

Minutes
The West Virginia University Faculty Senate
Monday, April 9, 2012

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.	Davari, A.	Johnston, A.	Oberhauser, A.	Stack, S.
Ameri, S.	Davis, S.	Kale, U.	Orlikoff, J.	Stout, P.
Anderson, J.	DiBartolomeo, L.	Kershner, R.	Osborne, E.	Stuchell, R.
Anderson, K.	Dino, G.	Kirby, B.	Perone, M.	Sundaram, M.
Atkins, C.	Elmore, S.	Kite, S.	Perry, J.	Turton, R.
Banta, L.	Etzel, E.	Kleist, V.	Prudhomme, J.	Urbanski, J.
Bastress, R.	Finkel, M.	Knight, J.	Putman, H.	Veselicky, K.
Blake, L.	Fint-Clark, B.	Kopriva, N.	Reddy, R.	Vester, M.
Bonner, D.	Fleming, S.	Kuhlman, J.	Reymond, R.	Vona-Davis, L.
Boone, D.	Graber, S.	Lofaso, A.	Rose, T.	Watson, J.
Brazaitis, M.	Harner, J.	Mandich, M.	Ruscello, D.	Wenger, S.
Campbell, L.	Hileman, S.	Mays, M.	Ryan, K.	Wood, A.
Cassels, A.	Hornsby, G.	Miller, M.	Schreurs, B.	
Clark, B.	Huber, J.	Munasinghe, R.	Shelton, E.	
Cohen, S.	Iskander, W.	Nichols, A.	Sherwin, M.	
Cronin, A.	Jackowitz, A.	Nutter, R.	Sperow, M.	

Members Absent:

Anfinson, J.	Curtis, R.	Holmes, M.	Mucino, V.	Tower, L.
Bergner, G.	Fuller, E.	Huffman, V.	Nelson, C.	Weihman, L.
Bredehoft, T.	Hartman, K.	Kromar, R.	Paul, S.	Whiteman, C.
Bucklew, A.	Hazard, H.	Miltenberger, M.	Petty, T.	
Carpenter, R.	Hogan, T.	Moritz, J.	Riemenschneider, S.	

Members Excused:

Barretto, G.	Brooks, R.	Hashmi, M.	Rockett, I.	Tuninetti, A.
Bilgesu, I.	Chalupa, C.	Jones, D.	Schwartz, S.	Watson, D.
Bowen, E.	Cottrell, S.	Paternostro, M.	Scott, H.	Woloshuk, J.
Britten, R.	Ernst, G.	Polak, J.	Tallaksen, R.	Zimmerman, P.

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, March 12, 2012 meeting. Motion carried.
3. President Clements reported on the following issues:
 - The Provost Office has been preparing for the Higher Learning Commission's accreditation visit, which will take place in 2013-2014. A team has been put in place.

- 100 faculty lines are being added in four phases; 60 positions have been allocated, but we are still behind according to our peer schools and colleges.
- Deans have been hired for the College of Creative Arts, Davis College of Agriculture, Natural Resources and Design, and the School of Dentistry. An interim dean has been selected for the School of Public Health. Searches are underway for a dean for the College of Human Resources and Education and a campus provost for Potomac State. Carolyn Long has been selected as the Interim Campus Executive for WVU-Tech. Fred King will hold a one-year assignment as the interim Vice-President for Research. He will focus on structures that support faculty research. Dr. Glenn Dillon has been hired as the Vice-President for Health Sciences, Research and Graduate Studies.
- Record enrollments for graduate enrollment and increased levels of diversity.
- Outdoor green spaces for recreational activities opened this year.
- White Hall is open and the official dedication will be held later this week. The basketball facility is completed. Renovations for the Visitor's Center are almost completed.
- The 250 million dollar bond deal has been completed, which will fund projects on the Evansdale Campus.
- Joint operating agreements for WVU have been finalized; budgets and financial performances have been integrated for the first time.
- 2011 was the busiest year in history for Ruby Memorial Hospital.
- The new School of Public Health has been launched.
- West Virginia United Health System merged with St. Joseph's and Camden Clark Medical Center to become one hospital on two campuses.
- Administration and Finance continues to look for ways to save money so funds can be reallocated; this year, there was a savings of 12.4 million dollars through a combination of new initiatives.
- Three boilers for the PRT are in the process of being replaced with energy-efficient units. The fourth boiler will be replaced next year.
- Implementations have been set in place for My Mountaineer Card, the on-line system for students, the new client-based HR model in student affairs, the new export control training program, and the classified-employee handbook.
- 35 million dollars was raised for the State Research Trust Fund, which was matched, so a total of 70 million dollars was placed in the endowment.
- Several endowed professorships were given and a 10 million dollar endowment for graduate student fellowships.
- 74 million dollars has been raised compared to 54 million last year. People are willing to invest in the future of WVU because they believe in us.
- The Statler College of Engineering and Mineral Resources was dedicated last week.
- Acceptance of the bid into the Big 12 Conference was a milestone because of the new collaborations and future partnerships.
- The Smoking Task Force posted the new policy on the BOG website for a 30-day comment period. The vote will take place in June.
- The policy concerning sexual misconduct was revised to meet federal guidelines, and it was posted for review.
- Policies concerning WVU-Parkersburg were posted.

