

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
MAY 14, 2007

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

Member Present:

Abbott, J.	Cottrell, L.	Hoey, J.	Mancinelli, C.	Robbins, J.
Ameri, S.	Cottrell, S.	Hornak, L.	Mandich, M.	Sand-Jecklin, K.
Atkins, C.	Culberson, J.	Hornsby, G.	Mays, M.	Selin, S.
Bagby, M.	D'Souza, G.	Iskander, W.	McDiarmid, M.	Shelton, E.
Banta, L.	Davari, A.	Jackowitz, A.	Miller, M.	Stolzenberg, A.
Behling, B.	Dillis, C.	Kershner, R.	Mutz, C.	Stuchell, R.
Bergner, G.	Etzel, E.	Kite, S.	Napolitano, M.	Tauger, M.
Bilgesu, I.	Fitch, C.	Kleist, V.	Nath, C.	Townsend, C.
Bonner, D.	Garbutt, K.	Kuhlman, J.	Nutter, R.	Urbanski, J.
Branch, D.	Gladwin, M.	LaGodna, B.	Olson, K.	Verlinden, S.
Brooks, R.	Griffith, R.	Lake, M.	Peace, G.	Vona-Davis, L.
Brown, G.	Hartman, K.	Lastinger, M.	Price, S.	Walker, E.
Bryner, R.	Held, J.	Lively, M.	Richards, A.	Weihman, L.
Cohen, S.	Hill, R.	Long, K.	Riemenschneider, S.	Wilcox, G.

Members Absent:

Almond, C.	Dixon, S.	Hurst, M.	Petronis, J.	Stockdale, T.
Anderson, R.	Douglas, W.	Latimer, M.	Putman, H.	Temple, J.
Bowen, E.	Frum, K.	McGinley, P.	Riley, W.	Valenti, M.
Bryan, W.	Gerbo, R.	McNerney, K.	Royall, B.	Valentine, S.
Campbell, L.	Graeber, J.	Melton, P.	Sedgeman, J.	Woloshuk, J.
Clark, N.	Grose, K.	Morgan, D.	Shambaugh, N.	Wright, F.
Cook, L.	Hall, D.	Mullett, C.	Sherwood, L.	Murthy, K.
Cumming, J.	Hendrickson, J.	Neston, P.	Siegrist, J.	Cheltin, R.
Dedhia, H.	Howard, S.	Nuss, M.	Steranka, P.	

2. President Hardesty reported on the new commencement format; the traditional decentralized commencement was changed in hope that every student could walk across the stage to be personally recognized. On Friday, May 11, 2007, commencement began with an honors luncheon where 2 persons were given the distinguished service award. The 5 honorary doctorates spoke and the honorary Vandilians were recognized. He said the same evening, the commencement honors convocation took place where the 30 outstanding seniors and the 8 Order of Augusta members were recognized. He said it was very meaningful and for the first time, commencement-style recognition was given to the ROTC candidates, which was very well received. The President said commencement included 85% of graduates, which is a much higher participation rate than ever before. Human Resources and Education had 325 graduates and 3,000 guests; College of Engineering and Mineral Resources had 400 graduates; College of Business and Economics had 420 graduates; School of Medicine had 104 graduates; College of Law had 140 graduates; and the College of Creative Arts had 135 graduates. The President said overall, there were approximately 3,250 participants and 27,500 guests. Evaluations are being collected. The "Gold and Blue Ambassadors", which consisted of about 30 students, helped and guided people. Carts were available for transport

as well. The President spoke at the School of Medicine, School of Nursing, College of Law and Eberly College of Arts & Sciences commencement exercises.

3. Chair Famouri summarized the Faculty Senate events that took place since the April 9th Faculty Senate meeting. ([see attachment](#))
4. It was moved and duly seconded to approve the [minutes](#) from the April 9, 2007 meeting. Motion carried.
5. The Executive Committee nominated Virginia Kleist, B&E, as a candidate for the Faculty Senate Chair-elect. The floor was open for additional nominations, and Professor D'Souza nominated Professor Paul Brown, MED. Both candidates gave remarks concerning their candidacy. A paper vote was taken; results included 13 votes for Paul Brown and 51 votes for Virginia Kleist.
6. Professor Art Jackowitz gave an ACF report on behalf of Professor Nutter. He said the ACF met on March 30th. A retreat will be held at Canaan Valley the end of July; selected legislators will be invited to attend. The ACF will meet with Governor Manchin in the near future. Sylvia Shurbett, Shepherd University, discussed the faculty study committee report, which was co-authored with Associate Provost C.B. Wilson.
7. The following Committee Reports were moved for approval from the consent agenda:

Curriculum Committee Reports:

New Courses and Course Changes listed in [Annex I](#). Motion carried.

The Alteration Report was presented for information in [Annex II](#).

General Education Oversight Committee Report:

Course Recommendations listed in [Annex III](#). Motion carried.

Student Rights and Responsibilities Reports:

Annual Report for 2006-2007 and Committee Goals for 2007-2008 listed in [Annex IV](#).

Motion carried.

Library Committee Report:

Committee Recommendations listed in [Annex V](#).

Ad Hoc Committee on Curriculum Committees' Procedures:

Annual Report for 2006-2007 and Committee Goals for 2007-2008 listed in [Annex VII](#).

Motion carried.

Student Instruction Committee Report:

Annual Report for 2006-2007 and Committee Goals for 2007-2008 listed in [Annex VI](#).

Motion carried.

The report was pulled from the consent agenda. Professor Cohen asked if a policy could be put in place to make sure exams are not given during the last week of classes, since the process is being streamlined.

Professor Tauger said the committee addressed 2 substantial issues this year; one of the issues was examinations during the week before finals. The report was a proposal to unburden the final. Specific cases were addressed. The second issue consisted of a, “model syllabus.” Professor Tauger said the committee has been working on a “form,” which it will submit to the Senate Executive Committee for its May 21st meeting. He said faculty requesting to give a final during the last week of classes will complete the form identifying and explaining the criteria for the final and/or project, and the form will be submitted to the chair of the department for evaluation.

