

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, February 9, 2009

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

2. Members Present:

Abate, M.	Davari, A	Long, K.	Rafter, J.	Stuchell, R.
Abraham, R.	Famouri, P.	Malarcher, J.	Rauch, H.	Tallaksen, R.
Ahern, T.	Fredette, H.	McCombie, R.	Richards, A.	Tower, L.
Anderson, J.	Hartman, K.	McDiarmid, M.	Riemenschneider, S.	Turton, R.
Banta, L.	Hall, D.	McGinley, P.	Riley, W.	Urbanski, J.
Bergner, G.	Hash, K.	Meckstroth, R.	Robbins, J.	Valenti, J.
Bilgesu, I.	Hessl, A.	Murthy, K.	Rockett, I.	Walker, E.
Blaydes, S.	Higgins, C.	Nath, C.	Ruscello, D.	Watson, J.
Bonner, D.	Huffman, V.	Nelson, C.	Sand-Jecklin, K.	Weihman, L.
Bowen, E.	Insch, G.	Nestor, P.	Schreurs, B.	Wenger, S.
Boyles, J.	Iskander, W.	Nichols, A.	Sedgeman, J.	Wilcox, G.
Branch, D.	Jackowitz, A.	Nutter, R.	Shelton, E.	Wilson, M.
Bredehoff, T.	Kershner, R.	Oberhauser, A.	Spleth, J.	Woloshuk, J.
Caldwell, J.	Kirby, B.	Olson, K.	Sherlock, J.	
Clark, N.	Kleist, V.	Peace, G.	Siegrist, J.	
Cottrell, L.	Kuhlman, J.	Perone, M.	Stack, S.	
Cottrell, S.	Lake, M.	Petronis, J.	Steranka, P.	
Connors, J.	Latimer, M.	Plein, C.	Stolzenberg, A.	

Members Absent:

Bagby, M.	Chetlin, R.	D'Souza, G.	Hunter, S.	Mandich, M.
Campbell, L.	Comer, P.	Graber, S.	Lively, M.	Vona-Davis, L.

Members Excused:

Brooks, J.	DiBartolomeo, L.	Hileman, S.	Miller, M.	Sherwood, L.
Bryner, R.	Hall, D.	Hutson, Z.	Parks, E.	Walls, T.
Clark, B.	Hash, K.	Lastinger, V.	Ryan, K.	
Davis, S.	Hermosilla, P.	Mancinelli, C.	Serafini, M.	

3. It was moved and duly seconded to approve the minutes from the Monday, January 12, 2009 meeting. **Motion carried.**
4. Interim President, C. Peter Magrath said that he has accepted the report from the American Association of Collegiate Registrars and Admission's Officers (AACRAO), and all its recommendations. Interim Provost Martin will move ahead with the implementation process. AACRAO will come back to the University to start phase II, which will be to look further at some of the issues that were signaled; the Provost's office will handle this process.

The student inquiry that surfaced the other day has been turned over to the Provost's Office. The matter remains confidential, and it is protected under FERPA rules and policies.

A comment on budget matters. President Magrath said the university is not all about money. But the budget sources are the instruments needed by the university, its faculty and everyone to do their jobs. It's a resource that we need, so this is why the budget and money matters are on the minds of president types and all people who are affiliated with the University.

Later this week, the Governor will give his State of the State Address. President Magrath has not seen an advanced copy of the address. He can guess that it will be a prudent budget message. However, things are not so bad for the state of West Virginia or WVU. Unlike other states, it does not have significant budget reductions to deal with right now. He said he does not know what the future holds – a cycle down or what may come, but for now, we are in good shape in context of not losing and being stable, and getting the budget moved forward. He could not predict how much additional funding WVU would get, and he said it would be foolish to assume a big increase, but WVU will work as hard as it can to try to get the maximum increase because the budget is what is needed to get the job done for the state of West Virginia and beyond. President Magrath said, “in regards to the federal matter of the economic stimulus package and program, it is a matter of seeing what the final outcomes are.” A huge amount of money that was intended for higher education was taken out of the Senate Bill. They are submitting everything that can be and are taking positions that maximize the support that will not only be good in a narrow sense for WVU and for higher education, but in terms of the economic stimulus side of it, WVU is looking ahead and moving forward, and it will continue to do so.

5. Interim Provost Martin said the AACRAO report, and the University response, has been accepted by the President. It was presented the morning before the public meeting to the BOG in Executive Session. The Interim Provost answered questions at that time. Faculty met in the NRCCE building to hear the AACRAO report, and Interim President Magrath accepted it. Chairwoman Long said that she concurred with the University's response to AACRAO's recommendations; the steps were on track with, “what needs to be done, what should be done, and what will be done.” She gave a strong endorsement as well. The implementation is underway and the Interim Provost said last Wednesday, at the deans' meeting, she asked the deans to take responsibility for various recommendations. The following is a list of those recommendations:
  - a. Charged with the responsibility of working with Admissions & Records to identify May graduates and assure certification, and that all aspects of degree requirements will be met by the time of degree control.
  - b. To submit the name of a person responsible for oversight of the undergraduate and graduate record management in the college or school by February 15, 2009.
  - c. Inform staff/faculty that the University transcript is the official document for certifying the student for the degree.
  - d. Actively discourage the use of shadow systems, but if they are used, they must follow the WVU policy and be monitored for compliance.
  - e. Inform faculty/staff to implement a one year retention policy for non-returned student papers, tests, and class rosters.
  - f. Begin the process of developing, if need be, collecting and publishing academic records, and policies and procedures manuals.

The Interim Provost will work with the deans, and other associate provosts will work on these things throughout the rest of the term.

The Interim Provost said copies of the AACRAO's retention of records book will be distributed to deans and other appropriate personnel with the directive that we will do our best to adhere to the guidelines.