- The P.I. Reed School of Journalism and the College of Business and Economics launched a blended minor concerning media entrepreneurship.
- 1700 employees registered for EmployeeFest; wellness is the focus.
- Masters of Fine Arts in Ceramics was ranked 18 in the nation.
- School of Medicine ranked in the top 10 for rural medicine.
- The School of Pharmacy ranked 26 on the list for the best pharmacy schools in the country.
- The School of Medicine programs had notable rankings that included primary care and physical therapy.
- Provost Wheatly and her team will work to restructure the state engagement efforts to lift up the role of extension so there is a greater level of collaboration across the colleges.
- Professor Ryan Claycomb has been hired as the new Assistant Dean for the Honor's College to assist Dean Keith Garbutt. There are currently 1,725 students enrolled in the College.
- Professor Michael Mays, Mathematics, has been selected as a partner in the Mathematics Teacher Education partnership. This partnership will link higher education with K-12 schools and other organizations to collaboratively redesign secondary mathematics teacher preparations programs.
- Professor Jennifer Williams, Extension, received the Susan Hoff award from the West Virginia Women's Commission.
- Professor Larry Banta, Mechanical and Aerospace Engineering, was selected as a Fulbright Scholar; he will be travelling to Genoa, Italy to conduct research on fuel cell and gas turbine hybrid electric generations.
- Professor Marcello Napolitano, Mechanical and Aerospace Engineering, received the Professor of the Year award.
- The following faculty were given awards for outstanding teaching: Brian Ballentine, Ken Blemings, Gina Martino-Dahlia, James Lewis, Mark Schraf, Kathryn Staples, Charline Rowland, and Udaya Halabe.
- Various student awards were mentioned.
- A BOG meeting will be held on campus later this week; part of the discussion will include finances.
- Professor Robert DiClerico, Political Science, is retiring from full time teaching after 40 years of teaching. He will teach his last class tomorrow, and everyone is invited to attend.

4. Provost Wheatly reported on the following issues:

- The annual event for the High Learning Commission Conference was held in Chicago last week. The process for reaccreditation is well underway; Nigel Clark, Elizabeth Hamilton, and Elizabeth Dooley will oversee the process. The accreditation and planning process will be brought into alignment so we only do it once. The Provost attended the Big 12 Provost meeting in Lubbock, Texas.
- A new dean for the College of Human Resources and Education will be announced tomorrow.
- Three candidates will come to the campus for the Potomac State College Associate Provost position.
- A search firm visited the campus to discuss the search for the Chief Information Officer.

- Steve Robinson, University Registrar, announced that there are approximately 4,663 students eligible for graduation.
- Bucklew scholarships will be presented this evening.
- The Council of Deans gathered a couple of weeks ago to discuss hills and mountains of excellence. A meeting with the research roundtable and the group will present an opportunity for the distribution of the 100 new faculty lines.
- Benjamin Seebaugh, WVU International Studies and Political Science major, was the 22nd Truman Scholar recipient.
- Mary Ann Samyn, one of the Benedum Distinguished Scholars for this year, will be honored tomorrow.
- The Provost and a few deans will make a trip to China this summer to discuss partnerships and sub-disciplines at the University.
- A showing will be held at the Science and Technology festival that will take place April 27-28 in Washington, D.C. University Events will assist in promoting outreach in the STEM fields. Exhibits focusing the STEM fields will be exhibited.

5. Chair Cottrell discussed the following issues:

- Two policies need to be reviewed from Legal Affairs – Code of Student Conduct and Student Rights and Responsibilities. These policies are in relationship with WVU at Parkersburg.
- Richard Turton, Chair, Committee on Committees, held a meeting and various committees were discussed. Chair Cottrell encouraged senators to serve. She will be holding meetings with chair-elects of committees to discuss the charges and go over committee processes so everyone will be informed.
- A subcommittee was formed and the definition of a credit hour has been written. A draft will be available soon. This issue was brought up at last month's meeting by Associate Provost Dooley.
- The Chair thanked professors Kleist and Neidermeyer from the College of Business and Economics for providing posters from Finance.

6. Professor Griffith, BOG representative, said the Board will meet this week in the College of Creative Arts. Lunch will be provided, and they will tour the College.

7. Nominees for the Faculty Senate Chair-elect, Lisa DiBartolomeo and Joseph Prudhomme, gave presentations. The election ballots were mailed from the Faculty Senate Office today; Chair Cottrell will announce the Chair-elect at the next meeting.

8. Jennifer Orlikoff, Chair, Senate Curriculum Committee moved for approval of the following reports:

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

Annex II, General Business Degree. Motion carried

Annex III. The Alteration Report was submitted for information.

9. Lisa DiBartolomeo, Chair, General Education Committee, moved for approval of the following reports:

Annex IV, GEC Actions. Motion carried.

Annex V, The GEC Audits were submitted for information.

10. Associate Provost Dooley presented, for approval, the Academic Calendar for 2013-14. Discussion focused on a “fall break.” In 1998, the Faculty Senate approved guidelines to allow the week of Thanksgiving as a fall break. Dr. Dooley said if the Faculty Senate would like to investigate an additional fall break, it would have to amend the current guidelines. Dr. Dooley said there is a current Calendar Committee, and if the Faculty Senate would like to work with this Committee to make changes, they need to contact the committee. She also said that the credit hour definition needs to be taken into consideration when making this decision. Professor Kershner recommended that faculty send comments to Chair Cottrell so she can bring them forward. Professor Harner also recommended a fall break because he said students and faculty are exhausted before the Thanksgiving break. He requested looking at peer institutions to see how they manage fall breaks.

A hand count was taken for the approval of the 2013-14 Academic Calendar; 36 were against approving the Calendar; 20 in favor of approving the Calendar with 5 abstentions. The Calendar was not approved.

Professor Kershner moved that faculty members send written comments concerning a fall break to Chair Cottrell within 30 days. It was duly seconded. Professor Harner made an amendment, with Professor Kershner’s agreement, that comments be sent within 10 days to both the Faculty Senate Executive Committee as well as the Calendar Committee for review. Motion carried.

Professor Orlikoff made a motion to review the Faculty Senate guidelines so other ways could be explored in devising the Calendar. Motion carried.

Professor Stolzenberg said a compromise needs created to allow for a fall break but not lose instructional time. Professor Orlikoff suggested starting classes two days earlier so days could be taken off later, and it would not interfere with instructional time.

Professor Ryan asked if the Calendar Committee would offer scheduling options and necessary guideline changes as well as look at peer institutions and report back to the Faculty Senate. Professor Prudhomme asked if the current Faculty Senate guidelines could be sent to all senators.

