

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, January 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.	Cronin, A.	Huffman, V.	Nichols, A.	Scott, H.R.
Ameri, S.	Curtis, R.	Iskander, W.	Nutter, R.	Sherwin, M.
Anderson, J.	Davari, A.	Jackowitz, A.	Oberhauser, A.	Sperow, M.
Atkins, C.	Davis, S.	Johnston, A.	Orlikoff, J.	Stack, S.
Barretto, G.	DiBartolomeo, L.	Jones, D.	Osborne, E.	Stout, P.
Bastress, R.	Dino, G.	Kershner, R.	Paul, S.	Stuchell, R.
Bilgesu, I.	Elmore, S.	Kirby, B.	Perone, M.	Tallaksen, R.
Blake, L.	Ernst, G.	Kite, S.	Perry, J.	Tuninetti, A.
Bonner, D.	Etzel, E.	Kleist, V.	Petty, T.	Turton, R.
Boone, D.	Finkel, M.	Kopriva, N.	Polak, J.	Urbanski, J.
Bowen, E.	Fleming, S.	Kromar, R.	Reddy, R.	Veselicky, K.
Brazaitis, M.	Fuller, E.	Kuhlman, J.	Reymond, R.	Vester, M.
Bredehoft, T.	Funk, A.	Lofaso, A.	Riemenschneider, S.	Vona-Davis, L.
Bucklew, A.	Graber, S.	Mandich, M.	Rockett, I.	Watson, J.
Campbell, L.	Harner, J.	Mays, M.	Ruscello, D.	Weihman, L.
Carpenter, R.	Hartman, K.	Moritz, J.	Ryan, K.	Wenger, S.
Chalupa, C.	Hileman, S.	Mucino, V.	Schreurs, B.	Wood, A.
Cottrell, S.	Huber, J.	Munasinghe, R.	Schwartz, S.	

Members Absent:

Anfinson, J.	Clarke, M.	Hogan, T.	Prudhomme, J.	Whiteman, C.
Banta, L.	Cohen, S.	Knight, J.	Sundaram, M.	
Britten, R.	Hashmi, M.	Miller, M.	Tower, L.	
Cassels, A.	Hazard, H.	Nelson, C.	Watson, D.	

Members Excused:

Anderson, K.	Fint-Clark, B.	Kale, U.	Pearson, T.	Woloshuk, J.
Brooks, R.	Holmes, M.	Miltenberger, M.	Putman, H.	Zimmerman, P.
Clark, B.	Hornsby, G.	Paternostro, M.	Shelton, E.	

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, December 12, 2011 meeting. Motion carried.
3. President Clements reported on the following issues:
  - The Orange Bowl win was special; and several university events were held in the area.
  - The President wrote an editorial for the *Miami Herald* by discussing the value of land-grant universities; how they are transformational to the country and a key to success.
  - The number of hits on the WVU website have gone up since the bowl win; we are up 35% on the main website and up 18% at the college and department level. WVU is one of the top trend items on Twitter as well.

