

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

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

Members Present:

Abraham, R.	Cohen, S.	Hornsby, G.	Miltenberger, M.	Schreurs, B.
Ameri, S.	Cottrell, S.	Huber, J.	Moritz, J.	Scott, H.R.
Anderson, K.	Cronin, A.	Huffman, V.	Mucino, V.	Shelton, E.
Atkins, C.	Davari, A.	Iskander, W.	Munasinghe, R.	Sperow, M.
Banta, L.	Davis, S.	Jackowitz, A.	Nestor, P.	Stack, S.
Bastress, R.	DiBartolomeo, L.	Johnston, A.	Nichols, A.	Stuchell, R.
Bilgesu, I.	Dino, G.	Kale, U.	Oberhauser, A.	Sundaram, M.
Blake, L.	Elmore, S.	Kershner, r.	Osborne, E.	Tuninetti, A.
Bonner, D.	Ernst, G.	Kirby, B.	Perone, M.	Turton, R.
Boone, D.	Etzel, E.	Kite, S.	Perry, J.	Urbanski, J.
Bowen, E.	Fint-Clark, B.	Kleist, V.	Prudhomme, J.	Vester, M.
Brazaitis, M.	Fleming, S.	Knight, J.	Putman, H.	Vona-Davis, L.
Bredehoft, T.	Fuller, E.	Kopriva, N.	Reddy, R.	Woloshuk, J.
Britten, R.	Funk, A.	Kromar, R.	Reymond, R.	Wood, A.
Brooks, R.	Graber, S.	Kuhlman, J.	Riemenschneider, S.	Zimmerman, P.
Bucklew, A.	Harner, J.	Lofaso, A.	Rockett, I.	
Carpenter, R.	Hartman, K.	Mays, M.	Ruscello, D.	
Clark, B.	Hileman, S.	Miller, M.	Ryan, K.	

Members Absent:

Anfinson, J.	Hogan, T.	Petty, T.	Tower, L.
Clarke, M.	Holmes, M.	Polak, J.	Watson, J.
Hashmi, M.	Mandich, M.	Stout, P.	Wenger, S.
Hazard, H.	Nelson, C.	Paul, S.	Whiteman, C.

Members Excused:

Anderson, J.	Curtis, R.	Orlikoff, J.	Sherwin, M.	Weihman, L.
Barretto, G.	Finkel, M.	Paternostro, M.	Tallaksen, R.	
Cassels, A.	Jones, D.	Pearson, T.	Veselicky, K.	
Chalupa, C.	Nutter, R.	Schwartz, S.	Watson, D.	

Faculty Senate Officers Present:

Cottrell, L.	Griffith, R.	Lee, P.	Stolzenberg, A.
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2. Chair Cottrell moved and it was duly seconded to approve the minutes from the Monday, October 10, 2011 meeting. Motion carried.
3. Chair Cottrell said there is a website for the strategic plan, www.strategicplan@wvu.edu. She encouraged senators to look at the website and voice any comments or concerns.

The Chair reported on the following issues:

The GEC Assessment subgroup, co-chaired by Professors Tauger and Mucino, has resumed meetings; it was tasked to look at the General Education last year. It will assess student learning,

GEC objectives, and GEC courses. The group will continue to meet to discuss the impact of the overall GEC program, its courses, and objectives 1-9. Comments can be sent to Chair Cottrell and/or Professors Tauger and Mucino.

The Chair thanked the following faculty, deans and students who offered their time and expertise concerning the Marcellus shale issue: Professors Sam Ameri and Kashi Aminian, CEMR, John King, Don Spencer, Pi Sigma Public Policy Honorary Sorority, Political Science Debate Team, Dean Joyce McConnell, Professors Robert Bastress and James Van Nostrand, College of Law.

The Chair said that before every Faculty Senate meeting, faculty will showcase their various works to include: research, teaching or service programs. Faculty from the School of Dentistry and Extension displayed their works today. The Chair said a glimpse of various works could lead to collaborations and/or discussions. The Chair thanked the colleges for coming today.