11. Professor Stolzenberg gave an update from the Textbook Affordability Committee. He said there is a policy in place, and it will be made available on the Faculty Senate website and the Provost’s website. When faculty select books, they can look at the policy. He recommended faculty make decisions that will give students all the information they need without making a financial impact. The marketing arena is changing rapidly so the best decisions need to be made.
12. Professor Fint-Clark, Chair, Public Service Committee, said the Committee received 13 applications, and the dollar amount requested was \$135,000. The Public Service Grants are to provide funding for special projects that will make a difference to the citizens of West Virginia. She said all of the applications were not funded because there was not enough money available, but most of them were funded. The deadline to apply for grants is December, and you can request up to \$10,000. Information can be obtained from the Office of Sponsored Program’s website.

13. Professor Nutter, ACF representative, said the Legislature has adjourned for the season.
14. Chair Cottrell said the list of new senators is available on the Faculty Senate website.
15. New Business

Professor Kershner said some departments have assigned exams outside their class time, so they are asking students to come to their class in the evening. She recommended a policy be put in place that would avoid any overlap with night classes. Chair Cottrell said the current policy will be reviewed so the issue can be addressed about faculty not giving classes in the evening if they are teaching day classes.

16. The meeting adjourned at 5:10 p.m. to reconvene on Monday, May 14, 2012.

Barbara Dunn, Committee Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: March 19, 2012
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

New Courses:

Communication Studies

COMM 435. Advanced Social Media. Explores the uses and effects of social media for various human activities. (Effective Term: Spring 2012) (CIP 099999)

Rationale: Currently there are few courses that address the growing area of communication and technology in the department of Communication Studies. This is a growing area of importance for students as they enter the workplace. This course fits this need by focusing attention on newer media that are pertinent to students' futures, as social media have become relevant and important tools in both personal and professional life.

Geography

GEOG 454. Environmental GIS. 3 Hr. Provides background and hands-on experience needed to answer scientific questions about the environment within a raster-based GIS framework. Students should have introductory-level GIS background. (Effective Term: Fall 2012) (CIP 450701)

Rationale: Environmental GIS is an advanced course in GIS. It is designed to provide students a more specific and higher-level experience than an introductory level course in GIS (e.g. GEOG 350, RESM 440). GEOG 454 differs from the related graduate-only GEOG 654 course because it focuses on group instead of individual work, including a team-based final project and working with a partner to lead an online and in-class discussion of readings. GEOG 454 complements other advanced GIS courses in the Geography program by specifically addressing the environmental applications of GIS. Whereas other advanced undergraduate GIS courses (e.g. GEOG 452, 453) predominately teach the application of vector-based GIS tools for addressing human geographic systems, this course teaches the application of raster-based GIS tools for addressing physical/environmental geographic systems. It also complements the remote sensing courses within the Geography program (e.g. GEOG 455) that teach students how to manipulate the satellite imagery that are often used to create data layers used in Environmental GIS. Finally, it uniquely complements courses teaching specific methods for analyzing GIS data (e.g. GEOG 300, RESM 575), because it rigorously addresses the conceptual foundations (e.g. scale, data uncertainty) underpinning the use of data types (e.g. digital elevation models) commonly used in environmental GIS analyses.

GEOG 654. Environmental GIS Modeling. 3 Hr. Provides background and hands-on experience needed to answer scientific questions about the environment within a raster-based GIS framework. Students should have introductory-level GIS background. (Effective Term: Fall 2012) (CIP 450701)

Rationale: This course is an advanced course in GIS. It is designed to provide graduate students a more specific and higher-level experience than an introductory level course in GIS (e.g. GEOG 650, RESM 440). GEOG 654 differs from the relegated lower-level GEOG 454 course because it requires individual instead of group-based work. In particular, GEOG 654 substitutes an individual final project for the team-based final project in GEOG 454 and requires each student to lead his or her own online and in-class discussion of readings instead of working with a partner as required in GEOG 454. GEOG 654 complements other advanced GIS courses in the Geography program by specifically addressing the environmental applications of GIS. Whereas other advanced GIS courses (e.g. GEOG 452, 453, 651) predominately teach the application of vector-based GIS tools for addressing human geographic systems, this course teaches the application of raster-based GIS tools for addressing physical/environmental geographic systems. It also complements the remote sensing courses within the Geography program (e.g. GEOG 655 and GEOG 755) that teach students how to manipulate the satellite imagery that is often used to create data layers used in Environmental GIS. Finally, this course uniquely complements courses teaching specific methods for analyzing GIS data (e.g. GEOG 753, RESM 575), because it rigorously addresses the conceptual foundations (e.g. scale, data uncertainty) underpinning the use of data types (e.g. digital elevation models) commonly used in environmental GIS analyses.

Geology

GEOL 680. Masters Project Research. 1-5 Hr. Planning and presentation of a professional project, including proposal, work plan execution, and project report. Status reports and timeline planning. Must be taken in two consecutive semesters, totaling to six credits. (Effective Term: Spring 2012) (CIP 400601)

Rationale: This is the capstone Masters level research sequence for one of our two MS Geology options (Professional Studies). This MS project will be proposed in one semester and completed in the following (second) semester of GEOL 680. The project schedule and deadlines must be met, or the project is judged unsatisfactory and another will be chosen. The scope of the problem addressed should not be an open-ended research issue, but have outcomes that may be anticipated in advance. The Project option is less research-intensive and more general than the Research (e.g., thesis) option but involves more coursework. The minimum requirement for the Professional Studies option is 33 formal course credits plus 6 project credits (Geol 680) and 2 hours of Graduate Colloquium (Geo 699) for graduation. Project credits may be earned in conjunction with off-campus work experiences by consent of the candidate's project committee.

Each project is custom designed in conjunction with a Project Committee. Full rules for execution of the project are presented in the Graduate Handbook for the Geology Program

(<http://www.geo.wvu.edu/geology/graduate/handbook>).

Social Work

SOWK 401. SOWK Practice & Human Sexuality. 3 Hr. PR: SOWK 319 and SOWK 320 and SOWK 330. Focus on issues of sexuality that impact direct/micro & mezzo practice, and indirect/macro social work practice. (Effective Term: Fall 2012) (CIP 440701)

Rationale: This social work elective is offered to junior and senior BSW majors, to gain knowledge, values, and skills that will prepare them to understand and negotiate varying aspects of human sexuality found in generalist social work practice. This particular topic is relevant because social workers need knowledge and skills to work with vulnerable populations as it relates to sexuality.