- An announcement will be given on Thursday, January 12<sup>th</sup>, 11:00 a.m. at the Erickson Alumni Center related to academics and research. The President encouraged faculty to attend.
- The President is a member of the National Innovation Advisory Board; last Friday he went to the Department of Commerce, Washington, D.C. to deliver his final report on “Competitiveness and Innovation.” He is the only university president on the board, so he represented higher education on a broad scale. His role was to emphasize the importance of land-grant universities. A forum was held at WVU last September to gather information. The key to the future and the country is higher education and transforming lives through educational opportunities, research and outreach.
- There were three main pillars to the report in making progress as a nation and it consists of: education, basic research, and infrastructure. The common thread in the report is the federal investment that is needed in all three areas.
- The President thanked members of the Committee as they searched for a Research Vice-President; unfortunately, no one has been selected, but we will keep looking until the right person has been selected. The President will meet with the new search committee soon.
- Carolyn Long has been appointed as the transitional leader for WVU-Tech. A five member oversight committee has been appointed and it will be chaired by Dave Hendrickson, HEPC. Two members from the HEPC Board and two BOG representatives, Ed Robinson, WVU-Tech, and Robert Griffith, WVU-Morgantown, will serve on the oversight committee as well.
- WVU received a \$400,000 gift from the Hazel Ruby-McQuain Trust, which was matched by the Research Trust Fund. The original gift was announced last year as the largest gift ever given for a graduate endowment to support graduate students. Hopefully, the first Ruby graduate student scholars will be announced this fall.
- A grand piano was delivered to the College of Creative Arts. This is the first Steinway piano that has arrived since WVU joined with 120 other universities announcing that it will become an All-Steinway School. The gift was donated by WVU Physics Professor Arthur Weldon and his wife Barbara Weldon. The College of Creative Arts is trying to raise four million dollars to purchase 65 new pianos.
- WVU Urgent Care has become the first and only Urgent Care Facility in West Virginia to be designated as a certified urgent care facility by the Urgent Care Association of America. Since the facility opened in 2007, it has seen more than 85,000 patients.
- Mary Ann Samyn, Associate Professor in English, was recognized with the Caperton Award for Excellence in the Teaching of Writing at WVU.
- Dr. Laura Gibson, Director of the Mary Babb Randolph Cancer Center and the Alexander B. Osborne distinguished professor, has been appointed as a regular member of the Basic Mechanisms of Cancer Therapeutics study section of the National Institute of Health. She will serve a four year term contributing to the evaluation of scientific merit of research.
- Susan Arnold has been named Librarian of the Year by the Mid-Atlantic Chapter of the Medical Library Association. She is currently the Director of the WVU Health Sciences Library.
- The WVU Microgravity Team has been selected as one of the 24 teams across the country to participate with a research project at the Johnson Space Center in Houston next June. The 11 member student team will attend the program to develop and fly its own research experiment around

NASA's microgravity research aircraft. Congratulations to the students and advisor, Professor John Kuhlman, Mechanical and Aerospace Engineering.

- Five students and two faculty members from the School of Dentistry visited McDowell County over the holidays to help elementary students learn about dental health. They visited seven schools in the southern part of the county and distributed dental packets.
4. Provost Wheatly said in addition to winning the Orange Bowl game, WVU has received a 30% increase in applications to WVU.

The Provost attended the Orange Bowl and was invited to Athletic Director Oliver Luck's "All American Reception." The WVU band performed very well. It was a great time.

The Provost reported on the following strategic goals:

- WVU students are no longer placed on probation; if they are having academic problems, they are encouraged to join PASS, "Preparing to Achieve Student Success." The Provost thanked Dr. Elizabeth Dooley, Associate Provost, for organizing the mid-year efforts to rescue and help students. There are approximately 1700 students on warning and approximately 1064 students that are suspended. New rules are in place for Financial Aid, so as students transition to the second semester, they will need to have a program of study in place before they can continue to receive Financial Aid. We are moving into an era of more accountability.
- There have been 1,248 degrees that have been certified as of the fall semester. Most of the audits were done on DegreeWorks, and there were rave reviews. Five thousand records have been scrubbed of D/F repeats as we move into a more automated system with record keeping and audit process for certification of degrees.
- Mark Six has been appointed as the interim Research Vice President.
- Sixty percent of faculty have synchronized their passwords in Master ID, Mix, Groupwise, etc.
- Carolyn Long has assumed the Executive Officer in Transition position for WVU-Tech. She has moved on the campus, making daily telephone calls, listening to students and working with faculty.
- A dean has been chosen for the Davis College and negotiations are taking place. Bob Jones presented the Provost with the executive report, and hopefully an agreement can be in place by the end of the week.
- Potomac State College has received approximately 30 applications for the provost position.
- No new news about the dean's search for HR&E yet, but the Provost will give a status update next month.
- Associate Provost C.B. Wilson reported that there are 51 applications for continued academic achievement, 87 applications for promotion and tenure and 12 applications under review for the Benedum Outstanding Scholar.
- The College of Engineering and Mineral Resources dedicated their fall magazine to the "new cool," which is about women in Engineering.
- The Provost will meet with some "wise women" tomorrow night to gear up for the Martin Luther King celebratory events coming up. Our day off should include celebrating diversity.

