

Minutes
The West Virginia University Faculty Senate
Monday, June 11, 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.	Cohen, S.	Huber, J.	Paul, S.	Watson, D.
Ameri, S.	Cottrell, S.	Iskander, W.	Perone, M.	Watson, J.
Anderson, K.	Cronin, A.	Jackowitz, A.	Perry, J.	Wenger, S.
Atkins, C.	Davari, A.	Johnston, A.	Polak, J.	Woloshuk, J.
Bastress, R.	Davis, S.	Kirby, B.	Rockett, I.	Wood, A.
Bilgesu, I.	DiBartolomeo, L.	Kite, S.	Ruscello, D.	
Blake, L.	Elmore, S.	Kleist, V.	Ryan, K.	
Boone, D.	Etzel, E.	Kopriva, N.	Shelton, E.	
Bowen, E.	Finkel, M.	Mandich, M.	Sherwin, M.	
Brazaitis, M.	Harner, J.	Mays, M.	Stuchell, R.	
Brooks, R.	Hartman, K.	Oberhauser, A.	Tuninetti, A.	
Campbell, L.	Holmes, M.	Osborne, E.	Turton, R.	
Clark, B.	Hornsby, G.	Paternostro, M.	Vona-Davis, L.	

Members Absent:

Anderson, J.	Chalupa, C.	Kale, U.	Nichols, A.	Sundaram, M.
Anfinson, J.	Curtis, R.	Knight, J.	Prudhomme, J.	Tower, L.
Bergner, G.	Dino, G.	Kromar, R.	Putnam, H.	Urbanski, J.
Bredhoft, T.	Funk, A.	Miller, M.	Riemenschneider, S.	Weihman, L.
Britten, R.	Hashmi, M.	Moritz, J.	Rose, T.	Whiteman, C.
Bucklew, A.	Hogan, T.	Mucino, V.	Schwartz, S.	
Carpenter, R.	Huffman, V.	Nelson, C.	Stout, P.	

Members Excused:

Barretto, G.	Graber, S.	Lofaso, A.	Reddy, R.	Tallaksen, R.
Bonner, D.	Hazard, H.	Miltenberger, M.	Reymond, R.	Veselicky, K.
Cassels, A.	Hileman, S.	Munasinghe, R.	Schreurs, B.	Vester, M.
Fint-Clark, B.	Jones, D.	Nutter, R.	Scott, H.	Zimmerman, P.
Fleming, S.	Kershner, R.	Orlikoff, J.	Sperow, M.	
Fuller, E.	Kuhlman, J.	Petty, T.	Stack, S.	

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, May 14, 2012 meeting. Motion carried.
3. President Clements reported on the following issues:
- Thank you senators for another successful year.
 - The Capital Campaign has been launched and it is called, “A State of Minds.” The target will be \$750 million; to date, \$578 million has been raised toward the goal. Thanks to all the donors, especially in these tough economic times.
 - We have raised the \$35 million match for the Research Trust Fund, which puts an additional \$70 million into the endowment.

- We secured the largest gift commitment ever for the Statler College. We also received a large gift of \$3 million from Fred Tattersall for the College of Business and Economics.
- There are six main areas of fund raising: enhancing the undergraduate student experience and graduate education, advancing the research initiative of the University, improving WV's health, economy, and quality of life, fostering quality excellence, and enhancing WVU through professional and graduate education and support health care through research education and patient care.
- A BOG meeting was held in Charleston, WV last week. The Board approved the \$916 million budget. The budget looks stable for the next several years. The Board approved the Tobacco Policy and new renovations for the WVU Law School.
- Dr. Sue Day-Perroots, Dean, Extended Learning, was honored with the Irving Award, which is the highest recognition given by the American Distance Education Consortium. She has led the distance learning effort since 1993.
- John Spiker, coordinator for Athletic Medical Services, will be inducted into the National Athletic Trainers' Association Hall of Fame in St. Louis on Thursday, June 28, 2012. This is the highest honor for an athletic trainer.
- Betty Forbes, nutrition educator and Director of the Undergraduate Program was honored as the outstanding dietician of the year by the WV Academy of Nutrition.
- Two information technology blogs at WVU were named by *EdTech Magazine's* list of the "must read" higher education blogs. The first from the Office of Information Technology is the West Virginia University Tech Blog led by Chet Cook, and the second blog *Mobile in Higher Education*, and it was created by Dave Olson, WVU Relations Unit.
- We had a great spring semester, and many students were recognized for outstanding accomplishments; there were four Fulbright Scholars, two Goldwater Scholars and one Truman Scholar.
- Thank you to Faculty Senate Chair, Lesley Cottrell. She was been a great leader and representative for the faculty. She has earned the respect of the Board with her consistent thoughtfulness, kindness, hard-work, and professionalism. She is a consensus-builder and a true champion of the faculty, and she loves the University.