Professor Garbutt said an “I” is not an appropriate letter that should be used to warn students that they are doing poorly. He said if students need a warning, another source should be used other than the letter I. Professor Tauger said the letter is only for graduate students, and since these students receive an “S” or “U” and not a letter grade, it would be used as a warning. Professor Garbutt said it is not appropriate to use a letter that is already being used for undergraduates, and he recommended another letter be used for this purpose. The issue will be taken to the Student Instruction Committee.

8. Chair Famouri read the following motion made by Professor Bryan at the May 14th Faculty Senate meeting:

“Professor Bryan moved that the Faculty Senate body has no confidence in the process that has occurred up to this point.” The motion was postponed until today’s Faculty Senate meeting. Professor Riemenschneider asked if the motion could be replaced with one that he distributed. The Chair said since Professor Bryan was not available, the motion could not be replaced.

After committee discussion, a paper vote was taken; results included 33 votes for the motion, 29 against and 4 abstention.

9. Professor Steve Kite read the following 4 point Faculty Senate Executive Committee proposed resolution that was submitted on April 23rd:

“The Faculty Senate remains disappointed that its vote of April 11, 2007 was not heeded by the Board of Governors, but it believes that the future success of WVU is predicated on sincere cooperation between faculty and administration; therefore, the Faculty Senate as a representative body:

1. affirms that faculty execute the core missions of WVU: teaching, research and service;
2. resolves to work cooperatively with President-elect Garrison and his future administration;
3. resolves to seek enhancement of faculty participation and leadership in University governance; and

4. acknowledges that individual faculty members may hold views divergent from those expressed above.

Professor Bergner made a friendly amendment to the points as follows:

1. affirms that the core missions of WVU; teaching, research and service rely on the commitment and ability of the faculty.
2. resolves to work cooperatively with President-elect Garrison and his future administration to further those missions;
3. resolves to seek formal enhancement of faculty participation and leadership in University governance; and
4. recognizes that individual faculty members may hold views divergent from those expressed above.

A hand count was taken on the amendment and results included 41 in favor of the motion, 15 against and 4 abstentions.

10. Professor Lastinger said the BOG chose Michael Garrison to be the next president elect for WVU. He said he has certain qualities inside the state that could save WVU because the University lacks full and cooperative state funding; Mr. Garrison is a lobbyist for high paying enterprises and he could communicate the funding that is needed for WVU. The incoming Chair of the BOG looks to the faculty and he will work with the task force to increase the communication between different constituencies. Professor Lastinger said he doesn't believe anything can be done to change the outcome of the process and WVU's dignity should not be compromised, and there would not be a positive result from any investigation. He believes that the motion should be supported. He expressed dismay that the April 11th vote was not heeded. Michael Garrison has been chosen and faculty should watch, advise, judge, listen and engage him constructively or critically. In the end, the judgment of the process will not be what is done today, but it will be where WVU is in 5, 10 and 20 years. Faculty need to realize that it is the teaching and research that make up who faculty are and make sure the president, president-elect Garrison and the Board of Governors are aware of this.
11. Professor Napolitano said parking rates are going up this year. He said he requested to hold the increasing parking fees until the committee on Parking and Transportation was briefed on the rationale, but the request was denied. Professor Kershner said parking fee increases is not part of the committee's charges. This issue will be discussed at the May 21st meeting.
12. Professor Riemenschneider read the following motion that was submitted:

"Motion: The Faculty Senate of West Virginia University calls on the State Legislature to appoint an Independent Commission to investigate the procedures and to restore the integrity of the WVU presidential search process. The Chair of the Commission should be a West Virginia University graduate living outside West Virginia and with national prominence; for example, Charles Vest, retired President of MIT and President of AAAS, or Peter Kalis, global chairman and global managing partner of K&L Gates. The commission members should have like status, and there should be no connection of commission members to the

present Board of Governors nor to the present government in Charleston. The commission should be empowered to carry out their investigations unfettered in their access to individuals and material surrounding the present search.”

The motion was duly seconded, and a hand count was taken. Results included 10 in favor of the motion and 37 against the motion with 1 abstention. Motion failed.

13. Professor Hornak moved to endorse the formation of a task force specifically targeted at resolving the 4 issues in collaboration with the president-elect, the Board of Governors, and whatever the faculty group wants, with a series of meetings that may have to go on. It was duly seconded. Motion carried.
14. The meeting adjourned at 5:45 p.m. to reconvene next month Monday, June 11, 2007.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee
Date: April 23, 2007
Re: New Courses and Course Changes

SCHOOL OF MEDICINE

Exercise Physiology

New Course:

EXPH 230. Exercise in American Culture. 3-Hr. Covers issues of exercise in America, specifically themes integral to American culture such as age, class, race, gender, and beauty. (Effective Term: Spring, 2007) (CIP-260908)

Rationale: Exercise Physiology has no GEC course for its undergraduate students. This course has been created to fulfill Objective 7, American Culture, in order to give them an option exploring the sociocultural aspects of their field.

Community Health Promotion

New Courses:

CHPR 333. Foundations of Wellness. 3-Hr. Provide students with physical, mental, emotional, and environmental health concepts and experiences that will expand their knowledge and skills. These relate to the processes and techniques for promoting and maintaining individual and community health changes. (Effective Term: Spring, 2008) (CIP- 510301)

Rationale: This is an elective course that provides the foundation to a holistic understanding of health behavior. The course information and experiences provide insight on how thoughts, emotions, and social support interact to impact personal and population health behaviors.

CHPR 613. Certified Health Ed Specialist. 1-Hr. This course addresses competencies of a Certified Health Education Specialist (CHES), and prepares students for the national credentialing exam. (Effective Term: Fall, 2007) (CIP- 510301)

Rationale: This course is an elective review course for those students in the health arena seeking certification as a Community Health Education Specialist (CHES). Reviews the concepts necessary for sitting for the national certification exam.

CHPR 655. Intro to Health Promotion. 3-Hr. The course provides an overview of the Health Promotion/ Health Education profession. Course material will assist Health Education/ Health Promotion professionals-in-training to identify and pursue career goals. (Effective Tem: Fall, 2007) (CIP-510301)

Rationale: This is a required course for graduate students seeking a Master's degree in School Health Education. This course will help students to help students to understand the principles,

history, and philosophical dimensions of health promotion, and how they apply to occupational and curricular mandates.