- The International Study Abroad Fair will be held January 25th; a lot of activity will take place since foreign delegations will be coming to the institution.
  - We are celebrating the Land-grant year, and we will be doing a lot with STEM outreach opportunities.
  - Discussions concerning how to best staff Goal 5 continue since David Miller's position was vacated. A Community Engagement and Outreach position will be available in the Provost's Office.
  - A successful grassroots function was held in December with 130 scouts; faculty, staff and students shared future plans.
  - As we start the new year, remember the Strategic Plan goals. Three round tables will be starting up under Goal 5, and one will be led by Bob Jones on economic development.
  - The Provost wished everyone a successful semester.
5. Chair Cottrell said everyone should have received a nomination ballot for senators and a volunteer blue sheet for committee service. Descriptions and definitions of the various committees are on the Faculty Senate webpage. The Chair encouraged senators to fill out the ballots and volunteer sheets.

The Chair and others are working with the Student Government Association to conduct focus groups related to faculty/student mentoring. The Chair appreciates all faculty who participated in the focus groups already. If anyone is interested in participating in future groups, it takes 45 minutes. Bridget Boyd is leading this effort, and she will give a presentation at a future Faculty Senate meeting.

We are looking at how the general education curriculum is being implemented and what its relationship is to the larger curriculum. How are people using it, and how is it being implemented. We would like to make a request and ask faculty leaders to clearly define how GEC courses contribute to their degrees. Ideas can be found on the web.

The Writing Course Committee, which was constructed through the Faculty Senate a few years ago to look at writing courses, has reconvened. Its purpose was to work with the current General Education Committee to clarify criteria.

Thank you to World Languages, Literatures and Linguistics for displaying their posters in the lobby today. There is a lot of work going on in the department in terms of research, service and teaching.

6. Jennifer Orlikoff, Chair, Senate Curriculum Committee, moved for approval to amend a previous motion made by Professor Vester at the November 14, 2011 Faculty Senate meeting which was to postpone FDM 225, Introduction to Italian Culture, until the Faculty Senate can clarify its position whether the courses in the catalog should be taught, at least occasionally, by WVU faculty and offer some guidance about how the principle of disciplinary coherence should be reflected on the curriculum to the following motion:

“Add FDM 225 to Annex I for consideration of approval by the Faculty Senate. Its approval will not be contingent on the instructional expertise, which is to be separated from the approval of FDM 225 and sent to the Student Instruction Committee for consideration.” It was duly seconded. A hand count of 66 in favor, which is a 2/3 total vote. Motion carried.

Professor Vester moved to remove FDM 225 from the consent agenda listed in Annex I. It was duly seconded. A hand count was taken with 26 in favor of removing the course, 56 against removing the course and 12 abstentions. Motion failed. FDM 225 will remain on the consent agenda.

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

Annex II, Capstone Request for Philosophy 480. Motion carried.

Professor Orlikoff moved for approval of catalog statement regarding credit hours for an undergraduate degree: A minimum of 120 hours is required for a WVU undergraduate degree. Some degree programs require additional hours (see specific requirements for each major in the catalog).

Chair Cottrell said the statement was reviewed by the Senate Executive Committee.

Discussion included that the “minimum” could become the standard. Professor Orlikoff said the HLC is reviewing all programs and asking for a minimum of hours, which does not include a ceiling. Nothing below 120 hrs would be accepted as an undergraduate degree.

A hand count was taken with 25 in favor of the statement, 56 against the statement and 4 abstentions. Motion failed.

Annex III, The Alteration Report was submitted for information.

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

Annex IV, GEC Actions. Motion carried.

Professor DiBartolomeo moved for approval of a Statement regarding the number of hours required for the GEC at WVU: Given potential changes in hours required for a degree, and increasing pressures on credit hours for undergraduates, the WVU Faculty Senate affirms its support for the GEC in its current form and in its current credit-counts, between 41-43 hours. Motion carried.

Annex V, The GEC Audits were submitted for information.