4. Provost Wheatly reported on the following issues:

- Driving to Buchannon, WV, to make a presentation before 600 AmeriCorp students. They will be serving the state of WV by working with Energy Express, which identifies at-risk students who are not at the reading level for their grade.
- Over the summer, Stewart Hall employees will be doing some R&R - remodeling and re-imagining; as well as regrouping our roles.
- A small hospital building was purchased near Potomac State College; it will be renovated and used for a dormitory to house students.
- Renovations and upgrades at the Morgantown campuses will be taking place over the summer: classrooms, buildings, parking lots, electrical infrastructures, roofs, labs, and the Wise library fire escape.
- A planning retreat was held with the research round table, and the baton was passed to Fred King, VP of Research, who will use the University's Strategic Research Committee to continue work on Goal 2 of the Strategic Plan.

- A recommendation was received from the global round table, so we will take time this summer to see how we can make some momentum with Goal 4.
- Last Friday, the Provost met with her direct reports and asked them to come up with a huge goal that could be implemented next year, so WVU can become even a better place.
- The Developing Women Leaders program has been wrapped up, and 30 women in leadership roles have been identified, both faculty and staff.
- Thank you to Chair Cottrell for all she has done this year; she has done an extraordinary job by bringing the HSC alongside the main campus to allow us all to become “one WVU.” She has a good heart, she is a great role model, and she has a great future ahead of her.
- Thanks to all the senators for all your efforts this year; hopefully over the summer, you can have your own remodeling and re-imagining time.

5. Chair Cottrell reported on the following issues:

- Approximately 320 courses have been reviewed, processed and/or audited this year for the SCC and GEC. Thank you to all members and Chairs. 57 faculty proposals were reviewed for potential funding through the Senate Research and Scholarship grants.
- The Faculty Senate helped to bring forth and market 10 special presentations concerning Marcellus Shale.
- Melissa Latimer presented information from the first data concerning the exit survey to the BOG. Information about student retention, recruitment and mentorship was also presented and discussed with the BOG.
- Over 500 faculty participated in the COACHE survey, which consisted of faculty listing any resources or limitations they would like to see changed.
- The Faculty Senate was responsible for developing appropriate documentation that would serve in response to new federal compliance regarding the definition of a “credit hour” as well as minimum expectations for programming.
- The Faculty Senate led an initiative to assess the GEC program.
- Over 750 people participated in a survey that dealt with various faculty, advisors, and administrator concerns.
- Senators continue to take active roles concerning Faculty Welfare issues, such as: the tobacco policy, health benefits, and alcohol education for students.
- Faculty continue to volunteer their time to provide support to the Student Rights and Responsibilities Committee; there were 55 hearings over the course of the year.
- Collaborations took place with the Student Government about mentorship and creating affordable opportunities for students to obtain course material; including textbook affordability. Collaborations also took place for the United Way 5K race.
- As a body, we continue to strengthen our effectiveness and teaching in terms of the University curriculum in the following three ways: discuss issues about student learning, assessment, and teacher effectiveness.
- The Faculty Senate Office will be expanded to include another position. We plan to restructure the new course submission process so it is on line and more efficient; a new person will be involved with this endeavor.

- A new program has been purchased that will improve the communication across faculty so if a course is dropped, those affected by it will be aware.
- Abstracts for scholarly presentations have been submitted pertaining to how shared governance processes communication on university campuses.