CHPR 671. Community Health. 3-Hr. This course provides health educators with an introduction to community health focusing on organization, resources, programming, and special populations. (Effective Term: Spring, 2008) (CIP- 510301)

Rationale: This required course for graduate students seeking a Master's degree in School Health Education addresses community organization, resources, program planning, and environmental and consumer issues, which are part of the ten health content areas delivered in school settings.

CHPR 680. School Health Concepts. 3-Hr. Addresses content areas for health education, the National Health Education Standards, the CDC Adolescent Risk Factors, and Healthy People 2010 Objectives as applicable to: emotional health, injury prevention, disease & nutrition and physical activity. (Effective Term: Spring, 2008) (CIP-510301)

Rationale: This required course is part of a Master's degree in School Health Education for those seeking certification in health. Teachers must be versed in content areas relative to health in order to be effective teachers of health in the school environs. This course includes information about injury prevention, mental/ emotional health, nutrition and physical activity, and disease.

Pharmacology

New Course:

PCOL 770. Summer Medical Pharmacology. 7-Hr. Online course covering basic principles of drug action, mechanisms of therapeutic effects and undesirable effects. Emphasis on the classes of drugs currently used in medical practice. (Effective Term: Summer I, 2007) (CIP-261007)

Rationale: This online course will allow medical students who have not passed Medical Pharmacology to remediate and be able to continue with their studies without needing to repeat a year or move to a distant location to take an on-site summer course. Such an educational opportunity is not currently available in the U.S. This course will also potentially be available to other medical and graduate level students who need to remediate or otherwise catch up with their class standing.

DAVIS COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES

Forestry

New Course:

FMAN 315. Survey of Arboriculture. 1 Hr. PR: HORT 260 or FOR 205. A self-study seminar that surveys the principles and practices involved in the field of arboriculture with major emphasis on the urban landscape. (Effective Term: Fall, 2007) (CIP-030506)

Rationale: This is designed as a required course as part of the Arboriculture minor. It is specifically designed to emphasize all aspects of the field of Arboriculture so that graduates of this minor possess sufficient training and understanding to successfully pass the International Society of Arboriculture Certification Exam and to provide a marketing edge for students completing this minor at West Virginia University.

EBERLY COLLEGE OF ARTS AND SCIENCES

English

New Courses:

ENGL 610. Prof. Writing Internship. 3-6 Hr. PR: ENGL 601, ENGL 602, and ENGL 605. Student applies research and theory to writing tasks in a professional setting; 100 workplace hours for 3 credits; 200 hours for 6 credits. (Effective Term: Fall, 2007)(CIP-230101)

Rationale: The graduate internship provides a degree-completion option for the Master's in Professional Writing and Editing (PWE). The intent of this experience is to provide students with a venue in which they can apply the skills and the knowledge that they have acquired during their training in the program. The experience is intended as both a culmination of graduate work and as a preparation for further work in non-academic environments. For an internship to qualify for degree completion credit, it emphasizes the uses of language in a workplace and integrate a substantial research component. Students must produce a 40+ page portfolio by the end of the internship that draws upon the student's skills a graduate student in the professional writing and editing program. These skills include (but are not limited to) writing, editing, proofreading, research, web design, document production (as in brochures, promotional materials, educational materials), grant writing, document analysis, etc. Any 3-credit internship will normally require a minimum of 100 hours in the workplace (for example, 7-10 hours a week for a 15-week semester).

ENGL 689. Writing and Editing Practicum. 1-3 Hr. Supervised practice in writing and editing. (Grading will be S/U). (Effective Term: Fall, 2007) (CIP-230101)

Rationale: This course, similar to English 790 (Teaching Practicum), is intended to insure that graduate assistants are adequately prepared and supervised when they are given apprentice roles as writers and editors in units around the University. While their apprentice roles will help them gain experience in the field of professional writing and editing, this course recognizes that they have not yet completed the graduate training that allows them to do work without supervision and guidance. That is, they do not yet have the coursework or experience to qualify for an internship that counts toward their degree completion; instead, this course provides a mechanism for early, supervised practice in writing and editing.

SCHOOL OF PHYSICAL EDUCATION

Athletic Coaching Education

New Courses:

ACE 482. Certified Pool Operator. 3-Hr. This class is designed to give students the knowledge and skills to sit for the NSPF Pool Operator Exam. (Students responsible for the NSPF exam fee.) (Effective Term: Spring, 2006) (CIP-131314)

Rationale: This course will be required for the Aquatic Facility Management minor offered through the Athletic Coaching Education program in the School of Physical Education.

ACE 483. Aquatic Exercise Professional. 3-Hr. This course is designed to prepare students to take the AEA Professional Instructor Exam for Water Aerobics Instructors. (Students responsible for the AEA exam fee.) (Effective Term: Spring, 2006) (CIP-131314)

Rationale: This course will be required for the Aquatic Facility Management minor offered through the Athletic Coaching Education program in the School of Physical Education.

ACE 484. Aquatic Staff & Programming. 3-Hr. This class teaches students about the different types of staff and programs available for an aquatic facility. (Effective Term: Spring, 2006) (CIP-131314)

Rationale: This course will be required for the Aquatic Facility Management minor offered through the Athletic Coaching Education program in the School of Physical Education.

ACE 485. Aquatic Design & Budget. 3-Hr. PR: ACE 482, ACE 484, PE 175 and PET 324. Teaches students to design a facility that is both functional and profitable. (Effective Term: Spring, 2006) (CIP-131314)

Rationale: This course will be required for the Aquatic Facility Management minor offered through the Athletic Coaching Education program in the School of Physical Education.

ACE 486. Aquatic Management Internship. 3-Hr. PR: ACE 482, ACE 484, PE 175 and PET 324. This class will give students hands on experience with aquatic facility management. (Effective Term: Spring, 2006) (CIP-131314)

Rationale: This course will be required for the Aquatic Facility Management minor offered through the Athletic Coaching Education program in the School of Physical Education. This class will function as a capstone course giving students hands-on experience in an aquatic facility.