8. No report from Roy Nutter, ACF representative.
9. Professor Griffith, BOG representative said the Board met in December. It confirmed the donations for “Bucks for Brains,” and it approved the honorary degree candidates.
10. The meeting adjourned at 4:57 p.m. to reconvene Monday, February 13, 2012.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee  
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee  
Date: December 19, 2011  
Re: New Courses and Course Changes

## **Eberly College of Arts and Sciences**

### **New Courses:**

#### **Communication Studies**

**COMM 300. Interpersonal Communication Theory.** 3 Hr. PR: COMM 203. Analysis of interpersonal communication theories, frameworks, and/or perspectives from a social scientific approach. (Effective Term: Spring 2012) (CIP 099999)

**Rationale:** Students obtain an overview of communication theories in pre-major courses. COMM 300 serves to enhance this understanding by exposing students specifically to interpersonal theories and encouraging them to examine and apply these theories to their own personal and professional experiences.

#### **History**

**HIST 402. Greece: From Troy to Alexander.** 3 Hr. Formation of Greek civilization, including social and economic factors, culture, interactions with “barbarians,” the Persian invasions, the Greek conquest of an Asian empire, citizenship, sex, gender and warfare. (Effective Term: Fall 2012) (CIP 540101)

**Rationale:** This course is being added as part of a two-course sequence on Greece and Rome specifically. Previously, only one class on “Greece and Rome” had been offered. This course will fill upper level requirements for the history major for students with concentrations in European history and will serve as a prerequisite for capstone courses on ancient Mediterranean topics. It will also constitute a required course for ancient history graduate students.

**HIST 403. Rome: From Romulus to Zenobia.** 3 Hr. Formation of Roman civilization, including cultural transformations, conquest of Italy and the Mediterranean, the fall of the Republic, the entertainment and sport industry, the rise of Christianity. (Effective Term: Fall 2012) (CIP 540101)

**Rationale:** This course is being added as part of a two-course sequence on Greece and Rome specifically. Previously, only one class on “Greece and Rome” had been offered. This course will fill upper level requirements for the history major for students with concentrations in European history and will serve as a prerequisite for capstone courses on ancient Mediterranean topics. It will also constitute a required course for ancient history graduate students.

**HIST 470. US Civil Rights Movement.** 3 Hr. Examines the recent scholarship, music, film and oral history of the 1950s-60s US Civil Rights Movement, examining its New Deal roots, post-Vietnam War legacies and the nature of American identity, citizenship and political culture. (Effective Term: Spring 2012) (CIP 540101)

**Rationale:** This course meets student demand for more cultural history while it reflects interdisciplinary trends in civil rights scholarship by integrating the use of new media, contextualizing the movement within an international context and exploring regional variations in activism.

This course will serve as a prerequisite to the capstone in Civil Rights Movement History, HIST 484, and introduce students to a variety of important primary source categories and analytical frameworks in Civil Rights Movement scholarship.

This course also broadens the range of offerings in Africana Studies because it focuses on the activism of African Americans and how Black Americans were influenced by struggles for justice throughout the African Diaspora.

### **French**

**FRCH 403. Introduction to French Stylistics.** 3 Hr. PR: FRCH 303 and FRCH 301 or FRCH 302 or FRCH 304. Introduction to advanced grammar structures, stylistic techniques and oratory skills necessary to write and speak at an advanced level of language. (Effective Term: Fall 2012) (CIP 160101)

**Rationale:** Language-learning is based on communication skills and students at the advanced level need a formal review and a systematic approach to build on structures learned at the lower levels. The department currently offers one class at the undergraduate level (FRCH 303) that addresses syntax. FRCH 303 is a requirement for majors; however the amount of material reviewed and introduced is overwhelming. Adding this second class will pace the work so that students improve retention of structures needed to progress to the desired level of proficiency. The course will be offered as an elective.

### **Philosophy**

**PHIL 480. Capstone Seminar.** 3 Hr. PR: 12 Hr. in Philosophy, 6 Hr PHIL 300 or higher. Advanced philosophical investigation of selected problems and/or major philosophers. (Effective Term: Spring 2012) (CIP 380101)

**Rationale:** To provide a course that meets the capstone requirement for the philosophy major, that will be recognized as a Capstone course by Degree Works. Our current seminar class does not meet this requirement. In addition, the Capstone course is an important part of assessing students' attainment of the Philosophy program outcomes. The Capstone course will focus on a specific topic in philosophy each time it is offered, but in each case the learning outcomes will be consistent.