The Associate Provost for Undergraduate Academic Affairs, Cheryl Torsney, and Vice-President for Graduate Academic Affairs, Jonathan Cumming, have prepared a list of all degrees offered in schools and colleges and the number of credits required. The list will be added to the new catalog, which is currently being published. The list needed to be submitted by last Friday, so it will be included in the front section of the new catalog. The catalog will be available in April, 2009, so a resource will now be available to those going through the degree certification process. Once the registrar is hired s/he will be responsible for the management of catalog information.

The registrar's position has been advertised. The Chair of the Committee, Associate Provost C.B. Wilson met with the committee, and it waits for applications to be submitted.

Interim Provost Martin asked the Senate Curriculum Committee to take the responsibility for developing a standard University-wide approach for assigning and reporting credit for experiential learning and for courses that do not follow the University calendar (listed in the 5<sup>th</sup> bullet of the responses). This is a task that this committee can and should undertake, and she asked that this be given attention as soon as possible. Interim Provost Martin said it is important to have something in our hands to guide us as we go into the academic fall term.

Interim Provost Martin said as announced last Monday, AACRAO will take on a Phase II of academic records review. Sr. Associate Provost Russ Dean will be the point person working with the team. She said the contract states, "to conduct a thorough review of academic records for each undergraduate student whose official academic record lists total credit hours that are fewer than the number required for the degrees conferred." The number that was identified was 261 (it may be less than this), but this is the number of records that are being pulled for their review. AACRAO will be coming to campus next week, and an intensive review will be done on the records. Interim Provost Martin said we are counting on co-operation from the units and schools to supply copies of the information that is needed in order for the team to sit in one place and do their job. They will deliver a report that will identify the reason for any discrepancies and associated procedural patterns that may exist. The report will include an analysis to the extent to which recommendations contained in Phase I of the report will eliminate future discrepancies and offer new recommendations, if needed. Their hunch is that those record management processes identified in Phase I are linked to the errors identified. She said we need to be certain and clear about what we are doing and that we are doing the right thing and the good thing and we will go forward.

Late Friday afternoon, at the recommendation of the Interim President, the BOG turned over a student query about an academic matter to the Provost's Office. Interim Provost Martin said she will give the letter, and any other information, the due diligence that student queries about academic records should be accorded. Like other student queries, it will be done in confidence.

Interim Provost Martin said the interview process for the Associate Provost for Undergraduate Academic Affairs position has been completed; an announcement of the new person will be made later this week.

6. Chair Kleist reported on the following issues:

- Curt Peterson, Associate Vice-President for Research & Economic Development Research, has advised that Pat Callery's term of service will expire on June 30, 2009 as the Research Corporation's representative for Health Science's faculty.
- The Chair solicited names submitted by the Faculty Senate to the Research Corporation for two spots, and those have been filled. She would like to use the same process, so faculty can send nominations to Gwen Bergner, Chair, Committee on Committees. The Executive Committee will do a ballot from the list of names.
- Two names were submitted for the new child care committee; Barbara (Bobbie) Warash, Professor of Child Development and Family Studies and the Director of the WVU Nursery School and Lisa Weihman, Associate Professor in English.
- Nigel Clark, Chair, Rescind Asinine Procedures Committee. He can be contacted for their names.
- The Mountainlair Advisory Committee is seeking faculty representation; they have not met in over a year. Chair Kleist said to use last year's committee members, but if any of those members no longer wish to serve, then the committee can be restaffed.
- Chair Kleist, Chair-elect Clark, and BOG member Kite went to Charleston, WV, on January 14, 2009 to submit names of possible BOG members that had been collected by the Executive Committee. She said there was good conversation, and the Chair believes that a good BOG member has been seated. They met informally with legislators Barbara Fleischauer, Aex Shook and Mike Oliverio to follow up on the motion that was passed in December 2008 about an additional faculty representative on the BOG.
- Twenty-nine questions were submitted for the presidential search, and they were forwarded to the search committee; three of the questions were high-lighted.
- The Curriculum Committee for a Syllabus Builder will meet this week to try and move the project along by making it more streamlined because it has become too sophisticated and all the bells and whistles may not be needed.

7. Ed Pastilong, Director, Internal Administrative Affairs, said athletics is going through a re-certification procedure from the NCAA, which is a 10-year recertification that involves a large number of faculty, administrators, staff, coaches, student athletes, and athletic administrators. It began in September, and it will end in May, 2009. He said it has been going very well, and he feels very good about the recertification. Director Pastilong said he is pleased to say that student athletes continue to graduate at a higher graduation rate than the general student body; he complimented the coaches and academic support staff. We have 462 student athletes. 282 made the Athletic Directors' Honor Roll (B average or above). The overall GPA for all 462 student athletes is 3.12. There are 189 Division I schools that we compete against in the Directors' Cup. WVU ranks 21<sup>st</sup> for competitiveness. He said they are a self-supporting inter-collegiate athletic department, one of the few in the nation. Most recently, it was shown that they are one of 19 division I schools that consistently finish in the black. He said major upgrades have been made to

the athletic facilities, the coliseum, and stadium. Recently, new buildings have been constructed: a new soccer stadium and new practice facilities in the gymnastics and wrestling centers. He said an emphasis is on maintenance and continued upkeep of all facilities. Director Pastilong said they play by the rules and bring student athletes to WVU that everyone can be proud of. They are students first by paying attention to academics. They want to win contests and be competitive, and always manage finances. He said it's been a good year for winning, and he feels good about the future.

8. The following consent agenda reports were approved:

Annex I. New Courses and Course Changes.

Annex II. Capstone Request for JRL 459.

Annex III. Medical Technology Program Modification (Degree Designation and Title Change).

Annex IV. Alteration Report.