The Chair addressed the article that was in the Dominion Post concerning the ESPN 24-hr Hoop Marathon Tournament that will take place tomorrow. WVU will play on Tuesday, November 15th at 10:00 a.m. The Chair asked faculty to communicate clearly with students if they need to attend class during the Tournament game on Tuesday.

4. The following faculty members were nominated for the Board of Governor's representative; they gave a brief presentation: Heather Billings, HSC, Becca Fint-Clark, Ext., Robert Griffith, HSC, Kim Horn, Ext., Jennifer Knight, HSC, David "Tony" Michael, Ext., Margaret Miltenberger, Ext., Scott Mizes, HSC, and Joseph Prudhomme, HSC.

The Faculty Senate Constitution states that all faculty senators have the option to vote for a BOG representative, so ballots will be mailed to senators who were absent or excused from the meeting today. The deadline to vote will be November 30, 2011. The Chair will announce the new BOG representative at the December 12th Faculty Senate meeting.

5. Dennis Ruscello, Chair-elect, Faculty Senate Curriculum Committee, moved for approval of the following report:

Annex I, New Courses and Course Change. A motion was made to postpone the proposal to approve this particular course (FDM 225) until the Senate can clarify its position on whether the courses in our catalog should be taught, at least occasionally, by WVU faculty, and can offer some guidance about how the principle of disciplinary coherence should be reflected in our curriculum. Motion carried to postpone the course. On page 8, "CMER" will be changed to "CEMR". On page 9, "Teaching" will be added to "Certificate in University" at the end of the sentence for the new course description for GRAD 685. Motion carried.

Annex II, The Alteration Report was submitted for information.

6. Lisa DiBartolomeo, General Education Curriculum Oversight Committee, moved for approval of the following report:

Annex III, GEC Actions. Motion carried.

Annex IV, GEC Audits were submitted for information.

7. Robert Griffith gave the ACF report for Roy Nutter. He said the ACF submitted a resolution that was approved by the Senate Executive Committee, and it has been submitted to the WVU Faculty Senate for its endorsement. Professor Griffith reviewed the resolution, and he said the issues will help to move West Virginia forward. It was moved and duly seconded to endorse the Resolution. Motion carried.
8. Sandra Elmore, WVU-Tech read the following Resolution that was submitted by the Faculty Assembly of WVU Tech:

“We, the Faculty Assembly of WVU Tech, appreciate the hard work and efforts of the HEPC in developing the Revitalization Report.

We request that the WV State Legislature allocate an additional \$7 million per year for five years to address the recommendations contained in this report.

We desire to work with WVU, the HEPC, and the State Legislature on short term and long term plans for WVU Tech’s continued improvement.

We further request that the WVU Tech faculty be integrally involved through shared governance in the planning and implementation of this report.”

Steve Goodman, Faculty Senate Chair, WVU-Tech, gave a background of the Resolution. He said in the spring the Legislature passed Senate Bill 486, and he read some excerpts from that Bill. One of the excerpts ended with the statement, “...in order for the institution to move forward and realize its full potential, its future must be supported by a financial commitment from the State. Therefore, as funds are available, it is the intent of the Legislature to make appropriations to the Commission to support the revitalization project at WVU-Tech.”

The Revitalization Report was submitted by the HEPC on October 20, 2011. Mr. Goodman read an excerpt from the Revitalization Report that said, “WVU-Tech cannot recruit students without significant improvements. Without recruiting, WVU-Tech will not be able to operate.”

Mr. Goodman said within the Faculty Assembly Council at WVU-Tech, they are interested in passing a Resolution that would be a unified statement that all faculty from WVU-Tech could forth to the outside world, in particular, the State Legislature, the HEPC and to the press.

WVU-Tech would like to have a statement of support from the WVU Faculty Senate, so they can take it to the State Legislature and other constituents.

Professor Elmore said WVU-Tech would like to thank senators from WVU and Potomac State for letting Mr. Goodman share the background.

Professor Elmore made the following motion, “The WVU Faculty Senate support the Resolution approved by the Faculty Assembly at WVU-Tech.” Professor Urbanski seconded the motion.

Professor Turton said that he supported the efforts of the WVU-Tech colleagues to start to implement an improvement plan. He said the 37-page report is a comprehensive analysis of the current state of WVU-Tech, and the issues are complex. He said the report seems to indicate a larger amount of money will be needed than the \$35 million dollars that is mentioned in the Resolution, and it is not clear where the money will come from and how it will be used.