Memorandum

To: Faculty Senate Executive Committee

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

Date: April 23, 2007

RE: Monthly Alterations Report

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

BIOL	752	260101	<p>Action: Course title and PR change.</p> <p>Old: Advanced Plant Physiology. 3 Hr. PR: Biol 350, organic chemistry, general physics, and consent. Advanced studies of plant processes including recent advances in the field. I. Second semester, even numbered years – Mineral nutrition of higher plants. II. First semester, odd numbered years – Plant growth and development. III. First semester, odd numbered years – Environmental Physiology.</p> <p>New: Plant Physiological Ecology. 3 Hr. PR: BIOL 350 and consent. Advanced studies on the interactions between plants and their environment focusing on whole-plant carbon exchange, water relations, and nutrient uptake, with reference to specific biomes.</p>	<p>Rationale: Biology 752 was previously a 3-course sequence with the same number. The change in title and PR better reflect course content. This 752 will be the first in the series 752, 753, and 754 proposed.</p>	200708
BIOL	753	260101	<p>Action: Course title, number, and PR change.</p> <p>Old: Advanced Plant Physiology. 3 Hr. PR: Biol 350, organic chemistry, general physics, and consent. Advanced studies of plant processes including recent advances in the field. I. Second semester, even numbered years – Mineral nutrition of higher plants. II. First semester, odd numbered years – Plant growth and development. III. First semester, odd numbered years – Environmental Physiology.</p> <p>New: Water and Nutrient Relations of Plants. 3 Hr. PR: Biol 350 and consent. Advanced studies on water and nutrient acquisition, use, and transformation in plants with focus on plant-soil interactions, symbiotic associations, and acclimation and adaptation mechanisms operating in plants.</p>	<p>Rationale: Biology 752 was previously a 3-course sequence each with the same number, with the second course being mineral nutrition. The change in title of this second offering reflects better description of course content to include water and gives the course a unique number. This 753 will be the second in the series 752, 753, and 754 proposed.</p>	200708
BIOL	754	260101	<p>Action: Course title, number, and PR change.</p> <p>Old: BIOL 752. Advanced Plant Physiology. 3 Hr. PR: Biol 350, organic chemistry, general physics, and consent. Advanced studies of plant processes including recent advances in the field. I. Second semester, even numbered years – Mineral nutrition of higher plants. II. First semester, odd numbered years – Plant growth and development. III. First semester, odd numbered years – Environmental Physiology.</p> <p>New: Plant Growth and Development. 3 Hr. PR: Biol 350 and consent. Advanced studies of the mechanisms and patterns underlying growth and development, with emphasis on hormonal regulation and molecular processes in plants.</p>	<p>Rationale: Biology 752 was previously a 3-course sequence each with the same number, with the second course being mineral nutrition. The title of this third offering is unchanged, but has a new unique number. This 754 will be the third in the series 752, 753, and 754 proposed.</p>	200708

CHPR	604	510301	<p>Action: Change course number and description</p> <p>Old:CHPR 301. Advanced School Health. 3 Hr. This course will address the issues related to the teacher's role in planning, organizing, and implementing comprehensive school health programs at the elementary and secondary levels. Text and other readings, along with Internet assignments will serve to strengthen student knowledge and skills to better serve our most important resource: our children.</p> <p>New: Advanced School Health. 3 Hr. PR: Admission to School Health Master's Program. Course addresses the teacher's role in organizing and implementing comprehensive school health programs at the elementary and secondary levels. Additional attention is paid to providing instruction specific to the health educator skills and standards.</p>	<p>Rationale: Course was previously taught as a Special Topics Course. This course provides necessary information for the Praxis health examination, which is required for certification as a health teacher.</p>	200708
CHPR	640	510301	<p>Action: Change course number, title and description</p> <p>Old: CHPR 391. Advanced Topics: Performance Assessment. 3 Hr. This course provides students with the opportunity to apply health knowledge in the classroom setting.</p> <p>New: School Health Program Design. 3 Hr. PR: Admission to School Health Master's Program. Course provides a practical application experience for students to design a health education course curriculum, demonstrate classroom teaching, and self-evaluate their own teaching.</p>	<p>Rationale: Course was previously taught as a Special Topics Course. Regular offerings of the course will be required as part of the Master's program in school health education for certification in health.</p>	200708
CPE	312	130901	<p>Action: Prerequisite and Co-requisite change.</p> <p>Old: PR: CPE 310 and CPE 311. Co-Req: CPE 313. Design of computer systems with emphasis on interface hardware including communications, high power interface devices, line driver/receiver circuits, A/D and D/A devices, and utilization of software techniques for programmed, interrupt, and direct memory access. (3 hr. lec.).</p> <p>New: PR: CPE 310 and CPE 311 and EE 251 and EE 252. Co-Req: CPE 313 and CS 350. Design of computer systems with emphasis on interface hardware including communications, high power interface devices, line driver/receiver circuits, A/D and d/A devices, and utilization of software techniques for programmed, interrupt, and direct memory access. (3 hr. lec.).</p>	<p>Rationale: Concepts learned in EE 251 and EE 252 are essential to understanding of those presented in CpE 312. The concepts presented in CS 350 are an excellent companion to those presented in CPE 312.</p>	200801
DTHY	350	510602	<p>Action: Course credit change.</p> <p>Old: Public Health. 1 HR. PR: Enrollment in dental hygiene. Theory and practice of preventive dentistry and community.</p> <p>New: Public Health 2 Hrs. PR: Enrollment in dental hygiene. Theory and practice of preventive dentistry and its application in the community. Methods and techniques utilized in dental hygiene research.</p>	<p>Rationale: Additional credit hour is requested due to addition of the research related content from DTHY 367. Course content has been combined to enable students to receive research content earlier in the curriculum</p>	200708