Social workers need to have a historical and sociopolitical understanding of the fluidity of sexual norms and values as it relates to gender, sexual behavior and roles, and identity. Social workers should also understand the effects of oppression and discrimination on those who are considered sexual minorities, and/or those who are marginalized by their sexual identity or behavior.

Davis College of Agriculture, Natural Resources and Design

New Courses:

Resource Management

ARE 729. Spatial Econometrics. 3 Hr. Explores the various types of spatial econometric models and how they are estimated and interpreted. Maximum likelihood and Bayesian methodologies will be demonstrated both mathematically and in an applied setting (also listed as ECON 729). (Effective Term: Spring 2013) (CIP 010103)

Rationale: The ARE 729 course will serve two base constituencies. The first will be Ph.D. students pursuing degrees in Natural Resource Economics and Resource Management. The proposed course is an integral part of the Spatial Econometrics and Spatial Analysis field requirements for these degrees. The second and equally important constituency will be students pursuing a Ph.D. in Economics through the Department of Economics. The proposed course will also be listed as ECON 729 with the Department of Economics to complement the field offerings in that department.

Forestry

FOR 206. Winter Dendrology. 1 Hr. PR: FOR 205 or equivalent. Field identification and classification of North American forest trees during leaf-off condition. (Fall 2012) (CIP 030601)

Rationale: Assessment of seniors, graduates, and employers indicate the need for improvement in the ability to identify North American woody species, especially in leaf-off conditions. In the past, FOR 205 was a two semester course that covered both leaf-on and leaf-off states. Now, FOR 205 is a single semester course, where tree identification is restricted to leaf-on condition. This course is designed to offer extended instruction in tree and shrub identification by restricting instruction to dormant season

field identification of northeastern conifer and hardwood species, using site characteristics, bark patterns, form, branching habit, buds, and fruit structures.

Recreation Parks and Tourism

RPTR 325. Challenge Course Facilitation. 3 Hr. This course involves learning the background philosophies, theories, and structures that have led to development of the challenge course industry. Students will also learn the basic skills necessary to safely facilitate a group. (Effective Term: Spring 2012) (CIP 310301)

Rationale: This course provides both theoretical as well as technical competencies in a subject, Challenge Course Facilitation, which is very relevant to the Recreation, Parks and Tourism Industry. This course aids the curriculum offered by the Recreation Parks and Tourism Resources program by providing an opportunity to gain marketable skills as well as the opportunity to attain a widely recognized certification. The curriculum is also applicable to a variety of other majors, since the course teaches basic skills for working with groups. Credit for the course will be considered an elective credit.

College of Creative Arts

New Courses:

Music

MUSC 336. Introduction to Digital Audio Workstations. 3 Hr. PR: MUSC 236 with a grade of C or higher. Principles of Digital Audio Workstations. Students will be introduced to the key audio and MIDI concepts required to complete a DAW project from set-up to final mix-down. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 336 is a required course in the new proposal for a minor course of study in Music Technology. It is designed to provide the basic foundations of the background and operation of industry standard digital audio workstation software for musicians and non-musicians.

MUSC 337. Digital Audio Workstation Alternative. 3 Hr. PR: MUSC 336 with a grade of C or higher. Students will be introduced to DAW alternative(s) from the primary DAW used in MUSC 336. Audio and MIDI concepts required to complete a project from set-up to final mix-down. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 337 is an elective course in the new proposal for a minor course of study in Music Technology. It is designed to provide the basic foundations of the background and operation of other standard digital audio workstation software separate from the primary DAW used in MUSC 336 for musicians and non-musicians.

MUSC 338. Sound-Games/Visual Media. 2 Hr. PR: MUSC 336 with a grade of C or higher. Provides students with some of the core skills and ideas required to implement audio in a video game or visual media. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 338 is an elective course in the new proposal for a minor course of study in Music Technology. It is designed to provide the basic foundations of implementing and creating sound assets to work within and accompany motion visuals using the primary DAW used in MUSC 336 for musicians and non-musicians.

MUSC 436. Advanced Digital Audio Workstation Technology. 3 Hr. PR: MUSC 336 with a grade of C or higher. Key audio and MIDI concepts required to operate a DAW in a professional environment. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 436 is an elective course in the new proposal for a minor course of study in Music Technology. It is designed to expand upon the principles and techniques learned in MUSC 336 and provide students the knowledge to operate a DAW in a professional work environment.

MUSC 437. Practicum-Recording Technology. 4 Hr. PR: MUSC 336 with a grade of C or higher. May be repeated for a maximum of 8 hours. Application of recording techniques in a professional environment. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 437 is a required course in the new proposal for a minor course of study in Music Technology. It is designed to expand upon the principles and techniques learned in MUSC 236 and MUSC 336. Students will be required to apply the theory and techniques learned in previous classes on a technical and artistic level in real-life recording situations.

Course Change:

From:

MUSC 469. Introduction to Recording Technology. 3 Hr. Technology of recording and producing audio for broadcast and/or media release. Basics of acoustic sound and technology, recording methods, listening to and analysis of a variety of styles, and hands-on production work.

To:

MUSC 236. Introduction to Recording Technology. 2 Hr. Technology of recording and producing audio for broadcast and/or media release. Basics of acoustic sound and technology, recording methods, listening to and analysis of a variety of styles. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 236 is a required course in the new proposal for a minor course of study in Music Technology. It is designed to provide the basic foundations for musicians and non-musicians of the art, theory, techniques, and technology required to produce audio related media. The renumbering more accurately reflects course content and allows better course sequencing. Also, there were more hands-on projects in MUSC 469 to accommodate the fact that only one course in Music Technology was available at the time. This allows time to be spent only on the theories, techniques, and technology in producing audio related media with greater hands-on time in subsequent courses.