**PSYC 370. Emotions & Mood.** 3 Hr. PR: PSYC 202. Theories, concepts and methodologies pertaining to emotions and mood. Topics also include development and socialization of emotions, and outcomes (e.g., cognitive, biological, and psychological) of emotion. (Effective Term: Fall 2012) (CIP 420101)

**Rationale:** PSYC 370 is a 3-credit course that provides a foundation on emotions and mood by including in-depth coverage of relevant theory and empirical research. Because emotions are central to people's well-being and to the field of psychology (e.g., within clinical, developmental, health psychology), psychology majors will benefit from learning more about basic research on emotions. Psychology minors may find the course useful because it is likely applicable to aspects of their future careers (e.g., perception of others' emotions may be useful to students interested in criminology, biology of emotions may be of interest to those in health fields, etc.). The writing section will offer students additional instruction on, and opportunity to, develop their writing skills.

### **College of Business and Economics**

#### **Course Change:**

##### **From:**

**BCOR 460. Contemporary Business Strategy.** 3 Hr. PR: BCOR 310 and BCOR 315 and BCOR 320 and BCOR 330 and BCOR 350 and BCOR 360 and BCOR 370 and BCOR 410. Investigation of components of the business curriculum. Investigation and analysis of current business problems.

##### **To:**

**BCOR 460. Contemporary Business Strategy.** 3 Hr. PR: BCOR 320 and BCOR 330 and BCOR 340 and BCOR 350 and BCOR 360 and BCOR 370 and BCOR 380. The course focuses on the total organization and strategy development and execution that lead to the achievement of the organization's objectives and a superior position in the competitive environment in which it operates. (Effective Term: Spring 2012) (CIP 520701)

**Rationale:** The proposed change addresses some needed changes in pre-requisites (elimination of courses that no longer exist, and addition of BCOR 380, which was added to the business core). In addition, the proposed alteration revises the course description to more accurately reflect the course's mission in the current business core.

### **College of Creative Arts**

#### **New Courses:**

**ART 380. Art and Environment.** 3 Hr. PR: Must pass freshman review and complete 6 hours of 200-level coursework in area of emphasis or consent. Interdisciplinary studio/seminar course



investigating art's relationship to the environment through readings, field trips, presentations and studio practice. (Effective Term: Fall 2012) (CIP 500101)

**Rationale:** Art and Environment fulfills an Art elective, or a 300-level area of emphasis course for students majoring in Art and Design. It also enables students to explore the environment in which they live by engaging it on an interdisciplinary level; by doing so, this course meets a need for interdisciplinary courses within the studio area of the Division of Art and Design. As part of the new strategic plan for the division, emphasis has been placed on these types of courses as defining our program. Not only do students taking the course work with peers from various artistic backgrounds, they engage guest scholars from fields such as science, design, activism and agriculture. This allows students to create a broad knowledge base they can then use to create artwork. All components of the course allow the students to further advance their artistic practice by becoming more sophisticated conveyors of content and creators of artistic work with high visual quality.

**ART 580. Art and Environment.** 3 Hr. PR: Registered graduate student. Interdisciplinary studio/seminar course investigating art's relationship to the environment through readings, field trips, presentations and studio practice. (Effective Term: Fall 2012) (CIP 500101)

**Rationale:** Art and Environment fulfills a studio elective for graduate students in Art and Design. It enables students to explore the environment in which they live by engaging it on an interdisciplinary level; by doing so, this course meets a need for interdisciplinary courses within the studio area of the Division of Art and Design. As part of the new strategic plan for the division, emphasis has been placed on these types of courses as defining our program. Not only do students taking the course work with peers from various artistic backgrounds, they engage guest scholars from fields such as science, design, activism and agriculture. This allows students to create a broad knowledge base they can then use to create artwork. All components of the course allow the students to further advance their artistic practice by becoming more sophisticated conveyors of content and creators of artistic work with high visual quality.