HIST	484	540101	<p>Action: Course number, title, and description change.</p> <p>Old: 290. Introduction to Historical Research. 3 Hr. PR: History major or consent. Introduction to research techniques useful for history. Instruction in locating sources, taking notes and writing research papers.</p> <p>New: 484. Historical Research. 3 Hr. PR: History major or consent. Capstone which introduces historical research techniques. Completion and presentation of major research paper required.</p>	<p>Rationale: Prior to renumbering of all courses in 2001, the History Department offered History 290, Introduction to Historical Research, which became the department's approved capstone. The department mistakenly renumbered the course History 494 and has been offering Introduction to Historical Research since 2001 under the number 494. The registrar's office informed the course could not be listed under the 494 number and suggested 484. Title is changed to reflect capstone status.</p>	200801
SOWK	651	440701	<p>Action: Course title change.</p> <p>Old: SW Practice-Rural Communities. Practice issues in skill development and community organization and development with special emphasis on rural communities.</p> <p>New: Community Organization Theory and Practice [Cmmunity Organiz/Theory-Prac]. Practice issues in skill development and community organization and development with special emphasis on rural communities.</p>	<p>Rationale: More appropriate description of course content</p>	200708
SPED	363	131001	<p>Action: Course title and description change. Slight content modification.</p> <p>Old: Characteristics of Students with Learning Disabilities/Behavior Disorders. 3 Hr. Historical trends in the education of students with learning disabilities and behavior disorders; educational and management techniques for the future.</p> <p>New: Characteristics of Students with Special Needs. 3 Hr. Learning and behavior characteristics of children and adolescents with mild disabilities; identification of academic learning needs; individual education programs and individualized instructional programming; assistive technology and other adaptations.</p>	<p>Rationale: Some content from SPED 362 is incorporated into 363 to avoid overlap of course content. Title change reflects course content more accurately and reflects more appropriate terminology.</p>	200801
SPED	364	131001	<p>Action: Course title and description change. Slight content modification.</p> <p>Old: Educating Students with Learning Problems. 3 Hr. Curriculum planning, informal diagnosis techniques, teaching strategies, and opportunities to use strategies in student designed programs.</p> <p>New: Educational Programming for Students with Special Needs [Edl Prgmng Studs w Spec Needs]. 3 Hr. Curriculum planning and instructional program design for students with mild disabilities at elementary and secondary school levels; evidence-based practice in special and inclusive classrooms; lesson planning, implementation and evaluation.</p>	<p>Rationale: Some content from SPED 362 is incorporated into 364 to avoid overlap of course content. Title change reflects course content more accurately.</p>	200708

SPED	770	131001	<p>Action: Course title and description change.</p> <p>Old: Advanced Professional Knowledge: Special Education. 3 Hr. Advanced foundations of special education and disability services; historical trends and philosophical perspectives; comparative international practices; policy formulation and analysis; and advocacy roles and activities.</p> <p>New: Policy Analysis/Development: Special Education [Policy Analysis/Dev: Special Ed.]. 3 Hr. Advanced foundations of special education and disability services; historical trends and philosophical perspectives; policy review, analysis, research, and formulation; and advocacy roles and activities related to policy development.</p>	<p>Rationale: Changes more accurately reflect the existing content of the course and directly links it to current professional standards for doctoral programs in special education</p>	200708
SPED	774	131001	<p>Action: Course title and description change.</p> <p>Old: Analyzing/Interpreting Research: Special Education. 3 Hr. Research literature in special education and disability services; formulation of research questions; translation of research questions into appropriate research designs and proposals.</p> <p>New: Analysis/Interpretation of Research: Special Education [Analysis/Interp Rsrch: Special Ed.]. 3 Hr. Research literature in special education and disability services; integrative reviews and research critiques; formulation of research questions; translation of questions into appropriate research designs for participants with exceptionalities; preparation of research proposals.</p>	<p>Rationale: Changes more accurately reflect the existing content of the course and directly links it to current professional standards for doctoral programs in special education.</p>	200708

Action: Course Drops

SPED 302 131001

Old: SPED 302. Special Education Assessment. 3 hr. Development of expertise in various forms of cognitive and effective assessment techniques, understanding psychoeducational needs of exceptional learners, and designing appropriate educational prescriptions from assessment protocols.

SPED 303 131001

Old: SPED 303. Strat. Address Behav/Mang Problms. 3 hr. Theory and classroom application of procedures to implement behavior changes in children with mild/moderate disabilities and/or problems; effective group and individual behavior management.

SPED 362 131001

Old: SPED 362. Educating Studs with mild/Mod MR. 3 hr. PR: SPED 350 and SPED 360. Curriculum development based upon individual needs; application of classroom instructional methods for students with mental retardation.

SPED 684 131001

Old: SPED 684. Administration and Supervision of Programs for Exceptional Children. 3 Hr. PR: Consent. Administration and supervision with attention to: selection and placement procedures; facilities and equipment; local, state, federal legislation; and philosophy and recent research. (Consult program for course offerings).

SPED 778 131001

Old: SPED 778. Technology Research/Training: Special Education. 3 Hr. Review of research for computer-assisted instruction and applied technology with special populations; use of computer tools for research and productivity in special education and disability services; authoring computer-based materials with hypermedia programs.

DTHY 367 510602

Old: DTHY 367. Research Methods. 1 HR. PR: DTHY 351. Methods and techniques utilized in dental hygiene research. Major emphasis is on obtaining IRB approval for two year research project. **Will be taught this summer but then dropped from curriculum.**

Memorandum

17 April 2007

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

The GEC Oversight Committee met on 16 April 2007 and recommended the following items for Faculty Senate approval:

1. **The GECO Committee unanimously endorsed a request to add three more members to the committee for 2007-2008.**

2. **GEC-LSP Course Actions:**

Approved New GEC Course Additions

PLSC 206 Principles of Plant Science (GEC Obj. 2C + Lab, LSP Cluster C)

Approved New GEC and W Course Additions

DS (Design Studies) 315 Survey of Non-Western Design (GEC 9, W, LSP A & B) Pass
“Pending Curriculum Committee approval” because it is a new course.