For these reasons, Professor Turton proposed a motion to table the Resolution until the whole Faculty Senate has had a chance to review completely and digest the content of the Revitalization Project for WVU-Tech. The motion was duly seconded.

Professor John Kuhlman asked for a friendly amendment to include a specific date. It was agreed that the vote should be tabled until the December Faculty Senate meeting.

A hand count was taken to table the motion until December. Motion failed 55-20, with 2 abstentions.

A hand count was taken to support the motion from WVU-Tech. Motion carried 67-3, with 3 abstentions.

9. Robert Griffith, BOG representative, said the BOG met this month, and it visited and had lunch at the School of Journalism. A presentation was given by Dean Maryanne Reed, SOJ, and a tour was given. Following the tour, the BOG heard several reports and presentations. Professor Griffith said Professor Latimer has begun a report asking why people from WVU are leaving. Reports that were not presented will be made available in a few weeks.

10. New Business

Professor Kershner said she appreciates all the work that OIT has done to create one password, and she recommended the Faculty Senate show its appreciation to the group as well.

Professor Turton said in September, a new Committee on Academic Integrity would be formed, and he asked for two volunteers to serve on this committee. If anyone is interested, he/she can contact him.

11. The meeting adjourned at 4:50 p.m. for an Executive Session.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: October 24, 2011
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

Communications

New Course:

COMM 335. Social Media in the Workplace. 3 Hr. Explores social media technologies and their application in the workplace. Emphasis on collaboration skills. (Effective Term: Fall 2011) (CIP 099999)

Rationale: Based on feedback from recent graduates and employers, competence in both social media and collaboration skills are important areas of knowledge in the workforce. Thus, it is beneficial for Communication Studies majors to learn these skills to enhance their employability. This course will teach students how to use many social media technologies for large companies or small businesses.

History

Course Change:

From:

HIST 481. The Mediterranean, 1200-1800. 3 Hr. Interactions between societies surrounding the Mediterranean (Christians, Muslims, and Jews from Europe, the Ottoman Empire, Egypt, the Maghrib) from the late Abbasids to Napoleon. Trade, warfare, family life, and religion.

To:

HIST 211. The Mediterranean, 1200-1800. 3 Hr. Interactions between societies surrounding the Mediterranean (Christians, Muslims, and Jews from Europe, the Ottoman Empire, Egypt, the Maghrib) from medieval times to Napoleon. Trade, warfare, family life, religion. (Effective Term: Spring 2012) (CIP 540101)

Rationale: This course is being renumbered and content and assignments altered as part of a departmental effort to create a more even distribution of courses at different levels. We currently have too many 400-level courses (in order to satisfy the needs of graduate students) and not enough 200- and 300-level courses. We have examined our offerings and are moving some courses to lower levels where appropriate and most beneficial to the students.

College of Creative Arts

Art History

New Course:

ARHS 325. Ancient Roman Art and Archt. 3 Hr. PR: ARHS 120 and ARHS 160. A study of a limited number of monuments in two-dimensional and three-dimensional mediums from the First Millennium BCE through Imperial Rome. (Effective Term: Spring 2012) (CIP 500101)

Rationale: The course content covers an important period in the history of art that is not addressed in any other course offerings. The course benefits many groups of students: for Studio Art majors, the course fulfills the requirement of an upper-level Art History course; for Art History majors, it fulfills one of the major required courses, either within the Art History core or as one of three upper-level Art History elective courses; for Art History minors, it fulfills a required upper-level Art History course. This course may also serve as an elective in the Italian Studies program.

Davis College of Agriculture, Natural Resources and Design

Design

New Course:

DSGN 470. LEED Green Building Systems. 3Hr. PR: DSGN 280. A detailed study of the LEED green building certification systems, including the various green systems, codes and standards referenced by LEED. (Effective Term: Spring 2012) (CIP 500401)

Rationale: Many WVU graduates will enter careers requiring in-depth understanding of green building certification systems, especially the LEED green building systems. In addition to studying the details of the LEED green building systems, students will be qualified and prepared to sit for the LEED Green Associate Exam as well as other green building credentialing exams. This course addresses needs at the university, college and division levels. WVU does not have a course that is focused on preparing our graduates to emerge from WVU with either of these credentials, or to be prepared to sit for the exams shortly after entering the workforce.