Theatre

New Course:

THET 160. Theatre Fundamentals. 3 Hr. An examination of basic theatre concepts, the roles of practitioners in the production process, and an analysis of scripts in light of major theoretical and critical movements. (Effective Term: Fall 2012) (CIP 500501)

Rationale: This course is a complex and rewarding introduction to the possibilities and practicalities of theatre as an art form and craft. It will prepare students for the new theatre/history sequence of THET 260, THET 365 and THET 460.

School of Dentistry:

Course Change:

From:

DENT 781. Patient Management 1. 1 Hr. (Repeated six times.) This course develops professional responsibility and time management through monitoring of patient care activity, which includes treatment, case presentations, diagnostic reviews and clinic service assignments.

To:

DENT 781. Patient Management 1. 0-4 Hr. This four-semester course in the first year of the clinic curriculum develops professional responsibility and time management through monitoring of patient care activity, which includes treatment, diagnostic reviews and clinic service assignments. (Effective Term: Summer I 2012) (CIP 516401)

Rationale: Students entering in the patient care phase of the dental curriculum need to become competent in the management of their patients' needs. Learning technical skills is just one component of optimum patient care. Students need to understand and display effective communication skills, diagnosis and treatment planning, appropriate patient record documentation, adherence to policies and ethical/professional behavior. This course monitors the student's patient management skills over the first year of the clinical curriculum rather than each semester when the novice student may not have sufficient experiences to be evaluated in all areas. The request to change DENT 781 to a one year course taught over four semesters for a total of four credit hours allows for formative feedback and is more manageable given the grading change to pass/fail.

New Course:

DENT 782. Clinical Patient Management 2. 0-2 Hr. This two-semester course develops professional responsibility and time management through monitoring of patient care activity, which includes treatment, case presentations, diagnostic reviews and clinic service assignments. (Effective Term: Summer I 2012) (CIP 516401)

Rationale: The original DENT 781 course taught over six semesters for one credit hour each semester (6 credits total) did not provide the necessary time for students to master skills and remediate, if necessary. The attached request to change DENT 781 to a one year course taught over four semesters from the summer of the second year through the summer of the third year of the dental curriculum allows formative feedback and is more manageable given the grading change to pass/fail. DENT 782 will cover the remaining two semesters of the senior year of the dental curriculum resulting in a final grade in the spring semester of the senior year. Variable credit must be assigned to allow this course change to be phased in with the current sophomore dental class. There will be no net gain in credit hours.

School of Journalism

New Courses:

Advertising

ADV 450. Audience Psychology and Behavior. 3 Hr. PR: STMC 315. This course introduces students to the audience psychology and behaviors that influence advertising and PR strategies and campaigns (Effective Term: Fall 2012) (CIP 0909002)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum will allow students a greater range of options of study within the persuasive communication fields, in this case Audience Psychology and Behavior.

ADV 452. Advertising Strategy and Management. 3 Hr. PR: STMC 315. This course covers strategic communications from a client's perspective and includes campaign planning and management of various marketing communication agencies. (Effective Term: Fall 2012) (CIP 0909002)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum will allow students a greater range of options of study within the persuasive communications fields, in this case Advertising Strategy & Management.

ADV 455. Creative 2. 3 Hr. PR: SCTM 315 and VISJ 210 and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print, digital, broadcast, mobile and other media. (Effective Term: Fall 2012) (CIP 0909002).

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relation's majors into one major called Strategic Communication. The new curriculum will allow students a greater range of options of study within the persuasive communication fields, in this case Intermediate Creative Skills for persuasive communication professionals.

College of Physical Activity and Sport Sciences

New Courses:

Athletic Coach Education

ACE 602. Action-based Research for Coaching. 3 Hr. Examination of action based research as applied to sport studies. Emphasis placed on learning the skills of disciplined inquiry to inform and change ones practices in the future. (Effective Term: Summer I 2012) (CIP 131314)

Rationale: The students taking this class will be practicing teachers/coaches. It is ideal for them to learn the skills involved in action-based research so that they can address problems specific to their own teaching/coaching environment. Students would be required to complete ACE 602 instead of completing a traditional introduction to research methods course which is the current requirement (e.g., PET 615 or SEP 615).

ACE 610. Training Theories for Coaches. 3 Hr. This course is designed to promote critical thinking, problem solving and the use of current training theories for best practice in coaching across all levels to develop and nurture talent. (Effective Term: Summer I 2012) (CIP 131314)

Rationale: This course will explore talent development theories and the art of combining sport training theories to effectively develop talent at different levels of sport performance. The content of this course meets several standards of the National Standards for Athletic Coaches (2005): Standard 12 - Design programs of training, condition, and recovery that properly utilize exercise physiology and biomechanical principles; Standard 15 - Plan condition programs to help athletes return to full participation following injury; Standard 16 - Apply knowledge of how developmental change influences the learning and performance of sport skills; Standard 17 -Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity; Standard 19 - Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program; Standard 20 - Develop and monitor goals for the athletes and program; Standard 21 - Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time; Standard 22 - Plan and implement daily practice activities that maximize time on task and available resources; Standard 23- Utilize appropriate instructional strategies to facilitate athlete development and performance.

ACE 618. Psychology of Coaching. 3 Hr. In-depth understanding of the psychology of coaching athletes and application of this knowledge into coaching practices for optimal athlete development and performance. Contemporary issues also covered. (Effective Term: Summer I 2012) (CIP 131314)

Rationale: Coaches play a unique role in the lives of athletes. This course will help students understand individual athletes, the impact of sport on individuals and how a coach can support both healthy psychosocial development and performance in athletes. The content of this course meets several standards of the National Standards for Athletic Coaches (2005): Standard 2- Identify, model, and teach positive

values learned through sport participation; Standard 3 – Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program; Standard 4 – Demonstrate ethical conduct in all facets of the sport program; Standard 11 – Identify and address the psychological implications of injury; Standard 17 – Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity; Standard 18 – Provide athletes with responsibility and leadership opportunities as they mature; Standard 24 – Teach and incorporate mental skills to enhance performance and reduce sport anxiety; Standard 25 – Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience; Standard 26 – Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