Successful GEC Audits

GEOG 102 World Regions (GEC Obj. 8 & 9, LSP B)

GEOG 244 Geography of the Middle East (GEC Obj. 4 & 9)

SPAN 330 Latin American Culture (GEC Obj. 3 & 9)

SPAN 331 Early Spanish American Literature (GEC Obj. 5 & 9)

SPAN 332 Modern Spanish American Literature (GEC Obj. 5 & 9)

SPAN 340 Culture of Spain (GEC Obj. 3 & 8)

SPAN 341 Early Literature of Spain (GEC Obj. 5 & 8)

SPAN 342 Modern Literature of Spain (GEC Obj. 5 & 8)

Successful W Audit

GEOG 412 Geography of Gender (W)

GEC- LSP Course Deletions

POLS 358 Politics of Africa (GEC Obj. 4 & 9, W)

POLS 369 Far East International Affairs (GEC Objective 4 & 9)

PSYC 231 Leadership and Human Relations (GEC Obj. 4 & 6)

SOCA 360 Women and Men in Society (GEC Obj. 4 majors only, 7 majors only)

Courses formerly taught as GEC courses under F&CS subject code but replaced on GEC by DISB courses at April Senate meeting.

F&CS 380 Disabilities & the Family (GEC Obj. 6)

F&CS 385 Disability and Society (GEC Obj. 6)

GEC Course “Alterations” per request of department chairs

COMM 304 Human Comm. & Rational Decisions (GEC Obj 6 & 7) Drop “Majors Only” from GEC

COMM 314 Nonviolence in Comm. Behavior (**GEC Obj 4 & 9**) Drop “Majors Only” from GEC

FRCH 301 Language thru Civilization (**GEC Obj. 3 & 8**) Drop “Majors Only” from GEC

SPAN 330 Latin American Culture (**GEC Obj. 3 & 9**) Drop “Majors Only” from GEC

SPAN 340 Culture of Spain (**GEC Obj. 3 & 8**) Drop “Majors Only” from GEC

FRCH 302 Language Through Culture (**GEC Obj. 4 & 8**) Drop “Majors Only” from GEC

FRCH 304 Advanced Readings (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

FRCH 331 Survey of Literature 1 (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

FRCH 332 Survey of French Lit 2 (**GEC Obj. 5 & 9**) Drop “Majors Only” from GEC

GER 331 Survey of German Lit 1 (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

GER 332 Survey of German Lit 2 (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

SPAN 331 Early Spanish American Lit. (**GEC Obj. 5 & 9**) Drop “Majors Only” from GEC

SPAN 332 Modern Spanish Amer. Lit. (**GEC Obj. 5 & 9**) Drop “Majors Only” from GEC

SPAN 341 Early Literature of Spain. (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

SPAN 342 Modern Literature of Spain (**GEC Obj. 5 & 8**) Drop “Majors Only” from GEC

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)

WVU Student Rights and Responsibilities Annual Report 2006-2007
Dr. Ruth Kershner, Chairperson

Fall 2006Academic: 11Non-academic:7Total: 18**Spring 2007**Academic: 12Non-academic:7Total: 19**Pending Cases Spring 2007**Academic: 1Non-academic: 3Total: 4**Academic Total by Violation Type and Outcome****Violation:**

Academic Dishonesty/ Plagiarism

Academic Dishonesty/ Cheating

Not Meeting Academic Requirements

Violations of IRB

Academic Fraud

Violation Total:**Total:**

9

10

2

1

1

23

Student Conduct Board Outcomes/ Sanctions:

Unforgivable Failure (UF)

Reduced Grade for Assignment

Failure in Course

No Participation Points for Class

Program Dismissal

Charges Dropped

On Appeal

No Penalty

Student Conduct Board Outcomes/ Sanctions Total:**Total:**

6

4

3

2

2

1

3

2

23

Non-Academic Total by Violation Type and Outcome**Violation:**

Illegal Burning

Sexual Assault

Alcohol Related Offenses/ Abuse

Destruction of Property/ Public Intoxication

Internet Abuse/ Harassment

Drug Abuse

Physical Assault

Violation Total:**Total:**

6

2

2

1

1

1

1

14

Student Conduct Board Outcomes/Sanctions:

Expulsions

Suspensions

Deferred Suspension

University Probation

Community Service/ Referrals/ Student Assistance Program

On Appeal

Student Conduct Board Outcomes/Sanctions Total:

0

1

2

8

11

2

24

Academic Departments Filing Charges

English: 7
Psychology: 2
Education: 1
Astronomy: 1
Math: 3
History: 1
Communication Studies: 1
Humanities: 1
Speech Pathology and Audiology: 1

The revision of the WVU Student Conduct Code has resulted in the *University Committee on Student Rights and Responsibilities* conducting more hearings throughout the course of this academic year. The process is very thorough, professional and fair. Students are always treated with utmost respect by all members of the Student Conduct Board. Faculty and students who serve on this very important committee should be commended for their outstanding service to students and the University.

Goals for 2007 – 2008

The new student code and the growth of the student body have increased the workload of this committee. The goal of this committee, therefore, is to have an increase in membership.

To: Faculty Senate Executive Committee
From: Bob Behling, Chair
Library Committee
Re: Rules on Overdue Materials
Date: April 23, 2007

The Library Committee recommends the following proposal for Faculty Senate approval.

Proposal

RETURN ON TIME OR RENEW: RULES ON OVERDUE MATERIALS

- In the WVU Libraries, **daily fines** for overdue books will not be assessed. Books and books with accompanying media that have not been returned or renewed by **31 days past their due dates** will be treated as “**Lost**” and bills including the replacement cost + a non-refundable \$10 processing fee will be issued for them. Overdue notices are sent by email.
- Replacement costs will be determined by the specific book. Examples of average costs by discipline are: Arts/Humanities 2004 average \$50.28; Social Sciences 2004 average \$60.87; Sci/Tech/Med 2004 average \$94.29.

Some specific examples are:

Group counseling and psychotherapy with children and adolescents: theory, research, and practice \$85.00

Business and its environment \$154.20

Properties and applications of nanocrystalline alloys from amorphous precursors \$175.00

Chemical process equipment: selection and design \$175.00

Chemical engineering dynamics: an introduction to modeling and computer simulation
\$302.00

- The following items are not covered by this policy: music cds, periodicals, media items, laptops, reserve items, recalled books, ILL and E-ZBorrow loans.

Currently, overdue fines of \$.25/day/book are assessed.

In the general libraries, faculty have a semester loan; grad students have a semester loan; undergraduates have a 28-day loan period.