This course will be a key component of both the Design Studies and Interior Design programs within the Division of Design & Merchandising, providing those students the opportunity to graduate with a competitive edge in the marketplace. In addition, as other disciplines embrace sustainability concepts, this course will serve the needs of their students as well. This course is key in the growth of the Division of Design & Merchandising summer program via its inclusion in the newly proposed Minor in Sustainable Design.

Fashion Design and Merchandising

New Courses:

FDM 222. Fashion Styling Workshop. 3 Hr. PR: Sophomore or higher. Overview of fashion items needed to attract media attention for a fashion magazine and its editorials. Students produce a photo shoot for a specific target audience with live models, on location, in a professional studio. (Effective Term: Summer II 2012) (CIP: 500401)

Rationale: This course is part of the WVU Interdisciplinary Disegno Italia study abroad summer program sponsored by art and design programs within the Davis College of Agriculture, Natural Resources and Design and the College of Creative Arts. Within the Davis College, the Fashion Design and merchandising (FDM) program has implemented a Global track within the curriculum. The *Disegno Italia* summer program is one possible study abroad opportunity that will fulfill the Global track study abroad component for Fashion Design and Merchandising majors.

Students who participate in the *Disegno Italia* summer program can come from a variety of majors including, but not limited to: Fashion Design and Merchandising, Art, Art History, Graphic Design, Landscape Architecture, Marketing, Public Relations, Journalism, and Communication Studies. At the moment, each program will need to determine how this and other *Disegno Italia* individual course offerings fit into their program of study. FDM 222 is offered at Nuova Accademia di Belle Arti (NABA).

FDM 222 takes advantage of being in one of the major design centers in the world, Milan, Italy, thereby affording WVU students the opportunity to work with fashion professionals they would not have access to in Morgantown. This course combines academic lectures and hands-on activities and is taught in English. Students have the opportunity to visit major Italian and international retail stores and boutiques that will serve as inspiration for styling fashion products.

FDM 232. Fashion Design Workshop. 3 Hr. PR: Sophomore or higher and instructor consent. Students research a topical theme or trend to design a small coordinated collection including notebook/sketchbook, mood board, finished and flat drawings, and an original garment. Theoretical lessons, practical lessons, and field trips. (Effective Term: Summer II 2012) (CIP: 500401)

Rationale: The course is part of the WVU interdisciplinary Disegno Italia study abroad summer program sponsored by art and design programs within the Davis College of Agriculture, Natural Resources and Design and the College of Creative Arts within the Davis College, the Fashion Design and Merchandising (FDM) program has implemented a Global track within its curriculum. The *Disegno Italia* summer program is one possible opportunity that will fulfill the Global track study abroad component for Fashion Design and Merchandising majors.

Students who participate in the *Disegno Italia* summer program can come from a variety of majors including, but not limited to: Fashion Design and Merchandising, Art, Art History, Graphic Design, Landscape Architecture, Marketing, Public Relations, Journalism, and Communication Studies. At the moment, each program will determine how this and other *Disegno Italia* individual course offerings fit into their program of study. FDM 232 is offered at Nuova Accademia di Belle Arti (NABA), design school in Milan. Students who participate in the *Disegno Italia* summer program take one course at NABA.

FDM 232 takes advantage of being in one of the major fashion design centers in the world, Milan, Italy, thereby affording WVU students the opportunity to work with fashion professionals in an international setting. This course combines academic lectures and hands-on activities and is

taught in English. Students have the opportunity to visit major Italian and international retail stores and boutiques, museums, and design centers thereby giving them the opportunity to glean apparel design inspiration from a major cultural and design center.