### **Davis College of Agriculture, Natural Resources and Design**

#### **Fashion Design and Merchandising**

##### **New Course:**

**FDM 225. Introduction to Italian Culture.** 3 Hr. PR: Sophomore or higher. Exploration of Italian history, culture, art, and design through lecture and experiential learning. Field trips such as: Florence, Rome, Siena, San Gimignano, and Monteriggioni. Conversational Italian language

included. Students conduct an individual design research project (Effective Term: Summer II 2012) (CIP 500401)

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

FDM 225 is intended to serve as the cultural immersion component of the Disegno Italia summer program. All students participating in the Disegno Italia summer program take this course. Students can come from a variety of majors including, but not limited to: Fashion Design and Merchandising, Art, Art History, Graphic Design, Landscape Architecture, Marketing, Public Relations, Journalism, and Communication Studies. Each program will need to determine how this and other Disegno Italia individual course offerings fit into their program of study.

FDM 225 uses a two-fold approach: academic training and experiential cultural immersion. Based in a small Tuscan hill town, San Giovanni Valdarno, cultural activities and academic lectures are taught in English with field trips around Tuscany and to Rome. The language component provides students with a basic conversation level so they can interact with shop keepers, train station attendants, etc.

### **School of Medicine**

#### **New Courses:**

##### **Exercise Physiology**

**EXPH 787. Cardiopulmonary Physiology.** 3 Hr. An advanced survey of important concepts involved in cardiovascular/cardiopulmonary physiology and pathophysiology. The main focus will be on understanding the changes to the cardiovascular/pulmonary system brought about by physiological stimuli such as exercise, aging, and disease states. (Effective Term: Fall 2012) (CIP 260908)

**Rationale:** Provides graduate student with vital information needed to assess, evaluate and understand the primary literature and research publications pertaining to questions and hypothesis of cardiovascular/pulmonary biology in exercise physiology. This information is needed as the student develops a critical knowledge base from which to conduct their individual independent research projects.

## **Physiology**

**PSIO 107. Introduction to Human Anatomy & Physiology.** 4 Hr. PR: BIOL 102 and CHEM 111; CoReq: BIOL 104 and CHEM 112. Survey of human anatomy and physiology for pre-nursing and other pre-clinical students. Also listed as NBAN 107. (Effective Term: Spring 2012) (CIP 260901)

**Rationale:** This course has already been approved (December 13, 2010) as NBAN 107. The purpose of this application is to gain permission to cross-list it as PSIO 107. Since this is both an anatomy and physiology course for nursing students, and currently taught by physiology faculty, the joint listing should remove any confusion future students may have when going through the registration process for the class.

This course provides an introduction to human anatomy and physiology, primarily for pre-nursing students. Currently, there is no equivalent course at the WVU main campus. This is intended to prepare students for entrance into the School of Nursing RN degree program. Previously, students were enrolled in a human anatomy lecture course (NBAN 205) and human anatomy laboratory (NBAN 206) in the Fall of their Sophomore year, after admission to the School of Nursing, and began clinical courses in the same semester without having had any physiology courses. Their physiology course has been offered in the Spring of their Sophomore year.

It is more appropriate for students entering health professions to learn anatomy (structure) and physiology (function) of the human body as an integrated course rather than as independent subject courses. This course is planned to be offered as a survey of the subjects in the Spring term of Freshman year, prior to admission to the School of Nursing, so that students have a familiarity with the subjects prior to entering the clinics. After admission to the School of Nursing, students will then take a second course in the Spring of their Sophomore year (application for course approval will be submitted shortly after this one is submitted; NBAN 207). The second course will provide more in-depth content relevant to clinical applications and include a gross anatomy lab component.

The two newly proposed courses have been designed in consultation with the School of Nursing to meet their curriculum needs, which are currently being revised.

In addition to meeting the curriculum needs of the School of Nursing, the Dental Hygiene Program within the School of Dentistry has expressed interest in enrolling their students in this course too. It would eliminate the need for many of their students to enroll in an online summer course, and would facilitate the acceptance of transfer students into both majors from other colleges and universities where anatomy and physiology are frequently taught as a single course rather than as separate courses.