To: Faculty Senate Executive Committee

From: Mark Tauger, Chair, Senate Committee on Student Instruction

Date: 23 April 2007

Re: Annual Report for 2006-2007 and Committee Goals for 2007-2008

Annual Report:

The Senate Committee on Student Instruction addressed two substantial issues and several smaller ones this academic year. The two substantial issues were: the examination policy for the week before finals, and preparation of a model syllabus for new courses and GEC evaluations.

Examinations during the week before finals:

The committee found no basis for changing the policy regarding the scheduling of final exams, which allows a certain degree of flexibility for certain types of courses but basically conforms to examination policies at most universities in the United States.

The committee did recommend that the existing restrictions on examinations during the last week of classes, according to which only a quiz is allowed, should be changed. The committee recommended that WVU regulations should be changed to provide an option that would allow faculty to petition to hold a regular exam during the last week. This would enable faculty in certain classes to avoid the problem of making the final exam do double duty as an exam over course work done during the last few weeks of classes as well as a final exam.

This proposal may also indirectly help reduce the practice of giving early final exams because it provides the administration with a means to increase awareness of faculty who do give exams during the week before finals.

This proposal will be examined by the Senate Executive Committee later in April.

Model Syllabus:

The Senate Curriculum and GEC committees requested the Student Instruction Committee to prepare this model syllabus, and provided a number of guidelines. The Student Instruction Committee reviewed these guidelines and other sources and prepared a model syllabus, which we submitted to the Curriculum and GEC committees.

Smaller Issues:

Academic forgiveness: The committee addressed the issue of whether a student who returns after several years away from the university should have his or her earlier grades considered in the grade-point average, and decided that earlier grades should not be considered. The student should be evaluated only on the basis of his or her work after returning.

Alternative to “I” to warn graduate students of poor performance: The committee considered several alternatives to this policy but could not see a need for an alternative. The committee solicited more information from the faculty members who wanted an alternative but we have not received an answer yet.

Attendance Policy for Extracurricular Activities: The committee reviewed this issue and came to the conclusion that existing policies and statements regarding extracurricular activities are sufficient for communicating to students whether or not particular activities are excused absences.

Linking Vista, Banner, and Star: The committee members thought that this was not an issue that the committee could address because it is a complicated software problem that can be resolved only by the private companies and WVU personnel with expertise in these areas.

Issues for next year:

The Senate Committee on Student Instruction will need to meet with the Curriculum and GEC Committees to finalize the model syllabus proposal submitted this year.

Ad Hoc Senate Committee on Curriculum Committees' Procedures
Final Report
Revised 26 March 2007

Committee Members: Gwen Bergner, Nigel Clark, Keith Garbutt, Mary Strife, Cheryl Torsney, & Steve Kite, Chair

The Ad Hoc Senate Committee on Curriculum Committees' Procedures was formed in December 2006 with the following charge:

Examine the current practices used by these committees and evaluate if they are transparent, efficient and effective.

If changes are warranted, recommend mechanisms to best utilize the time of all faculty involved in various application processes dealing with these committees. Explore new ways to streamline the process.

Make recommendations regarding ways in which the application process would be more transparent and efficient to the University as a whole. Explore the use of technology to achieve this goal.

Assess staff resources required to achieve the committee's recommendations.

The Committee's recommendations must be consistent with the policies, goals and objectives of the University as they relate to curriculum issues.

The final Ad Hoc Committee report was scheduled for deliberation at the March 26, 2007 meeting of Faculty Senate Executive Committee, but was not covered because too many other items crowded out the time available. It is rescheduled for the April 23, 2007 meeting.

This report addresses Current Practices, Proposed Solutions, and Personnel Issues.

Current Practices: Review of current SCC (Senate Curriculum Committee) and GECO (General Education Curriculum Oversight Committee) practices and associated issues shows that current procedures for new course submissions, new GEC course applications, and five-year GEC audits are inefficient for all involved. Beginning with the information required for successful applications and ending with notification of Senate approval, procedures and their underlying purposes appear more opaque than transparent to most faculty members. The effectiveness of both committees is limited and encumbered by existing procedures and staffing limitations. Many believe that the current system is broken, and that faculty on these committees do not critically evaluate courses and curricula.

Difficulties in course approvals and associated delays have become a disincentive for new course development and a source of faculty dissatisfaction. Currently, course input exceeds committee output while unprecedented growth at WVU requires more efficient procedures in both SCC and GECO committees. Each committee already has an onerous workload, and putting greater effort into a dysfunctional system would be foolish, especially if greater efficiency can be obtained through innovation.

First-time success rates for applications are low, largely because most lack essential information. Encumbered by campus mail delays at every step, the costly paper-based system provides no means for faculty to keep abreast of committee actions prior to Senate approval except through laborious personal e-mail between committee members and course instructors. Academic advisors, chairs, and administrators have no efficient means to check the progress of submissions, while catalog content may lag behind committee actions by over two years.

The GECO Committee has unique problems. A lack of staff support has led to erratic record keeping, resulting in incomplete reviews lost in midstream, few consequences for avoiding audits, and a poor understanding of impending committee workload. The GECO chair spends 15-20% of their nine-month assignment in record keeping; this is an inappropriate load for an active faculty member engaged in teaching and research. The GEC five-year audit process cannot be maintained over the long term without significant Faculty Senate Office staff support. Unfortunately, the Faculty Senate Office cannot provide the required help because of a recent reduction in staff from three to two.

The SCC is also having difficulty completing its workload. An increase in new course and new program (degrees, majors, and minors) applications and a continuing heavy load of course changes and course alterations have overloaded the committee. Because of the hefty SCC workload and inefficient review process, few committee members are willing to serve multiple years on the committee, which leads to a lack of continuity and a loss of institutional memory.

Applications and sample syllabi are difficult to complete accurately, completely, and consistently. The review and revision process requires extensive and time-consuming communications between primary reviewer and submitter and major time investments of the full committee in evaluating the proposals. Only a very few applications are approved by the SCC in their first deliberation cycle. This low initial success rate is frustrating to departments, units, and programs as it significantly increases the amount of time before a course or degree program can be listed in the schedule of courses.