FDM 233. Fashion Accessories Workshop. 3 Hr. PR: Sophomore or higher and instructor consent. Students research a topical theme or trend to design a small coordinated collection including notebook/sketchbook, mood board, finished and flat drawings, and an original garment. Theoretical lessons, practical lessons, and field trips. (Effective Term: Summer II 2012) (CIP: 500401)

Rationale: This course is part of the WVU interdisciplinary Disegno Italia study abroad summer program sponsored by art and design programs within the Davis College of Agriculture, Natural Resources and Design and the College of Creative Arts. Within the Davis College, the Fashion Design and merchandising (FDM) program has implemented a Global track within its curriculum. The *Disegno Italia* summer program is one possible opportunity that will fulfill the Global track study abroad component for Fashion Design and Merchandising majors.

Students who participate in the *Disegno Italia* summer program can come from a variety of majors including, but not limited to: Fashion Design and Merchandising, Art, Art History, Graphic Design, Landscape Architecture, Marketing, Public Relations, Journalism, and Communication Studies. At the moment, each program will determine how this other *disegno Italia* individual course offerings fit into their program of study FDM 233 is offered Nuova Accademia di Belle Arti ((NABA), a design school with a campus in Milan. Students who participate in the *Disegno Italia* summer program take one course at NABA.

FDM 233 takes advantage of being in one of the major accessory design centers in the world, Milan, Italy, thereby affording WVU students the opportunity to work with fashion professionals in an international setting. This course combines academic lectures and hands-on activities and is taught in English. Students have the opportunity to visit major Italian and international retail stores and boutiques, museums, and design centers thereby giving them the opportunity to glean accessory design inspiration from a major cultural and design center.

FDM 261. Fashion Management Workshop. 3 Hr. PR: Sophomore or higher and instructor consent. Fashion business fundamentals: fashion industry sourcing, supply chain, and fashion buying cycle; management of supplier portfolio; vendor selection and buying decision criteria; retail fashion brand marketing; internationalization of fashion retailing; international branding and flagship stores. (Effective Term: Summer II 2012) (CIP: 500401)

Rationale: This course is part of the WVU interdisciplinary Disegno Italia study abroad summer program sponsored by art and design programs within the Davis College of Agriculture, Natural Resources and Design and the College of Creative Arts. Within the Davis College, the Fashion Design and merchandising (FDM) program has implemented a Global track within its curriculum. The *Disegno Italia* summer program is one possible study abroad opportunity that will fulfill the Global track study abroad component for Fashion Design and Merchandising majors.

Students who participate in the *Disegno Italia* summer program can come from a variety of majors including, but not limited to: Fashion Design and Merchandising, Art, Art History, Graphic Design, Landscape Architecture, Marketing, Public Relations, Journalism, and Communication Studies. At the moment, each program will determine how this other *disegno Italia* individual course offerings fit into their program of study FDM 261 is offered Nuova Accademia di Belle Arti ((NABA), a design school with a campus in Milan. Students who participate in the *Disegno Italia* summer program take one course at NABA.

FDM 261 takes advantage of being in one of the major fashion centers in the world, Milan, Italy, thereby affording WVU students the opportunity to work with fashion professionals in an international setting. This course combines academic lectures and hands-on activities and is taught in English. Students have the opportunity to visit several Italian flagship stores of major fashion brands plus international retail stores and boutiques thereby giving them the opportunity to look at fashion management from a global perspective.

Resource Management

New Courses:

RESM 441. Intro GIS Natural Sciences. 1 Hr. Using Geographic Information Systems (GIS) to solve problems in environmental and natural resource management, taken concurrently with RESM 440. (Effective Term: Fall 2012) (CIP: 010103)

Rationale: The goal of this course is to demonstrate how to apply Geographic Information Systems (GIS) to solve problems in environmental and natural resource management. Specifically, the course will teach students necessary spatial analysis methods to solve problems in forestry, wildlife management, watershed management, landscape ecology, and other natural resource applications. This course is designed to build confidence and familiarity in students with the use of GIS technology with timely and appropriate local applications in natural science fields. It serves as a follow-up to the two credit hour course, Foundations of Applied GIS, RESM 440. This course, along with RESM 440, serves majors in the Division of Forestry and Natural Resources, Soil Science, Landscape Architecture, and Environmental and Natural Resource Economics. It is imperative that students in these majors have experience applying spatial data analysis techniques that are related to their fields of study to be competitive in the job force. Geospatial technologies along with nanotechnology and biotechnology have been identified as the three main growth industries in our economy over the next ten years (US Department of Labor, 2008 report Defining and Communicating Geospatial Industry Workforce Demand: Phase 1-report).