**College: Eberly College of Arts and Sciences**

**Department/Program: Philosophy**

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

PHIL 480: Capstone Seminar

The Learning Outcome Objectives for the BA program in Philosophy are as follows

Students who complete our program should be able to:

1. Clearly articulate philosophical problems, theories, and arguments.
2. Demonstrate a deep understanding of major ideas in the history of philosophy and in contemporary philosophy.
3. Read complex philosophical texts.
4. Write clearly and logically.
5. Carefully analyze arguments.
6. Think carefully, logically, and creatively about philosophy.

The Capstone course is an important part of assessing students' attainment of these program outcomes. The Capstone course will focus on a specific topic in philosophy each time it is offered, but in each case the learning outcomes will be consistent. The specific learning outcomes for the Capstone will be:

1. For students to understand and critically evaluate the philosophical problem, theories and/or arguments that are the focus of the course.
2. To engage and develop students' capacities to critically and carefully analyze, write about, and discuss, arguments and ideas.
3. For students to integrate the knowledge acquired throughout their undergraduate careers as it bears on the issues of the course.
4. For students to develop their own original and creative, ideas about the topic of the course and to develop persuasive arguments in clearly written essays.
5. For students to reflect upon the ethical implications of the issues in this course and to incorporate such reflections in their written work.

1. Gather material independently, as needed:

Students who take this course will be required to complete a research project on the seminar topic, which will require them to find relevant philosophical sources and to conduct independent research. This will require them to conduct independent research on their topic using library sources, Internet sources, and other relevant sources.

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

This course will require to students to clearly articulate philosophical problems, theories, and arguments related to the seminar topic. To do this successfully, they will need to incorporate and implement their prior understanding of philosophical reasoning, the construction of philosophical arguments, and writing skills that they have developed during their undergraduate career.

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

The study of ethical and social issues is a central part of the philosophy major, and philosophy majors will have experienced close study of ethical reasoning and application in courses including PHIL 130 (Current Moral Problems), PHIL 260 (Ethical Theory), PHIL 346 (History of Ethics), and PHIL 323 (Social and Political Philosophy).

Throughout their undergraduate careers, philosophy majors learn to integrate theoretical and/or practical knowledge, and the background acquired throughout the coursework in the philosophy major will be applied to exploring the ethical and social issues that are relevant to the subject of the seminar.

## **Capstone Experience Form**

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

The Capstone course will involve the completion of a long essay (10-12 pages) on a question related to the seminar topic. The first part of this process will require the student to submit a detailed draft of the essay, which will be assessed and returned to the student. The student will then submit the completed essay toward the end of the course.

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

Students will be required to complete an oral presentation during the Capstone course, in which they present and defend a philosophical argument on the themes of the course.

**Memorandum****To:** Faculty Senate Executive Committee**From:** Dennis Ruscello  
Senate Curriculum Committee**Date:** 12/19/11**RE:** Monthly Alterations Report**Action: Alterations (Minor Changes).** The following alterations (minor changes) are presented for approval:

Subject Code	Course Number	CIP	Action	Old	New	Rationale	Effective Term
NBAN	107	517777	Add cross-listing to course description.	NBAN 107. Introduction Human Anatomy and Physiology. 4 Hr. PR: BIOL 102, BIOL 104 and CHEM 111 and PR or CONC: CHEM 112. Survey of human anatomy and physiology for pre-nursing and other pre-clinical students.	NBAN 107. Introduction Human Anatomy and Physiology. 4 Hr. PR: BIOL 102, BIOL 104 and CHEM 111 and PR or CONC: BIOL CHEM 112. Survey of human anatomy and physiology for pre-nursing and other pre-clinical students. Also listed as PSIO 107.	This course is now cross-listed with PSIO 107 to provide more flexibility in student scheduling and additional availability for students who are required to take the course.	201201
PHYS	102	400801	Remove the mathematics requirements for the course	PHYS 102. Introductory Physics. 4 Hr. PR: PHYS 101 and MATH 128. The fundamental philosophy and principles of physics are applied to studies of electricity, magnetism, optics, light, and atomic and nuclear physics through	PHYS 102. Introductory Physics. 4 Hr. PR: PHYS 101. The fundamental philosophy and principles of physics are applied to studies of electricity, magnetism, optics, light, and atomic and nuclear physics through demonstrations, problems, and	Eliminate the prerequisite mathematics requirement for the course, because it is not necessary for enrollment.	201201