9. Professor Lisa Weihman reported on the Ad Hoc Committee on Writing. She thanked Valerie Lastinger for her exceptional leadership on the committee, and wished she could be here to give the report in person. She spoke for the entire Faculty Senate and the Committee in wishing her well and hoping that she will get well very soon. Professor Weihman recognized the tireless efforts of Chair Kleist and Laura Brady who kept the committee running in Valerie's absence. She said the changes that are being suggested are a result of many faculty conversations across the University and extensive research. She gave an overview of a handout that can be found at [http://www.facultysenate.wvu.edu/09Files/GEC Writing Committee--Summary Report 01.26.09.pdf](http://www.facultysenate.wvu.edu/09Files/GEC%20Writing%20Committee--Summary%20Report%2001.26.09.pdf). She said it is being recommended that a new subcommittee be formed to look into what it will take to implement the new system. Professor McDiarmid reiterated that the committee is proposing a pilot program to test the options rather than a decision to change what is currently being done.

Professor Weihman read the motion, which was distributed at the beginning of the meeting:

“On behalf of the committee, I move that the Senate form a new ad hoc subcommittee to pursue pilots of the portfolio approach; the subcommittee will include:

- at least one member of the 2008-09 Committee on writing for continuity,
- faculty members whose units or departments are willing to participate in the pilot, and
- one or two senior administrators to represent financial and operational administrative support of the pilot project.

It was moved and duly seconded to approve the motion. Motion carried.

10. Professor Sedgeman reported on the SEI Committee Faculty Survey handout. She asked the Faculty Senate to support the electronic dissemination of the survey to the faculty as a whole. She said she would appreciate one last review. The committee has benefitted by suggestions from people, so she asked for senators to look at the survey questions and if anyone has suggestions for improving the survey or questions that may be lacking, e-mail Professor

Sedgeman by the end of this week. She moved that the dissemination of the final improved survey to the faculty as a whole be analyzed and presented back to the Faculty Senate for action. It was duly seconded. Motion carried.

11. Professor Perone said the, “Student Academic Records Management Consultation Report,” lays out a blueprint for improvement of the Institution, and a sense of the motion is to layout a mechanism whereby the faculty, through the offices of the Faculty Senate will serve in an advisory role to the registrar as the recommendations of the AACRAO report were implemented. He said students are likely to be impacted on a daily basis when the new policies and procedures are put into effect. The motion is silent on the exact composition of the committee. The composition has to be sufficiently broad so the various record management methodologies that have sprung up throughout the Institution are represented in some way and the motion is also silent on the appointment of the members. He said it is implied on the first point that the Senate Executive Committee determined a recommendation to the Committee on Committees as to the breadth of the committee and then the Committee on Committees would be responsible for the selection of the members.

Motion submitted by the Faculty Senate Academic Records Management Advisory Committee:

The Faculty Senate Academic Records Management Advisory Committee is an ad hoc committee that will be formed for two years, and then disbanded upon conclusion of its work. The committee charge is as follows;

1. Review the AACRAO Report and the University Response and identify all areas which are relevant for Faculty Senate input and advising.
2. Meet with the new registrar and his or her team as processes are analyzed in the conversion to an all centralized, Banner supported records management approach.
3. Identify records management processes that are idiosyncratic within colleges and work to resolve the gap between these processes and the systems solutions to these processes.
4. Ensure that the new registrar understands the nature of the specific WVU academic processes and the fit of these processes into new systems approaches.
5. Work with the new registrar and his or her team as they evaluate the adoption of best practices technology for academic records management.
6. Work with the Faculty Senate and the new registrar as academic record retention rules are set, including identifying issues related to retention (e.g. space).

The Faculty Senate Curriculum Committee will be asked with assisting in developing “a standard, university-wide approach for assigning and recording credit for experiential learning.”

It was moved and duly seconded to approve the motion. Motion carried.

12. New Business:

Professor Branch, commenting on the AACRAO report, said a lot has been made the last ten days about the distinctions between the case of Heather Bresch and the other students who were indicated in the report – the 27 eMBA students and the 261 undergraduate students. He said

faculty were very outspoken, diligent, and fervent about the first case to the point that we not only looked specifically at what happened, but who was responsible and then we made a decision based on that information. He said he was struck by the silence of the faculty on this report. We have not done as due diligent a job on finding out what happened and who is responsible. He puts it back to the faculty as to what we would do about that.

Chair Kleist said she would like to express her confidence in the leadership of Interim President Peter Magrath, Interim Provost Jane Martin, and Board of Governors Chairwoman Carolyn Long on how they handled the matter of the public letter from Ms. Bresch with appropriate due process and by using the utmost of integrity. She said it was her view that this is a legally-based letter that requires the response of Interim President Magrath and Interim Provost Jane Martin with the advice of legal counsel.

13. Professor Parviz Famouri said there is no record on the website of the special May 5, 2008, special session where 4 motions were discussed. He said he sent a reminder to the faculty leadership about this on June 8, 2008 because it is important that record keeping should be kept straight. He requested again to have the minutes posted to the web-page to set a gold record-keeping standard.
14. Professor Lesley Tower, Social Work in the Division of Public Administration, distributed a flyer about a climate study or a work environment study that the Council is performing. She requested faculty post the flyers near a photo copy machine or make copies for colleagues' boxes or participate in the survey themselves.
15. Professor McDiarmid moved that faculty send best wishes to Professor Valerie Lastinger. It was duly seconded. Motion carried.
16. The meeting adjourned at 4:15 p.m. to reconvene Monday, March 9, 2009.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Alan Stolzenberg, Chair, Faculty Senate Curriculum Committee  
Date: January 26, 2009  
Re: New Courses and Course Changes

Eberly College of Arts & Sciences

Biology

New Courses:

BIOL 715. ECM in Cell Signaling. 3-Hr. The course emphasizes the fundamental role that the extracellular matrix plays in the process of morphogenesis, differentiation, development and maintenance of the differentiated state. (Effective Term: Summer I, 2008) (CIP 260101)

**Rationale:** There is no graduate course offered at WVU that integrates cell signals derived from the extracellular matrix to organize the cytoskeleton, cell junctions and cells adhesions that characterize the process of morphogenesis, differentiation, development and maintenance of the differentiated state. The course provides a graduate student a contemporary view developed over the last decade demonstrating that matrix mechanics alters the phenotype of a wide range of cells. Collectively, a student seeking graduate education should gain with this course a perspective on the complex regulation of ECM expression and function in important, representative biological systems.