RESM 442. Intro GIS Social Sciences. 1 Hr. Using Geographic Information Systems (GIS) to solve problems in the social sciences, taken concurrently with RESM 440. (Effective Term: Fall 2012) (CIP: 010103)

Rationale: The goal of this course is to demonstrate the use of Geographic Information Systems (GIS) in the social sciences. Specifically, the course will teach students how to apply spatial and

quantitative analysis methods with census data; help aid business and marketing decisions, with spatial data, analyze patterns of socioeconomic data, and examine community planning issues. This course is designed to build confidence and familiarity in students with the use of GIS technology with timely and appropriate local applications in some of the social science fields. It serves as a follow-up to the two credit hour course, Foundations of Applied GIS, RESM 440 although RESM 440 is not a prerequisite for this course. This course, along with the RESM 440, serve majors in the Division of Forestry and Natural Resources, Landscape Architecture, and Environmental and Natural Resource Economics, Human and Community Development. It is imperative that students in these majors have experience applying spatial data analysis techniques that are related to their fields of study to be competitive in the job force. Geospatial technologies along with nanotechnology and biotechnology have been identified as three main growth industries in our economy over the next ten years.

RESM 640. GIS for Aquatic Resource Management. 3 Hr. Using Geographic Information Systems (GIS) to analyze the special components of a stream, river, or large water body for aquatic resource management and habitat assessment. (Effective Term: Fall 2012) (CIP: 010103)

Rationale: Analyzing spatial issues is an important part of aquatic resource management. Geographic Information Systems (GIS) has been shown to be a useful tool to analyze spatial components of a stream, river or larger water body. Beyond characterization and data collection, this course will also focus on integrating the analysis capabilities of a GIS with Aquatic concepts and models to provide additional insights and information for management. The specific topics include hydrological modeling for watershed assessment, estimating stream flow; calculating connectivity metrics for watersheds, modeling stream and riparian habitat potential, and interpolating surfaces with geostatistical tools. This course along with RESM 575 serve graduate students in the Division of Forestry and Natural Resources. While not a prerequisite, it is strongly suggested students take RESM 440 Foundations of Applied GIS or a similar introduction to GIS course prior to taking this course.

College of Human Resources and Education

Curriculum and Instruction

New Courses:

C&I 432. Curriculum and Technology in Math. 3 Hr. This course is designed to familiarize participants with techniques associated with applications of curriculum and technology in mathematics settings. Class topics will span on number and operation, algebra, geometry, measurement, data and probability. (Effective Term: Fall 2012) (CIP 130301)

Rationale: The course was designed to meet the new math standards required of public school math teachers. The National Council for Teachers of Mathematics requires that math teachers integrate technology into curriculum materials in order to teach all students. This course specifically addresses the technology and curriculum principles proposed by NCTM. For

example, students will learn how to design a math lesson using TI calculator and some other online software. Students will explore different instructional models and methods that address the NCTM content standards in a real-world, technology-based situation, and learn how to deliver and evaluate instructions using technology in public schools.

C&I 632. Res. In Math Cur. And Tech. 3 Hr. This graduate level course is designed to focus on research and trends associated with applications of technology and curriculum in mathematics settings. Class topics will span curriculum, technology, and assessment in math education. (Effective Term: Fall 2012) (CIP 130301)

Rationale: The course was designed to meet the new math standards required of public school math teachers. The National Council for Teachers of Mathematics requires that math teachers develop skills and research knowledge in integrating technology into math curriculum. This course specifically addresses the current research findings in technology and curriculum in math education.