ACE 639. Create Healthy Competitive Environments. 3 Hr. PR: ACE 602 and ACE 610. Course explores topics related to techniques of training, ergogenic aids, performance enhancement, and the coach roles and responsibilities in designing, creating and maintaining a safe and healthy environment. (Effective Term: Summer I 2012) (CIP 131314)

Rationale: This course is an important part of the new ACE master's program because it provides a foundation to help coaches understand their legal, ethical and moral responsibilities for developing a culture that will provide a safe and healthy mental, physical, psychological and social sport experience for athletes. The content of this course meets several standards of the National Standards for Athletic Coaches (2005): Standard 4 – Demonstrate ethical conduct in all facets of the sport program; Standard 7 – Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants; Standard 11- Identify and address the psychological implications of injury; Standard 12 – Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles; Standard 13 – Teach and encourage proper nutrition for optimal physical and mental performance and overall good health; Standard 14 – Be an advocate for drug-free participation and provide accurate information about drugs and supplements; Standard 19 – Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

ACE 641. Positive Youth Development in Sport. 3 Hr. PR: ACE 688. Review literature and outreach programs in positive youth development. Emphasis on development of psychosocial assets in youth such as life skills and character. (Effective Term: Summer I 2012) (CIP 131314)

Rationale: Sport has enormous promise and potential. It has an incredible impact on economies, communities, families, and most of all, on youth. However, in spite of the boastful promises that are associated with sport, there can be as many negative outcomes from participation in sport as there are benefits. Research has taught one thing above all else: that the benefits from participation in sport are taught, not caught. In other words, sport will not do what so many of us claim it can do unless we make sure that those aspects are nurtured. In this class, coaches will learn about youth, families, and communities. These three elements create a social ecology within which positive youth development occurs. In addition, the role of the coach is a facilitator and mentor of PYD. After developing our understanding of positive coaching and the ecology of PYD, the class will examine community

programs and applied interventions that foster character development and life skills. This class will fill a current void in the curriculum.

Physical Education Teacher Education

PET 761. Instructional Technology in Sport & Physical Education. 3 Hr. The purpose of this course is to investigate emerging educational and instructional technologies in sport and physical education. Students will critically examine the implications of technology integration in teacher and coach education. (Effective Term: Fall 2012) (CIP 131314)

Rationale: This course will align with the special interest courses taught in the PETE doctoral program that introduce contemporary issues that influence teacher and coach education. The addition of Instructional Technology in Sport & PE will provide doctoral students opportunities to interact with instructional technologies that can be used to enhance student learning and performance, instructional effectiveness, professional community building, and professional development and advocacy.

School of Nursing

New Courses:

NSG 211. Health Assessment/Communication. 6 Hr. PR: NSG 100. Examination of concepts, principles, processes, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, cultural, intellectual assessment and communication across the lifespan in the classroom, simulation, and various clinical settings. (Effective Term: Fall 2012) (CIP 511601)

Rationale: In the Bachelor of Science in Nursing (BSN) program, didactic and clinical courses are being combined into courses that have both didactic and clinical components. The combined didactic/clinical courses will provide a more integrated approach and will enhance the student's ability to think critically about patient care situations. Health Assessment/Communication will replace NSG 361, NSG 221 and NSG225 in the basic BSN track. It will be the first course the BSN progression plan with a clinical component and will provide the foundation for subsequent nursing courses. Students must learn to do a holistic assessment of patients/clients across the lifespan and be able to communicate before they move on to more complex skills in subsequent semesters.

NSG 212. Foundations of Nursing Practice. 6 Hr. PR: NSG 211. Theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Application of the nursing process in classroom, simulation, and clinical experiences. (Effective Term: Fall 2012) (CIP 511601)

Rationale: In the Bachelor of Science in Nursing (BSN) program, didactic and clinical courses are being combined in courses that have both didactic and clinical components. The combined didactic/clinical courses will provide a more integrated approach and will enhance the student's ability to think critically about patient care situations. Foundations of Nursing Practice will replace NSG 241 and NSG 245, and will be the second nursing course with didactic and clinical components. It will

provide the student with a foundation in basic concepts relevant to nursing as well as application of basic skills in the clinical setting.

NSG 276. Introduction to Evidence Based Prac/Research. 3 Hr. PR: NSG 211 and STAT 211.

Theory, concepts, and methods of the research process intended to provide a basic understanding that is necessary for the translation of current evidence into nursing practice. (Effective Term: Fall 2012) (CIP 511601)

Rationale: Previously in the BSN program, students took Introduction to Nursing Research in the senior year. With this proposed course, students will take an introduction to evidence-based practice and research in the second semester of the sophomore year. Evidence-based reasoning is a key concept that is integrated throughout all courses in the undergraduate nursing program. This course will provide a foundation for understanding and critiquing evidence based on research findings, and an understanding that nursing care must be based on empirical evidence.

NSG 362. Clinical Health Promotion. 3 Hr. PR or CoReq: NSG 361. Theory and practice of promoting health and wellness for individuals and families across the lifespan. Emphasis will be placed on integrating knowledge and behaviors that support movement toward optimal health. (Effective Term: Fall 2012) (CIP 511601)

Rationale: This is a required course in the RN to BSN program. In the student's previous associate degree program, the emphasis was on nursing care of the acutely ill patient. In order to comply with the BSN program's accreditation standards, health promotion is a required essential that is integrated throughout the curriculum. This course provides a conceptual framework for health promotion.

NSG 484. Care of the Diabetic Patient. 2 Hr. In-depth analysis of nursing care of the patient with diabetes. (Effective Term: Fall 2012) (CIP 511601)

Rationale: Students in the Bachelor of Science in Nursing (BSN) program are required to take a nursing elective that will meet the needs of the individual student. The nursing elective provides the student an opportunity to gain more in depth knowledge in an area of interest. Diabetes is a major health problem in West Virginia that is increasing in incidence and leads to many complications involving almost all body systems. In the BSN curriculum, students are exposed to nursing care of the patient with diabetes, but there is not enough time to cover this subject in depth. NSG 484, Care of the Diabetic Patient, will provide an in-depth analysis of nursing care of the patient with diabetes, including risk reduction and working collaboratively with other health professionals.