The concurrent SCC-GEC application form used since 2004 is creating problems. GEC courses may be reviewed prematurely with materials, descriptions, course names, numbers, and even subject codes that may not match what is approved by SCC. A full array of GEC Objective courses exists, so the concurrent form is no longer needed and will be eliminated as soon as possible.

Proposed Solutions: The Ad Hoc Committee recommends development of a simple, user-friendly, unified web-based submission and review process that will serve as a portal to the Star-Banner course record system. This unified application process will reduce paperwork, streamline deliberation, and make every step of the committee processes transparent to all interested parties. The process should also enhance the quality of instruction at WVU by providing a syllabus creation tool that will encourage every instructor to provide essential information to students at the onset of each semester.

The envisioned submission process will be more than an automation of existing forms and procedures, the process will be geared to collect information most relevant to course and curricula evaluation. Each step will be scrutinized to insure efficiency and transparency of purpose.

Boosting first-time SCC and GECO success rates will provide significant time savings, morale enhancement, and confidence in the system. A user-friendly automated electronic submission process should increase first-time success by requiring entry of all required items before submittal, thereby eliminating the major cause of unsuccessful applications. An on-line tracking system embedded in the on-line process will provide faculty, chairs, and deans with a means of tracking the progress of applications and insuring actions are executed. E-mail notification can be automatically sent to concerned parties when benchmarks in the evaluation process are reached or audit deadlines are approached.

Electronic submission will be structured such that all SCC and GEC forms will be accessed from a single “front page” common to all course applications and audits. A series of prompts will appear to inquire as to what actions are requested (e.g., *Is this a new course? Is this a Capstone Course? Do you seek listing under one or more GEC Objectives?*). After the common front page is completed, the web-based application will prompt entry of all data required for evaluation of the course. Character or word limits will be set in certain fields to insure Banner and WVU Catalog limits are not exceeded. Example syllabi and completed application forms will be provided as models. Both “frequently asked questions” and rationale for application requirements will be addressed in the electronic submission process. These aides will enhance submission success and enhance faculty perspectives of the process by educating submitters as to why information is requested.

A notice of application receipt will be sent to the instructor after all required fields have been entered and a final “submit” button is clicked. Upon submission, the application information will be forwarded to the next level in the review process, typically a department or division curriculum committee and chair. Depending upon the type of application, the review process may require electronic approval from several levels. The WVU ETD review software may provide a good model for design of this electronic submission system.

When all appropriate approvals are secured, the application will be routed to the Faculty Senate Office and members of the relevant committee. In cases in which a new course must be approved by SCC prior to GECO deliberation, the application will be forwarded to GECO only after the course gains SCC approval.

The review process will be expedited through drop-down macros for reviewers to generate oft-repeated messages. As each step in the review process is completed, automatic e-mail notifications of progress will be sent to faculty, chairs, associate deans, etc. When a course application is formally approved by Faculty Senate, virtually all information required for entry into Star-Banner will be available to Admissions and Records in a digital format. This digital information can be entered directly, thereby reducing the potential for errors introduced in translating paper curriculum trails into digital WVU records. These syllabi will also be available for on-line posting by the Instructional Technology Resource Center.

One of the most powerful aspects of the proposed electronic submission software will be a syllabus generator. The submitting faculty member need only enter or cut and paste text into provided fields and the syllabus will be formatted in a standard format suitable for web-posting. The syllabus generator will have drop-down insert options whereby instructors can easily insert their contact information, basic course information, recommended policy statements (e.g., Social Justice and Academic Integrity), GEC objective descriptions, learning outcomes, commonly used grading scales, paper evaluation rubrics and more. A calendar generator option that can automatically adjust course schedules to the academic calendar will be provided, reducing both faculty effort and errors that are a common cause of misunderstanding between students and faculty.

The syllabus generator will deliver benefits beyond facilitating SCC/GECO review processes. Any instructor at WVU will be able to use the syllabus generator during any semester, making syllabus creation and revision easier for all WVU courses. Optional fields will be numerous and extensive, but required fields will be governed by curricular and SCC/GEC guidelines. Classes outside SCC or GEC review will be required to provide only the information mandated by the Faculty Senate Student Instruction Committee. It is essential that current and former members of the GECO and SCC committees are consulted in the design and implementation process.

Personnel Issues: Ad Hoc Senate Committee on Curriculum Committees' Procedures recommendations will require some investment in personnel. A start-up effort by a web-based data-base design team will be required to design and implement the automated on-line application process. Individuals involved in the initiation of this process must have facility with data-base and web design.

The committee recommends a thorough assessment of Faculty Senate Office staffing in order to cope with the increased workload stemming from the expansion of University course offerings and the need to support GECO activities. Part of the responsibilities of the Faculty Senate Office will be to maintain the web-based submission process.

Over the long term, the GECO Committee would need significant staff support in order to function as charged, even if an automated web-based submission process were not implemented. In fact, the need for staff support would be even greater if the existing paper system were retained. The GECO support request includes staff support to handle GEC and W new course submissions and audits in a fashion similar to the service the Senate Office now provides to the SCC. The Senate Office must manage application paperwork, distribute applications to committee members, create minutes of GECO meetings, and track progress through the system.

Other SCC systems should also be redesigned. SCC submission forms are difficult to complete and do not ask for the most relevant information and SCC web site instructions and sample materials are in need of updating and revision. We recommend that staff and/or faculty be appointed to complete such an overhaul.

Implementation Timetable: The Ad Hoc Senate Committee requests that the recommendations be implemented as soon as possible. The SCC and GECO agendas promise to be even busier in the coming years, and the system must be enhanced to meet the challenges of University growth, curriculum development, and new faculty hires.

Example syllabi and completed applications have been posted on the Faculty Senate web page, with more to come. Steps to remove the concurrent SCC-GEC application are already underway, and the form should totally be eliminated by August 2007. A detailed timetable for addressing staffing issues and implementing the unified web-based submission and review process will be developed by the Office of Academic Affairs in coordination with the Ad Hoc Senate Committee on Curriculum Committees' Procedures. The Committee will continue to operate until the unified web-based submission and review process is in place, and we propose to add a member of the Faculty Senate Student Instruction Committee to the Ad Hoc Committee to address syllabus-related issues in the process.