C&I 639. Science Research/Teaching Ethics. 3 Hr. PR: Graduate Standing. Students learn basic concepts of responsible research conduct, public communication and teaching research ethics by way of on-line discussion, peer-review of case-solutions/reasoning and application projects. (Effective Term: Spring 2012) (CIP: 130301)

Rationale: With advances in science and technology (specifically in rapidly changing fields such as biotechnology and nanotechnology), the social-ethical issues (SEI) of conducting scientific research and teaching science for public literacy are ever more complex. Currently there is no course at WVU that offers students from different schools (such as science (ECAS) engineering (CEMR) and education (HRE) coordinated preparation for the responsible, ethical conduct of their professional work: research design, planning and data management; communication of findings/implications with peers/public; and the teaching of ethical, responsible conduct of research practices for secondary and higher education students. The aim of this course is to fill this critical need for education at WVU that is now required by funding agencies as well as places of employment. This course has been previously piloted and it gained the interest of students from the above audiences as well as from Pharmaceutical Sciences. The uniqueness of the course lies in the diversity of students from a variety of fields who can use these assorted backgrounds to develop research or teaching projects with ethical conduct competencies and attention to the complex social implications these novel research studies may bring about. In addition, students from different backgrounds learn to communicate with each other, peer-review each-others' projects and discuss/debate solutions to complex problems-thus they learn skills of multidisciplinary collaboration competencies that are sought after in a variety of workplace settings.

School of Medicine

Occupational Therapy

New Course:

OTH 387. Level I Fieldwork 4. 1-2 Hr. Clinical instruction in the occupational therapy process, OT documentation, basic evaluation and assessment skills, experiences with people with disabilities, and participation in professional activities. (Effective Term: Spring 2012) (CIP 512308)

Rationale: Ongoing program evaluation results in the Division of Occupational Therapy has indicated a need to increase the students exposure to the clinical environment prior to their full-time Level 2 fieldwork experiences. The educational standards established by ACOTE (The Accreditation Council for Occupational Therapy Education) has also increased the requirement for types of clinical populations to which students should be exposed in the educational program. We have eliminated one class from the curriculum to allow the creation of the additional Level 1 fieldwork to improve the educational outcomes of the program.

Fieldwork placement is based on availability of clinicians to provide on-site supervision. The timing of the fieldwork placement needs to be variable to accurately reflect when the student is actually at the fieldwork site.

Public Health

New Course:

PUBH 709. Public Health Systems Biology. 3 Hr. This course will give an overview of public health biology and interdisciplinary approaches in molecular diagnosis and prognosis for personalized patient care. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will cover important issues in public health biology and statistical genetics. Recent advances in the knowledge of human genomics and proteomics, as well as bioinformatics, have revolutionized the ways in which researchers are able to identify human molecular disease signatures and to predict treatment response in an individual patient. Genome-wide expression studies will guide hypothesis-driven experimentation and aid clinical decision-making. Specifically, this course will:

Provide necessary background in molecular biology, systems biology, bioinformatics, biostatistics, epidemiology, population research, and environmental health sciences.

Introduce general methods used in quantitative gene expression and protein expression and protein expression assays as well as bioinformatics analysis.

Describe important issues in identification and validation of clinically-useful genomic factors for personalized therapy.

Academic Affairs

Graduate Education

Course Change:

From:

GRAD 685. Teaching Capstone. 1 Hr. Students will be introduced to the Scholarship of Teaching and Learning and will learn how to create a teaching portfolio. Fulfills the capstone requirement for the Certificate in University Teaching.

To:

GRAD 685. Teaching Capstone. 3 Hr. Students will apply principles of effective course design to create a comprehensive teaching portfolio for the higher education job market. Fulfills the capstone requirement for the Certificate in University Teaching. (Effective Term: Spring 2012) (CIP 13.0101)

Rationale: The 1-credit capstone was not sufficient to allow students time for writing and revising teaching portfolio materials at a sufficient level for competing in the academic job market. By raising the course to 3 credits, we expect students to design an original course curriculum in their content area and integrate those course materials into their portfolio with substantial feedback and revision.