NSG 724. Health Research Statistics 1. 3 Hr. This course provides development of statistical knowledge and skills needed for quantitative health research using SPSS. Topics include descriptive statistics, probability, hypothesis testing, analysis of variance, chi-squared testing, linear regression, and logistic regression. (Effective Term: Fall 2012) (CIP 513808)

Rationale: This synchronous on-line statistics course focused on health research for doctoral students is not currently available and the knowledge and skills included in this course are essential for dissertation research.

NSG 725. Health Research Statistics 2. 3 Hr. This course continues the development of statistical knowledge and skills needed for quantitative health research using SPSS, including nonparametric testing, advanced regression topics and diagnostics, ANCOVA, SPSS syntax, classification, and factor, survival, and power analyses. (Effective Term: Fall 2012) (CIP 513808)

Rationale: This synchronous on-line statistics course focusing on health research for doctoral students is not currently available and the knowledge and skills included in this course are essential for dissertation research.

School of Medicine

New Courses:

Pharmacology

PCOL 701. Bioinformatics Tools. 2 Hr. Introduction to biomedical databases and ontologies, sequence comparison and alignment, gene finding and protein function prediction, analysis of gene expression and high throughput proteomics, and pathways analysis. (Effective Term: Fall 2012) (CIP 260903)

Rationale: National Institute of Health supported training grants mandate students have training in bioinformatics. This course meets this requirement, and covers concepts and analysis tools appropriate for students in basic biomedical research.

Physical Therapy

PT 765. Evidence-Based PT 5. 1 Hr. PT 765 is a continuation and culmination of the Evidence-Based Physical Therapy track. Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the National Board Examination. (Effective Term: Fall 2012) (CIP 512308)

Rationale: This course is being added to the physical therapy curriculum to integrate key principles and information taught throughout the physical therapy curriculum in order to better prepare students for successful completion of the National Board Examination. This course will include a series of content-specific, instructor-directed independent study sessions followed by formal integration, review, and assessment sessions. The course will culminate in all students taking a 250-question, comprehensive (mock) board examination, which must be passed (>70% + 175/250 points) in order to meet the requirement for graduation.

General Business Degree Proposal

College of Business and Economics

January 25, 2012

Summary Information

Name of Institution:	West Virginia University
Category of Action Required:	Approval by Faculty Senate and Presentation to the BOG
Title of Degree:	BSBAd in General Business
Location:	WVU College of Business and Economics
Effective date of Proposed Action:	Spring 2012

Brief Summary Statement

In Fall 2011, the College of Business and Economics (B&E) became a four-year college admitting high school seniors with a weighted or non-weighted minimum high school GPA of 2.5 and either a minimum ACT score of 18 or a minimum SAT score of 860 and transfer students with an overall college GPA of at least 3.0. Students apply to their chosen degree area and also identify a major at the beginning of their third semester of study or the beginning of the regular academic term in which they will complete the final prerequisite coursework. B&E provides guaranteed admission into one of the existing degree/majors (Accounting, Economics, Finance, Management, Management Information Systems (MIS), or Marketing) *if students meet the criteria for admission by major*. While students may elect one of the aforementioned program options, we do not have a degree program available for students who wish a general program option in business.

A general business degree option does not exist for students for which students may enroll. We would like to establish a General Business degree program for those students who may desire an *"individualized," (i.e., less prescriptive) business degree* or for those students who successfully maintain a minimum GPA of 2.0 but *do not qualify for admission into one of the six existing major programs*. For instance, a student interested in working for a market research firm may want to combine courses from both MIS and Marketing. Under the degree program, the major in General Business will be comprised of 24 semester hours of upper-division business core course work (required of all candidates for the degree of BS in Business Administration) and 27 semester hours of upper division business and economics electives. The 27 semester hours of course work must be approved by the academic advisor and will *not* exceed more than nine (9) semester hours in one academic discipline (e.g. MTKG).

General Business Degree

As mentioned, the General Business Major was approved on May 9, 2011. Students interested in business or economics degrees complete basic business (BCOR 199, BCOR 299) and economics courses and a variety of general education courses during their freshman and sophomore years. Students apply to their chosen major at the beginning of their third semester of study or the beginning of the regular academic term in which they complete the final prerequisite coursework (including Accounting 201 and 202, Computer Science 101, Economics 201, 202, and 225, English 101 and 102, Mathematics 126 (A, B, or C) or 153, and Mathematics 150, 154, or 155).

Students may elect to pursue either the Bachelor of Science in Business Administration (BSBAd) degree or the Bachelor of Science in Economics (BS-Economics) degree. The former requires completion of 24 semester hours of upper-division core business courses and discipline-specific courses in Accounting, Finance, Management, Management Information Systems, or Marketing. The discipline-specific courses range from 15-30 hours. The BS-Economics degree requires completion of nine (9) hours of core economics, 15 hours of economics electives, 9 hours of business electives and 12 hours of business economics electives. For those choosing a BSBAd, B&E provides guaranteed admission into one of the existing majors (Accounting, Economics, Finance, Management, MIS, or Marketing) *if students meet the criteria for admission by major* (see Appendix A). These are the only major options currently available.

For those students who want a more individualized plan of study or who do not meet the requirements for admission to an existing major, there is currently no option but to leave the College and pursue other degrees. The General Business Degree will offer an option to stay within the College and attain a BSBAd.

In previous years, the University has experienced an unusually high degree of student attrition in the *Pre-Business* and Economics program. Student attrition is measured between the freshman and sophomore and sophomore and junior years. Attrition rates have climbed in recent years to approximately 20%. The attrition rate between the sophomore and junior years is believed to result (in part) from students who were not able to matriculate to the College. With the current, four-year college model, qualified students are guaranteed admission to the College. However, to remain in the College and pursue their desired major, they must maintain a 2.5 GPA and meet the requirements for that major. The General Business major should reduce the attrition rate by providing students an option for an individualized course of study as well as allow students not meeting the competitive 2.5 GPA to remain in the College and earn a General Business major.

How is This Proposed Degree Related to the University Mission?