				demonstrations, problems, and experiments. Pre-requisite(s) and/ or co-requisite(s) may differ on regional campuses.	experiments. Pre-requisite(s) and/ or co-requisite(s) may differ on regional campuses		
PHYS	111	400801	Change the mathematics requirements for the course.	PHYS 111. General Physics. 4 Hr. PR: A grade of C or better in MATH 155. Survey of classical mechanics, thermodynamics and waves.	PHYS 111. General Physics. 4 Hr. PR: A grade of C or better in MATH 155 or MATH 153 with concurrent enrollment in MATH 154. Survey of classical mechanics, thermodynamics and waves.	The mathematics requirements have been revised to be consistent with course number changes instituted by the Department of Mathematics and mathematical background requirements necessary for the course.	201201
THET	325	500501	Eliminate the option of taking the course multiple times.	THET 325. Lighting Design. 3 Hr. PR: THET 220. Experience in the design of stage lighting including conceptualization, drafting and rendering techniques related to the development and presentation of lighting design. (May be repeated for a max. 9 credit hours.)	THET 325. Lighting Design. 3 Hr. PR: THET 220. Experience in the design of stage lighting including conceptualization, drafting and rendering techniques related to the development and presentation of lighting design.	Repetition of the course for additional credit was eliminated because of the availability of additional related courses in the major.	201208
THET	421	500501	Change in course title and clarification of the number of times that the course can be taken for credit.	THET 421. Lighting Design Techniques. 3 Hr. PR: THET 325 and THET 200. An advanced study of lighting design with emphasis on design	THET 421. Lighting Design II. 3 Hr. PR: THET 325 and THET 200. An advanced study of lighting design with emphasis on design development, cueing, and	The title was changed to reflect more accurately the course content. Repetition of the course for additional credit was eliminated because of the availability of additional	201208



				development, cueing, and design refinement during technical rehearsals.	design refinement during technical rehearsals. (May be repeated for max of 6 credit hours.)	related courses in the major.	
THET	427	500501	Change in course title and description.	THET 427. Lighting Techniques. 3 Hr. PR: THET 220. An advanced study of the tools and technology available to lighting designers with an emphasis on the latest technological developments in moving lights and control.	THET 427. Lighting Technology. 3 Hr. PR: THET 220. An advanced study of the tools and technology available to lighting designers with an emphasis on the programming required of the latest technological developments in moving lights and control.	The title and course description were changed to reflect more accurately the course content and technological changes in lighting design.	201208
THET	429	500501	Change in course description.	THET 429. Sound Seminar. 3 Hr. PR: THET 110. An exploration of sound design for the theatre with practical emphasis on producing and recording sound effects using ProTools and other computer software.	THET 429. Sound Seminar. 3 Hr. PR: THET 110. An exploration of sound design and equipment for the theatre with practical emphasis on producing and recording sound effects using computer software.	The course description was changed to eliminate specific reference to certain software.	201208

**Course Drops**

None

**Memorandum**

Date: December 19, 2011

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 December 5<sup>th</sup> and recommends the following courses for Faculty Senate approval:

**Approved New GEC Course:**

FCLT 321, Gods and Heroes of Nordic Mythology (Obj. 3 & 8)

**Approved New Writing Course:**

FCLT 340, Italian Cinema from 1945 to Present

**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: December 19, 2011

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair  
General Education Curriculum Oversight Committee

Re: GEC Audits – **For Information Only**

The GEC Oversight Committee met on December 5<sup>th</sup> and passed the following courses for GEC Audit:

### **GEC Successful Audits:**

BIOL 104, General Biology Laboratory (Obj. 2B/Lab)  
GEOG 210, Urban Geography (Obj. 4 & 7)  
GEOL 230, Fossils and Evolution (Obj. 2B/Lab)  
HIST 203, Introduction to Medieval Europe (Obj. 3 & 8)  
PHIL 310, Philosophy of Science (Obj. 4 & 6)

### **Writing Requirement Successful Audits:**

ECON 481, American Economic History  
ENGL 348, 20<sup>th</sup> Century American Literature

### **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)