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello
Senate Curriculum Committee**Date:** 10/24/11**RE:** Monthly Alterations Report**ALTERATIONS (Minor Changes).** The following alterations (minor changes) are presented for information:

Subject Code	Course Number	CIP	Action	Old	New	Rationale	Effective Term
LAW	743	220101	Course credit hours are increased from 2 hrs. to 3 hrs. The title was changed to more accurately reflect current terminology used in Law.	LAW 743. Patent Claims Drafting. 2 Hrs. PR: LAW 735. The study of all stages of patent prosecution, with an emphasis on claims drafting and amendment of claims. Prosecution study emphasizes drafting responses to official actions.	LAW 743. Patent Prosecution. 3 Hrs. PR: LAW 735. The study of all stages of patent prosecution, with an emphasis on claims drafting and amendment of claims. Prosecution study emphasizes drafting responses to official actions.	The description remains the same since it will be those areas in the description that will be expanded. That is, there will be greater depth with the topics that are to be covered. The title was changed to reflect current terminology used in patent prosecution.	201201
NSG	660	513801	Re-activate course in the graduate nursing curriculum.	NSG 660. Women's Reproductive Health. 2 Hr. PR: Graduate status or Permission. This course focuses on fertility control, reproductive health, menopause, and health promotion activities for women.	NSG 660. Women's Reproductive Health. 2 Hr. PR: Graduate status or Permission. This course focuses on fertility control, reproductive health, menopause, and health promotion activities for women.	The course was dropped by mistake. This course alteration is for the purpose of re-activating the course.	201201

Action: Course Drops

HIST 202 King Tut's Egypt	HIST 426 History of Modern Japan
HIST 220 The Holocaust	HIST 429 History of Africa: Pre-Colonial
HIST 255 History of American Colonial Society: 1607-1763	HIST 430 History of Africa: Euro Dominance to Independence
HIST 271 Science/Religion and Myth	HIST 445 History of American Women
HIST 272 Science Since 1700	HIST 449 Women's Movements Since 1960
HIST 284 History of Environmental Sciences	HIST 451 African-American History to 1900
HIST 316 World War 1 in Europe	HIST 452 African-American History Since 1900
HIST 400 Greece and Rome	HIST 465 The Vietnam War
HIST 404 Ancient and Medieval Science	HIST 475 Hollywood and History
HIST 407 The Rise of Modern Science	HIST 481 The Mediterranean: 1200-1800
HIST 408 Science in Modern Europe	THET 241 Fundamental Vocal Techniques
HIST 411 Industrial Revolution 1600-1900	THET 243 Fundamentals of Stage Movement
HIST 413 France from the Renaissance to Napoleon	THET 347 Physical Acting
HIST 414 France Since 1815	THET 350 Theatre Dance 1
HIST 422 Twentieth-Century Germany from Weimar to Bonn	THET 351 Theatre Dance 2
HIST 425 History of Modern China	

Memorandum

Date: October 24, 2011

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on October 17th and recommends the following course for Faculty Senate approval:

Approved New GEC Course:

HN&F 350, Cross Cultural Dietary Patterns (Obj. 3)

Approved New Writing Courses:

GEC Objectives (for information only)

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

W. Writing (1 course, audit/application requires separate “W” form)

Memorandum

Date: October 24, 2011

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on October 3rd and 17th and passed the following courses for GEC Audit:

GEC Successful Audits:

BIOL 101, General Biology (Obj. 2B)
BIOL 102, General Biology (Obj. 2B)
CHEM 111, Survey of Chemistry (Obj. 2B/Lab)
CHEM 112, Survey of Chemistry (Obj. 2B/Lab)
COMM 308, Nonverbal Communication (Obj. 4 & 6)
MILS 201, Foundations of Leadership (Obj. 4 & 6)
MILS 202, Foundations of Leadership (Obj. 4 & 6)
PHIL 302, Theory of Knowledge (Obj. 4 & 6) (also approved to add Objective 6)
PHYS 105, Conceptual Physics (Obj. 2B/Lab)
PHYS 111, General Physics I (Obj. 2B&C/Lab)
SOCA 207, Social Problems in Contemporary America (Obj. 4 & 7)
SOCA 351, Traditional/Changing Africa (Obj. 4 & 9)
SOWK 147, Understanding Human Diversity (Obj. 4 & 7)
SPED 304, Special Education in Contemporary Society (Obj. 4 & 6)

Writing Requirement Successful Audits:

ENGL 346, American Literature, 1800-1865
ENGL 363, Shakespeare II
MDS 489, Capstone
WMST 449, Women's Movements Since 1960

GEC Objectives:

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