Foreign Language

Language

New Course:

LANG 625. Language Assessment. 3-Hr. Introduces fundamental principles of language testing and helps students develop skills in test development, item analysis, and interpretation of test results. (Effective Term: Fall, 2009) (CIP 160101).

**Rationale:** Our current graduate TESOL curriculum emphasizes the integration of theory and pedagogy. Graduate students are trained to understand second language acquisition theories and apply theory-based teaching methods in their classrooms. Recently, with the development in the field of language assessment, future ESL teachers are often expected to have a systematic knowledge and experience in assessing the effectiveness of their teaching and students' learning. However, the assessment component has been lacking in our current TESOL curriculum. This proposed course in Language Assessment is intended to fill this gap.

History

New Courses:



HIST 350. The Aztec, Maya, and Inca. 3-Hr. Survey of political, religious, and social structures of the Aztec, Maya, and Inca civilizations; exploring their origins, daily lives, cultural productions, understanding of the universe, and perspectives on Europeans. (Effective Term: Spring, 2009) (CIP 540101).

**Rationale:** 1.) Addition of this course will correct a serious deficiency of courses on Latin America in the history curriculum and will help lay the foundation for a stronger Latin America area of study and Latin American Program for our college. The History Department needs more Latin American courses and needs more 300-level courses for the undergraduate majors. At this point the department does not offer any other 300 level courses in Latin America. 2.) This course will provide students with an opportunity to do upper level work in this area of study towards major or minor requirements. 3.) this course is international and hence it meets several requirements for upper level courses for undergraduate majors.

HIST 438. Women in Colonial Latin Amer. 3-Hr. Explores women's roles in the formation of Latin America examining how women in the colonial era challenged gender norms, contributed to, and subverted colonial society. (Effective Term: Spring, 2009) (CIP 540101).

**Rationale:** 1.) Addition of this course will correct a serious deficiency of courses on Latin America in the history curriculum and will help lay the foundation for a stronger Latin America area of study and Latin American Program for our college. The History Department needs more Latin American courses and specifically needs to be able to offer more 400-level courses for undergraduate majors. At this point the department does not offer any other 400 level courses in Spanish-speaking Latin America. 2.) At the 400 level, this course will be available to graduate students. This course will provide them with an important international and gender studies opportunity. 3.) This course will also serve to add to courses on gender and gender relations. 4.) This course is international and hence it meets several requirements for upper level courses for undergraduate majors.

HIST 454. Antebellum America, 1800-1860. 3-Hr. Analyzes social and economic transformations in the early American republic through an examination of the ideological heritage of the Revolution, capitalism, slavery, reform movements, immigration, popular culture, and political conflict before the Civil War. (Effective Term: Fall, 2009) (CIP 540101).

**Rationale:** The History department needs a 400-level course that bridges the content material students explore in HIST 442 (18<sup>th</sup> Century America) and HIST 453 (Civil War and Reconstruction). History majors and minors must learn about this vital sixty-year period, in which citizens experienced conflict with foreign and domestic foes, wrenching social and economic transformations, and the onset of political tensions shaped in part by Americans' memory of the Revolution (covered at the end of HIST 442) and leading to the military struggle and political and social realignments analyzed in HIST 453.

English

New Course:

ENGL 688. Creative Writing Mentoring. 3-Hr. Supervised practice in mentoring advanced undergraduate creative writers. (Effective Term: Fall, 2009) (CIP 230101).

**Rationale:** This course is intended to instruct, and offer hands-on training to, graduate students in the practice of teaching creative writing. The students will work in conjunction with the faculty member who teaches English 418, the undergraduate capstone course in creative writing. In addition to working one-on-one as mentors to undergraduate, graduate students will give craft talks on subjects pertinent to one of three major genres of creative writing (fiction, poetry, and creative nonfiction) and will lead workshop discussions of their mentees' creative work. Graduate students will be expected to do all reading pertinent to English 418 and prepare reading assignments for their mentees. Finally, at the end of the semester, graduate students will be expected to submit a five-page reflection on their experience as teachers of creative writing.

The ratio of undergraduate students in English 418 to graduate-student mentors has traditionally been 1:1, although on occasion undergraduates outnumber graduate-student mentors. In such cases, graduate student mentors have voluntarily taken on an extra student. (The professor has also sometimes stepped in to become a mentor of an undergraduate student.) To ensure an equitable distribution of work, the professor will assess the complexity and intended length of the undergraduate student's final project and will assign undergraduate writers to graduate-student mentors based on his or her assessment of how much time will be necessary to devote to mentoring the undergraduate's project. While total fairness in distribution of workload might be impossible, a roughly equal distribution of workload should always be feasible.

Graduate students may take English 688 for credit a total of three times.

Note: A special section of English 790 cannot satisfactorily accomplish the above. Graduate Teaching Assistants register for English 790 *every* semester to recognize the professionalization gained from teaching composition (and to help most of them retain full-time status if they want to take the recommended two graduate classes while teaching two classes). On the students' transcript, there would be no way to distinguish what is specifically creative writing mentoring/pedagogy. In addition, English 790 is graded U/F (pass/fail); students in English 688 will receive letter grades.

### Religious Studies

#### New Courses:

RELG 306. Biblical Hist/Archlgy in Israel. 1-6 Hrs. Study abroad program in Israel. Students explore the biblical world from the Iron Age to the Roman era through participation in an archaeological dig. Examines the social, historical, and religious dimensions of various ancient cultures. (Effective Term: Spring, 2009) (CIP 380201).

**Rationale:** This course enhances the upper level offerings in religious studies. It also adds to the international flavor of the new religious studies curriculum (which focuses on world religions) by allowing students to immerse themselves in Jewish/Christian/Islamic cultures. This course will count toward completion of the religious studies major and minor.

