious studies courses are required for the minor; nine must be at the 300 or 400 level. A grade of at least "C" must be earned in all courses counted toward the minor.

Resource Implications

Currently, the Program has one full time associate professor (Aaron Gale) and three regular lecturers (Ted Vehse, Jane Donovan, and Daniel Borsay) as well as other occasional lecturers. The new major would require no additional resources; the courses can be offered with these faculty members.

Several new courses are being, or have been, developed over the last few years in anticipation of this curriculum revision:

RELG 102-Introduction to World Religions (completed)

RELG 219-History of Christianity (completed)

RELG 223-History of American Christianity (application being prepared)

RELG 255-Religion Across Cultures (awaiting Faculty Senate approval, March 2007)

RELG 303-Studies in Christian Scriptures (completed)

RELG 304-Studies in Hebrew Scriptures (completed)
RELG 305-Biblical History/Archaeology (awaiting Faculty Senate approval, Mar. 2007)
RELG 350-Biblical Ethics/Current Issues (completed)

Effective Term

The new major could be implemented in the fall of 2007, regardless of whether all of the above new courses in progress have been completed.

Program Projections

Over the past five years, interest in the Program for Religious Studies has increased dramatically. Majors have increased from two to twenty-four (as of March, 2007), the minor has been reinstated, and the Introduction to World Religions class regularly fills at over 200 students. Interdisciplinary courses have been offered with the Philosophy and History departments. In addition, international programs have been offered, providing additional opportunities for students.

The future for the Program, especially if a more contemporary curriculum is adopted, is very bright. The MDS program should attract dozens of students to the religious studies minor, and majors should continue to grow to 30-40 over the next three years if enrollment at WVU continues to grow. Considering the very limited resources in the Program, this is an exceptional accomplishment.

Please feel free to contact the Program Coordinator with any questions.

Dr. Aaron Gale
Coordinator, Program for Religious Studies

Sign-Off Sheet

Proposer

Program Coordinator

Chair, CAQC

Associate Dean for Academic Affairs

Memorandum

To: Faculty Senate Executive Committee

From: Alan Stolzenberg, Chair-Elect,
Senate Curriculum Committee

Date: December 6, 2007

RE: Monthly Alterations Report

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

DENT	791	510401	<p>Action: Change course number, title, description Old: DENT 791. A-Z. Advanced Topics. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses. New: DENT 697. Research Methods. 1 hr. PR: Consent. Methods and techniques of research in dentistry. Major emphasis on conducting oral health surveys, designed experiments and critically analyzing results and development of a thesis.</p>	<p>Rationale: This course is being changed from an elective special topics course to a regular class. Renumbering to conform with university guidelines.</p>	200801
FRCH	274	160101	<p>Action: Change course number, description, and prerequisites. Old: FRCH 293. Virtual Vendée. New: FRCH 274. Virtual Vendée. 3 hr. PR: FRCH 203. Taught on line in conjunction with WVU-Vendé. Can count as FRCH 204 or as elective for French major/minor. French culture through vodcasts, readings, and writings. Taught in French.</p>	<p>Rationale: This course is being changed from an elective special topics course to a regular class under the amnesty program for special topics..</p>	200805
FRCH	472	160101	<p>Action: Change course number, description. Old: FRCH 494D. WVU-Vendée Pre-Departure. 1 hr. New: FRCH 472. WVU-Vendée Pre-Departure. 1 hr. PR: Consent. Preparation for WVU-Vendé program. Teaching of cultural and technological skills necessary to participate in the program. Taught in French.</p>	<p>Rationale: same as above.</p>	200805
SOCA	107	451101	<p>Action: Change course number Old: SOCI 223. Social Problems. 3 hr. PR: SOCI 101 or consent of Department Chair. Survey of major social problems of individuals, groups. Man's relations to the environment and international problems; analysis of programs of solution and social control. New: SOCA 107. Social Problems. 3 hr. PR: SOCA 101 or consent of Department Chair. Survey of major social problems of individuals and groups. Man's relations to the environment and international problems; analysis of programs of solution and social control.</p>	<p>Rationale: WVU-Tech course number and code changed to comply with WVU system.</p>	200801

Memorandum

13 December 2007

To: Senate Executive Committee

Fr: Keith Garbutt, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on October 9th 2007 and recommended the following items for Faculty Senate approval:

Approved New GEC Course Additions

FDM 220 Fashion, Body and Culture 4 & 9

Approved New Writing Course Additions

SM 487 Issues in Sports Management

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)