Improved retention – there has been a sustained attrition rate of approximately 20% in pre-business and economics majors from the freshman to sophomore year. The College attributes this high attrition rate to a lack of identity with the College. Although not as high, the attrition rate from sophomore to junior year may be due to the inability of a student to matriculate into a major offered by the College. This proposal is intended to increase the retention of both sophomores and juniors, while providing our students with a robust and valuable academic experience as well as more options.

**Appendix A:
Guidelines for Admission to an Academic Program (Major)**

Degree Program/Major	Semester Hours	Course Pre-requisites	GPA
BS in Business Administration - Accounting	45 or >	ACCT 201, 202 (= or > B) CS 101 (= or > C) ECON 201, 202 (= or > C) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > C) or MATH 154 or 155 (= or > D)	GPA for admission to the accounting major will be determined by resources available and demand for entry into major.
BS in Business Administration - Finance	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > B) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > B) or MATH 154 or 155 (= or > C)	GPA for admission to the accounting major will be determined by resources available and demand for entry into major.
BS in Business Administration – Business Management	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > C) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > C) or MATH 154 or 155 (= or > D)	GPA for admission to the management major will be determined by resources available and demand for entry into major.
BS in Business Administration – Management Information Systems	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > C) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > B) or MATH 154 or 155 (= or > C)	GPA for admission to the MIS major will be determined by resources available and demand for entry into major.
BS in Business Administration - Marketing	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > C) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > C) or MATH 154 or 155 (= or > D)	GPA for admission to the marketing major will be determined by resources available and demand for entry into major.

BS in Business Administration – General Business	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > C) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150, 154 or 155 (= or > D)	Admission to the General Business concentration will be determined by election or by default (when student is unable to matriculate to any other major).
BS in Economics	45 or >	ACCT 201, 202 (= or > C) CS 101 (= or > C) ECON 201, 202 (= or > B in one; = or > C in other) ECON 225 (= or > C) ENGL 101, 102 (= or > C) MATH 126 or 153 (= or > C) MATH 150 (= or > B) or MATH 154 or 155 (= or > C)	GPA for admission to the economics major will be determined by resources available and demand for entry into major.

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello
Senate Curriculum Committee**Date:** 3/19/12**RE:** Monthly Alterations Report

Subject Code	Course Number	CIP	Action	Old	New	Rationale	Effective Term
ACCT	202	520301	Change in prerequisite.	ACCT 202. Principles of Accounting. 3 Hr. PR: ACCT 201. Utilization of accounting information for purposes of managerial control and decision making; cost concepts, profit and financial budgeting, analysis of financial statements.	ACCT 202. Principles of Accounting. 3 Hr. PR: ACCT 201 with a grade of C or better. Utilization of accounting information for purposes of managerial control and decision making; cost concepts, profit and financial budgeting, analysis of financial statements.	A passing grade of C or better in the prerequisite course is necessary for success in this course and succeeding ACCT courses.	201208
HIST**	277**	540101	Reinstate course that had been dropped by clerical error.	HIST 277. Revolutions in Science and Technology. 3 Hr. Examines particular periods of intensified change in science and technology, to develop general understanding of scientific and technical change. Episodes may include the Scientific, Industrial, Darwinian, or other revolutions.			201208
NSG	333	511601	Change prerequisite and modify course description.	NSG 333. Ethics in Nursing. 3 Hr. PR: Junior standing or consent. Focus on demonstrating caring behaviors through managing	NSG 333. Ethics in Nursing. 3 Hr. PR: ENGL102; RN licensure. Ethical issues and decision making in nursing and health care situations	There is a need to modify the course content as the course is required for the RN to BSN program.	201208

				individual/family/group systems. Focus is on ethical decision-making in health care situations. The course emphasizes improvement of writing skills in conjunction with strengthening critical thinking.	across the lifespan. Emphasizes professional writing skills.		
NSG	361	511601	Change prerequisite and modify course description.	NSG 361. Health Assessment. 3 Hr. PR: NSG 225 or consent. Comprehensive, in-depth assessment of the client's health status, health patterns, physical examination and health history. Interviewing techniques including taped interactions and accurate recording of data for clients across the life span.	NSG 361. Health Assessment. 3 Hr. RN licensure. Holistic health assessment of individuals and families across the lifespan, including physical, psychosocial, spiritual, developmental assessment.	There is a need to modify the course content as the course is required for the RN to BSN program.	201208
STAT	682	270501	Change course title and description.	STAT 682. Analysis of Experiments. 1 Hr. PR: Consent. Statistical consulting and data analysis.	STAT 682. Statistics Practicum. 1 Hr. PR: STAT 582. Statistical consulting on university-related research projects under the direction of a statistics faculty member.	Based on student feedback, the course was modified to provide a more indepth consulting experience under supervision.	201208

Course Drops

MUSC 469 Introduction to Recording Technology
 POLS 366 National Security Analysis
 POLS 367 Latin American International Affairs
 THET 361 Classic Theatre to 1650
 THET 362 Euro-American Theatre: 1650-1850
 THET 363 Modern and Contemporary Theatre

Memorandum

Date: March 19, 2012
To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee
Re: GEC Actions

The General Education Curriculum Oversight Committee met on March 5th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

ASTR 110, Explosions in Space (Obj. 2C)

Approved New Writing Courses:

ENGL 360, Medieval Literature
GEOG 455, Introduction to Remote Sensing

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: March 19, 2012

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 March 5th and passed the following courses for GEC Audit:

GEC Successful Audits:

FLIT 238/WMST 215, African Women Writers (Obj. 5 & 9)
HUM 109, The Renaissance (Obj. 3 & 5)
MATH 128, Plane Trigonometry (Obj. 2A)
MUSC 116, Music in World Cultures (Obj. 5 & 9)
MUSC 477, Music of Africa (Obj. 5 & 9)
POLS 250, Introduction to Comparative Politics (Obj. 9)
THET 101, Introduction to the Theatre (Obj. 3 & 5)

Writing Requirement Successful Audits:

POLS 250, Introduction to Comparative Politics
PSYC 362, Psychological Assessment

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)