RELG 310. Historical Theology. 3-Hr. Explore the historical development of Judeo-Christian theology from ca. 1000 BCE through the mid-20<sup>th</sup> century. Topics will include the nature of God, Christology, and apocalypticism. (Effective Term: Spring, 2009) (CIP 380201).

**Rationale:** This course enhances the diversity of Religious Studies course offerings related to the theology of various world religions. It complements the current RELG 210 course in contemporary theology with historical foundations of Jewish and Christian theology, and analysis of how historical context influences religious movements and the religious motivations of individuals. This course will count toward both the Religious Studies major and the Religious Studies minor.

#### College of Law

##### New Course:

Law 601. Lawyers, Poets, & Poetry. 3-Hr. The exploration of American historical and contemporary lawyers as poets and the relationship of legal language and poetry, with a theme of reflection and introspection. (Effective Term: Fall, 2009) (CIP 220101).

**Rationale:** This course provides an informal setting in which students and instructor can discuss issues of language in order to build a balance between the kinship of legal language and poetic language. Lawyers have historically been novelists, poets, journalists, and historians. The phenomenon of language has always been a matter of intrigue for the poet as well as for the lawyer.

#### Davis College of Agriculture, Forestry & Consumer Sciences

##### Wildlife Management

##### New Courses:

WMAN 200. Restoration Ecology. 3-Hr. Principles and practices of restoring natural ecosystem function, structure, and integrity. ( Effective Term: Spring, 2010) (CIP 030601).

**Rationale:** This course is an elective course for Wildlife and Fisheries majors and others. The WMAN curriculum has room for 12 elective credits and we anticipate that many students will take this course to fulfill one of these electives. The wildlife and fisheries profession is changing and some employers of natural resources professionals want to hire individuals with more holistic land management skills including restoration. This course fills that gap and makes our program more well-rounded and attractive to a broader student body. Moreover the online format provides flexibility for many students' schedules.

WMAN 450. Advanced Wildl. & Fish. Manag. 4-hr. PR: WMAN 300. Principles and practices of wildlife and fisheries habitat and species management. (Effective Term: Spring, 2009) (CIP 030601).

**Rationale:** With this course we are integrating our wildlife and fisheries components to reduce redundancy in course work and offer additional topics that were not being taught under the former separate Wildlife Techniques and Fisheries Techniques classes. To do this we have added WMAN 300 (Wildlife and Fisheries Techniques) and this course (WMAN 450). This course allows us to teach the habitat and species management components that were formerly in the old Wildlife Habitat Techniques course and add additional material. More importantly, it allows a 2 class sequence that provides an opportunity for students to collect data, analyze it, and write up the results to address a pertinent wildlife or fisheries management or research need. All students including transfers will need to take both WMAN 300 and WMAN 450. If WMAN 450 is approved then proposals will be submitted to establish the course as a capstone course and as a writing course.

### College of Engineering & Mineral Resources

#### Civil Engineering

##### New Course:

CE 515. Flexible Pavements. 3-Hr. Design, construction and maintenance of flexible pavements, including material characterization, mix design, construction methods, pavement design and evaluation, and maintenance procedures. (Effective Term: Fall, 2008) (CIP 140801).

**Rationale:** Civil engineers are responsible for the design, construction and maintenance requirements of pavements. Over 90% of all pavements in the United States have asphaltic surfaces. Therefore an optional course in Flexible Pavements is a valuable addition to the offerings of the Civil and Environmental Engineering Department. This course has been offered several times under a generic number.

#### Computer Science

##### New Course:

CS 726. Algorithmic Graph Theory. 3-Hr. PR: CS 520 or consent. Introduction to algorithmic graph theory with emphasis on special classes of graphs, graph structure, efficient combinatorial algorithms, graph compositions/decompositions, and graph representations, current research development/trends and open questions on structured families and graphs. (Effective Term: Spring, 2009) (CIP 110701).

**Rationale:** This is a PhD level theoretical computer science course in the area of algorithms. It is needed by students pursuing PhD degrees in CIS who wish to specialize in theoretical computer science, and especially in the area of combinatorial algorithms.

Capstone Experience Form

**School of Journalism**

**Department/Program: Journalism**

**Course(s) in which the Capstone Experience is fulfilled:**

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students in JRL 459 Multimedia Bureau Reporting will be required to complete seven stories, broadcast packages or multimedia packages, which means they will:

- develop story ideas or accept them from an editor or the instructor
- conduct research about the topic on news databases and other sources of information
- interview sources
- shoot video, take pictures and collect audio
- write stories or produce multimedia or video packages
- work with the instructor and professional editors to edit packages

2. Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:

In this class, students will constantly be confronted with practical issues or problems regarding reporting, writing and visual journalism. Additionally, legal and ethical issues will also arise. We will discuss all of these issues every week.

3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:

Most students in this class are embarking on their first professional journalism experience. As reporters for a regional news outlet, they will learn about the most pressing ethical and societal issues confronting West Virginia University and the Morgantown area. They will talk to newsmakers, researchers, experts and everyday people who are affected by social problems. They will do research on the larger background topics involved in these issues.

Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.

Students will produce seven written, broadcast or multimedia stories during the semester. All of these will involve writing. Even visual journalism assignments will contain at

least a well-crafted paragraph that introduces the package or gives an overview, and the photos will contain outlines that provide context.

Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.

Students will deliver oral presentations to the class about some aspect of reporting, writing or teamwork. The presentations may cover some aspect of a topic such as lead writing, story idea generation, video editing, sourcing, Internet research or working with editors, and the presentations will be backed up with outside research into the topic and specific examples from your work this semester.

In accordance with the recommendations of the Capstone Experience Team, as ratified in the University Senate, a capstone experience is now required for all undergraduate programs at the University. In order to expedite the ratification of these capstone experiences, the Senate Curriculum Committee requests that each program complete and submit copies. Forms must be completed and submitted for every course that is considered part of the Capstone Experience.

The following information regarding the Capstone Experience, taken from the report from the Capstone Experience Team, is included for your information.

### Capstone Courses

The capstone experience may be cross-disciplinary as well as focused on a specific discipline. The capstone experience is not limited to, but may include:

- a senior thesis
- a music recital
- an art exhibit
- a service-learning experience
- an undergraduate research project
- a study-abroad experience
- a teaching internship experience

### Definition of the Capstone Experience

The capstone experience is defined as: an academic experience in which students demonstrate, in a significant, relevant project that has both an oral and a written component, their abilities:

- (i) to gather material independently, as needed
- (ii) to think critically about and to integrate the theoretical and/or practical knowledge that they acquired throughout their undergraduate careers
- (iii) to reflect on the ethical issues that are implicit in their projects and/or their project's design

October 9, 2008

TO: Dr. Cheryl Torsney, Associate Provost, Academic Programs  
PO Box 6203  
West Virginia University

FROM: MaryBeth Mandich, PhD,  
Associate Dean, Professional & Undergraduate Programs,  
WVU School of Medicine  
PO Box 9226

RE: Request for change of degree program and major

I am writing to indicate my review and approval of the request from the School of Medicine, Department of Pathology to modify the name of the degree program and major from B.S. in Medical Technology to B.S. in Medical Laboratory Science, retaining the current CIP code of 51.0005.

There is a long history to this planning process, beginning in 2002. The reasons for the name change in degree program and major are outlined in the attached memo from Dr. Martha Lake, Assistant Chair for Professional Programs. I would also add that the accrediting agency for all the programs currently offered or proposed in the Department of Pathology is known as NAACLS [National Accrediting Association for Clinical Laboratory Sciences]. Roberta Dean has reviewed the appropriate CIP codes as used by other institutions and we have concluded the best course of action is to retain the CIP code currently used for Medical Technology, changing the program name and major from B.S. in Medical Technology to B.S. in Clinical Laboratory Science.

The current curriculum for preparing clinical laboratory scientists in the field of medical technology will continue to be offered as an area of emphasis. We also plan to submit a proposal through all appropriate university channels to add a second area of emphasis in histotechnology. These changes are requested in order for us to continue to meet our health sciences mission which fundamentally requires that we educate a contemporary health care workforce for the state of West Virginia.

As you remember, I obtained consultation from a group of university administrators at a meeting held on July 16, which included yourself, Cheng Khoo, Marilyn Potts and Roberta Dean. This memorandum is a product of the ensuing research on this matter.

Please do not hesitate to contact me if you have further questions about this matter. I have attached relevant and historical information for your review, as well as the memorandum from Dr. Lake.

cc: Dr. Jim Brick, Dean, School of Medicine, Department of Pathology Administration

DATE: June 23, 2008

TO: MaryBeth Mandich, Ph.D.  
Associate Dean for Professional Programs  
School of Medicine

FROM: Martha J. Lake, Ed.D.  
Assistant Chair for Professional Programs  
Department of Pathology  
School of Medicine

RE: Medical Technology Program Modification  
(Degree designation and title change)

The Department of Pathology requests a name change for the degree program and major, “B.S. in Medical Technology” to “B.S. in Medical Laboratory Science”. We propose that the current medical technology curriculum become the area of emphasis—“Clinical Laboratory Science” under the new B.S. in Medical Laboratory Science and retain the current CIP code of 51.0005. This will allow the future incorporation of a second area of emphasis—“Histotechnology” under the B.S. in Medical Laboratory Science.

Department of Pathology is developing a second area of emphasis –“Histotechnology”. The description for this profession is attached.

There are three reasons for the necessary change in major name and the creation for an area of emphasis in Clinical Laboratory Science. First, the name of the profession of medical technology has evolved to the profession of clinical laboratory sciences over the last decade. Most major universities have now abandoned the historic major name of “medical technology” for a name more descriptive of the profession. Second, the historic name, "medical technology" is not descriptive of the profession or the curriculum. This is a science profession and curriculum. Third, the change will accommodate the incorporation of new areas of emphasis within the major.



## Histotechnology Summarization

Histology is the microscopic study of biological tissue structure and function. Histotechnology is the preparation and processing of tissue specimens for examination and diagnosis by a pathologist. There are two levels of instruction in the field of histology: associate degree programs which graduate histotechnicians and baccalaureate degree programs which graduate histotechnologists.

Histotechnicians perform routine procedures necessary to preserve and process the tissue specimen which includes cutting the tissue into thin sections which are mounted on a glass slide and stained with dyes to visualize cellular structures and detail. The slides are then examined under a microscope by a pathologist. Educational requirements for a histotechnician are comprised of an associate's degree and one year training at a hospital or completion of a National Accrediting Agency for Clinical Pathologists (NAACLS) accredited program.

Histotechnologists perform more complex procedures, techniques and management through advanced education and training. Educational requirements include a baccalaureate degree with one year experience or completion of an NAACLS accredited program.

The curriculum for the Histotechnology area of emphasis meets the goals of the University by providing a high quality program of instruction. The program officials will seek and maintain specialized accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Obtaining accreditation will allow the program graduates to sit for the certification exam given by the American Society for Clinical Pathology (ASCP).

The Histotechnology area of emphasis will assist with the shortage of health care workers and in particular, the shortage of histotechnologists throughout West Virginia and the United States. The expected outcomes of the Histotechnology area of emphasis will be to provide qualified histotechnologists to perform routine and complex procedures on tissue specimens for the examination and diagnosis by a pathologist throughout the state of West Virginia and the surrounding region. The curriculum will provide an excellent career track that is currently not available in the state. The curriculum can also serve as an academic stepping stone for the Pathologist's Assistant Program by providing the necessary prerequisites.

There are no Histotechnologist (HTL) and Histotechnician (HT) Programs in West Virginia. There are currently three (3) active accredited HTL programs in the United States:

Barry University, Miami Shores, FL  
Medical University of South Carolina, Charleston, SC  
William Beaumont Hospital, Royal Oak, MI

There are thirteen (13) accredited associate degree histotechnician programs and seventeen (17) accredited certificate histotechnician programs in the United States.

The proposed area of emphasis will be in the new Medical Laboratory Science Bachelor of Science degree program.

## Academic Organization

The existing medical technology major will transition to an area of emphasis called Clinical Laboratory Science (CLS) within a new major: Medical Laboratory Science. This change involves only the name of the major with a new area of emphasis. No courses are changed. The curriculum is attached.

The new major, Medical Laboratory Science, will have two areas of emphasis: Clinical Laboratory Science (the existing medical technology major) and Histotechnology.

The Medical Laboratory Science major will have the same prerequisite courses for the first two years.

### *First Year*

First Semester	Hrs.	Second Semester	Hrs.
CHEM 115 <i>Fund. of Chemistry</i>	4	CHEM116 <i>Fund. of Chemistry</i>	4
Elective*	3	ENGL 101 <i>Comp. &amp; Rhetoric</i>	3
MATH 126 <i>College Algebra</i>	3	Elective*	3
BIOL 101 and 103	4	BIOL 102 and 104	4
MTEC 100 <i>Medical Technology</i>	1	MTEC 101 <i>Medical Technology</i>	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

### *Second Year*

First Semester	Hrs.	Second Semester	Hrs.
Electives*	9	CHEM 231 <i>Organic Chemistry</i>	4
ENGL 102 <i>Comp. &amp; Rhetoric</i>	3	Electives*	9
MTEC 200 <i>Med. Tech. Terminology</i>	1	MTEC 201 <i>Basic Med. Tech.</i>	1
STAT 211	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

(MTEC 100, 101, and 201 are electives for pre-medical laboratory science majors. MTEC 200 is required for the Histotechnology area of emphasis and an elective for the Clinical Laboratory Science area of emphasis.)

A core curriculum of 27 hours will begin in the junior year, with an additional 21 didactic hours in the HTL area of emphasis and an additional 24 didactic hours in the Clinical Laboratory Science area of emphasis.

The third year of the curriculum consists of a didactic schedule focusing on routine laboratory procedures with incorporated laboratory sessions. The fourth year will focus on complex procedures with internal and external rotation schedules. Most of the clinical experiences can be completed at the West Virginia University and Ruby Memorial Hospital. Some clinical experiences will be completed at approved clinical affiliates throughout West Virginia and Pennsylvania.

Upon graduation, students are eligible to take the histotechnologist (HTL) national certifying exam by the American Society of Clinical Pathology (ASCP).

Shuttle Sheet to change the name of the Medical Technology Major and Program to Division of Medical Laboratory Science and Major in Medical Laboratory Science, retaining the CIP code 51.0005.

- \_\_\_\_\_ Dean consults with Provost regarding CIP implications
- \_\_\_\_\_ Dean sends special request to Provost
- \_\_\_\_\_ Provost forwards request to Faculty Senate Curriculum Committee
- \_\_\_\_\_ Approval of Faculty Senate
- \_\_\_\_\_ Provost's office forwards request to BOG for approval
- \_\_\_\_\_ BOG approval
- \_\_\_\_\_ Provost's office notifies Institutional Research of the change
- \_\_\_\_\_ CCAF submitted to inactivate the medical technology program
- \_\_\_\_\_ Catalog and Web site is changed
- \_\_\_\_\_ CCAF is sent to Student Systems Management to complete formal change

## Medical Laboratory Science Major (CIP = 51.0005)

### Core Curriculum Medical Laboratory Science

PATH 300 Introduction to Pathology	3
PATH 320 Basic Clinical Biochemistry	3
PSIO 441 Mechanisms of Body Function	4
PATH 380 Introduction to Immunology	1
MTEC 381 Research & Ed. Methodology	2
PATH 303 Laboratory Applications	2
MICB 323 Microbiology	5
MTEC 329 Basic Clinical Chemistry	1
MTEC 465 Laboratory Management*	2
MTEC 403 Community Service Practicum	1
MTEC 475 Medical Relevance	2
MTEC 402 Rural Health Practicum	1
<b>Total</b>	<b>27</b>

### Area of Emphasis: Histotechnology

#### Didactic Courses for HTL Area of Emphasis

NBAN 205 Intro. to Human Anat.	3
PATH 304 Microanatomy for HTL	3 *
MTEC 200 Medical Terminology	1
PATH 305 Staining Techniques I	4 *
PATH 306 Histotechnique I	3 *
PATH 405 Staining Techniques II	4 *
PATH 406 Histotechnique II	3 *
<b>Total</b>	<b>21</b>

#### Clinical Courses for HTL Area of Emphasis

PATH 407 Histology Laboratory	4 *
PATH 408 HTL Practicum	12 *
<b>Total</b>	<b>16</b>

\* New courses submitted for Faculty Senate approval.

### Area of Emphasis: Clinical Laboratory Science

#### Didactic Courses for CLS Area of Emphasis

PATH 340 Intro to Hematology	3
MICB 327 Microbial Parasitology	2
MTEC 310 Clin Lab. Mycology	1
MTEC 470 Clinical Microscopy	1
MTEC 472 Urinalysis/BF Lab	1
MTEC 440 Hematology	3
MTEC 460 Instrumentation	2
MTEC 450 Clinical Microbiology	3
MTEC 420 Immunochem. & BB	3
MTEC 430 Clinical Chemistry	3
MTEC 480 Clinical Immunology	2
<b>Total</b>	<b>24</b>

#### Clinical Courses for CLS Area of Emphasis

MTEC 401 Phlebotomy	1
MTEC 421 Immunochem. & BB Lab	3
MTEC 431 Clinical Chemistry Lab	3
MTEC 441 Clin. Hematology Lab	3
MTEC 451 Clin. Microbiology Lab	3
MTEC 481 Clin Immunology Lab	1
<b>Total</b>	<b>14</b>

## Memorandum

**To:** Faculty Senate Executive Committee

**From:** H. Ilkin Bilgesu, Chair-Elect  
Senate Curriculum Committee

**Date:** January 26, 2008

**RE:** Monthly Alterations Report

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

<b>MAE</b>	<b>335</b>	140201	<p><b>Action:</b> Change course prerequisite.</p> <p><b>Old:</b> MAE 335. Incompressible Aerodynamics. 3 Hr. PR: MATH 251 and MAE 215. Dynamics of vector fluid flow fields. Ideal fluid flow. Introduction to viscous boundary layers. Airfoil theory. Finite-wing theory.</p> <p><b>New:</b> MAE 335. Incompressible Aerodynamics. 3 Hr. PR: MATH 251, and (MAE 215 or MAE 331). Dynamics of vector fluid flow fields. Ideal fluid flow. Introduction to viscous boundary layers. Airfoil theory. Finite-wing theory.</p>	<p><b>Rationale:</b> The current pre-requisite for this course is MAE 215, which ME majors do not take. ME majors are required to take MAE 331 which teaches the same pre-requisite concepts required for MAE 335.</p>	200908
<b>MUSC</b>	<b>500T</b>	142101	<p><b>Action:</b> Change course name and description.</p> <p><b>Old:</b> MUSC 500T. Secondary Performance. I, II, S. 1 Hr. (May be repeated for credit.) Group or individual instruction in performance on a minor instrument (or voice), with emphasis on methods and materials for school music teachers.</p> <p><b>New:</b> MUSC 500T. Secondary Performance: Ethnic Percussion. I, II, S. 1 Hr. (May be repeated for credit.) Group or individual instruction in performance on ethnic percussion with emphasis on methods and materials for school music teachers.</p>	<p><b>Rationale:</b> This course will expand the offerings of the department in the developing needs of the world music area.</p>	200908
<b>HNF</b>	<b>348</b>	190501	<p><b>Action:</b> Change course prerequisite and credit hours.</p> <p><b>Old:</b> HNF 348. Science of Food Preparation. 2 Hr. PR: BIOL 102 and BIOL 104 and PR or CONC: FDST 200 and CHEM 116. To explore functional properties of ingredients and applied scientific theories to food preparation.</p> <p><b>New:</b> HNF 348. Science of Food Preparation. 3 Hr. PR: BIOL 102 and BIOL 104 and CHEM 115. To explore functional properties of ingredients and applied scientific theories to food preparation.</p>	<p><b>Rationale:</b> Increasing the instruction time will allow for more detailed delivery of the learning objectives of this course. This extension of class time will reinforce and expand on lessons taught in the laboratory portion of the class.</p>	200908
<b>HNF</b>	<b>350</b>	190501	<p><b>Action:</b> Change course prerequisite and credit hours.</p> <p><b>Old:</b> HNF 350. Cross-Cultural Dietary Patterns. 4 Hrs. PR: NF 171 and HNF 348. Contemporary United States models for menu planning, meal service, and mealtime etiquette; factors affecting evolution of American regional/ethnic/dietary patterns; international dietary patterns; integration of current nutritional recommendations into ethnic dietary practices.</p> <p><b>New:</b> HNF 350. Cross-Cultural Dietary Patterns. 3 Hrs. PR: BIOL 102 &amp; 104 and CHEM 115 and HNF 171. Contemporary United States models for menu planning, meal</p>	<p><b>Rationale:</b> The credit hour reduction will allow for an increase of one credit hour for HNF 348: Science Food Preparation, currently a two credit course, without affecting the total credit hours for the Human Nutrition and Food undergraduate curriculum.</p>	200908

			service, and mealtime etiquette; factors affecting evolution of American regional/ethnic/dietary patterns; international dietary patterns; integration of current nutritional recommendations into ethnic dietary practices.		
<b>SOCA</b>	<b>234</b>	451101	<p><b>Action:</b> Change in course number and course prerequisite.</p> <p><b>Old:</b> SOCA 330. The Criminal Justice System. 3 Hrs. PR: SOCA 232 or consent. A sociological introduction to the justice system. Focuses on analysis of police work, court activities, and corrections within the context of American social organization and societal definitions of crime and justice.</p> <p><b>New:</b> SOCA 234. The Criminal Justice System. 3 Hrs. A sociological introduction to the justice system. Focuses on analysis of police work, court activities, and corrections within the context of American social organization and societal definitions of crime and justice.</p>	<p><b>Rationale:</b> The renumbering will make this course consistent with the two other foundation courses in Criminology major.</p>	200908
<b>SOCA</b>	<b>435</b>	451101	<p><b>Action:</b> Change in course number.</p> <p><b>Old:</b> SOCA 335. Criminal Justice Process. 3 Hr. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.</p> <p><b>New:</b> SOCA 435. Criminal Justice Process. 3 Hr. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.</p>	<p><b>Rationale:</b> A more rigorous reading list and workload have been incorporated as the place of the course in the Criminology &amp; Investigations curriculum has evolved. SOCA 435 is designated to be offered primarily alongside the capstone and writing courses for seniors, but may also stand alone.</p>	200908
<b>SOCA</b>	<b>470</b>	451101	<p><b>Action:</b> Change in course number and course prerequisite.</p> <p><b>Old:</b> SOCA 370. Cities and Urban Life. 3 Hrs. PR: SOCA 101. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of the sociological perspective on cities.</p> <p><b>New:</b> SOCA 470. Cities and Urban Life. 3 Hrs. PR: SOCA 101 and SOCA 311. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of the sociological perspective on cities.</p>	<p><b>Rationale:</b> A more rigorous reading list and workload have been incorporated as the place of the course in student's programs of study has evolved. SOCA 470 is designated to be offered primarily alongside the capstone and writing course for seniors, but may also stand alone.</p>	200908

### Action: Course Drops

**MAE 466      141901**

**Old:** MAE 466. Flight Testing. 3 hr.

**SOCA 330      451101**

**Old:** SOCA 330. The Criminal Justice System. 3 hr.

**SOCA 335      451101**

**Old:** SOCA 335. Criminal Justice Processes. 3 hr.

**SOCA 370      451101**

**Old:** SOCA 370. Cities and Urban Life. 3 hr.