6. Chair Cottrell said the following Faculty Senate members were elected to serve on the 2012-2013 Senate Executive Committee:

Robert Bastress, Law
 Reagan Curtis, HR&E
 Sandy Elmore, WVU-Tech
 Virginia Kleist, B&E
 Jennifer Orlikoff, A&S
 Joe Prudhomme, HSC
 Richard Turton, Statler

7. Roy Nutter, ACF representative, was not available to give a report, but Chair Cottrell said the ACF will meet in July, and they will discuss the decreasing numbers of tenure-track faculty, particularly with the two year schools.

8. Robert Griffith, BOG representative, gave the BOG report. He said the \$916 million budget was approved for next year, and no increase in state appropriations. Kerry Odell will be retiring as Provost for Potomac State and Jason Bailey, Student Body representative, will be retiring as well.

9. Dennis Ruscello, Chair-elect, Senate Curriculum Committee, moved for approval of the following reports:

Annex I, New Course and Course Changes. Motion carried.
 Annex II, Capstone Request for COUN 415. Motion carried.
 Annex III, Communications Studies Program Change Proposal. Motion carried.
 Annex IV, The Alteration Report was submitted for information.

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

Annex V, GEC Actions. Motion carried.
 Annex VI, The GEC Audits were submitted for information.
 Annex VII, 2011-12 Committee Report and 2012-13 Goals. Accepted.

11. Anne Cronin, Chair, Faculty Welfare Committee, submitted the following reports for acceptance:

Annex VIII, 2011-12 Committee Report and 2012-13 Goals. Accepted.

12. Jason Huber, Research and Scholarship Committee, submitted the following reports for acceptance:

Annex IX, 2011-12 Committee Report and 2012-13 Goals. Accepted.

13. Sophia Blaydes, Retired Faculty, submitted the following report for acceptance:

Annex X, 2011-12 Committee Report. Accepted.

14. Becca Fint-Clark, Service Committee, submitted the following reports for acceptance:

Annex XI, 2011-12 Committee Report and 2012-13 Goals. Accepted.

15. Scott Davis, Student Rights and Responsibilities Committee submitted the following reports for acceptance:

Annex XII, 2011-12 Committee Report and 2012-13 Goals. Accepted.

16. Richard Turton, Committee on Committees, Membership and Constituencies, submitted the following reports for acceptance:

Annex XIII, 2011-12 Committee Report and 2012-13 Goals. Accepted.

17. The Library Committee reports were submitted for acceptance:

Annex XIV, 2011-12 Committee Report and 2012-13 Goals. Accepted.

18. The Student Evaluation of Instruction Committee Report reports were submitted for acceptance:

Annex XV, 2011-12 Committee Report and 2012-13 Goals. Accepted.

19. Kristi Wood-Turner gave a brief overview of the “S” Designation for Service Courses.

20. Chair-elect Lisa DiBartolomeo was presented with a tiara and a sash that read “Faculty Senate Chair-elect.” The gifts were recommended by Nigel Clark and Chair Cottrell to reflect the “spring spectacular.”

21. Chair Cottrell presented *Roberts Rules of Order* to Chair-elect Mike Mays along with the Chair’s parking permit. Chair-elect Mays thanked Chair Cottrell for serving as Chair this term and presented her with a plaque and an executive gavel.

22. The meeting adjourned at 4:30 p.m. to reconvene at the NRCCE on Monday, September 10, 2012.

Barbara Dunn
Committee Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: May 21, 2012
Re: New Courses and Course Changes

College of Business and Economics

New Courses:

Business Communications

BCOR 299. Business Communication. 3 Hr. PR: ENGL 101 and ENGL 102 or ENGL 103. Students will develop facility with business communication genres, such as memos, letters, proposals, reports, interviews, and oral presentations. Includes research and client projects. (Effective Term: Spring 2013) (CIP 520201)

Rationale: This course will fulfill the “W” requirement for the College. It will prepare students to participate effectively in workplace communication by increasing their familiarity with various workplace communication strategies and genres. Students will engage in oral and written communication activities individually and in teams. The course is a major component of the new four-year College format.

Finance

FIN 511. Financial Economics. 3 Hr. A survey of Microeconomic Markets in the U.S. economy. Examines how the U.S. System interacts with the larger global economy. (Effective Term: Summer I 2012) (CIP 520801)

Rationale: FIN 511 is designed for the M.S. Finance program and microeconomic applications and theory will provide a foundation for the financial perspective in the program.

FIN 512. Ethical Standards in Finance. 3 Hr. An overview of the impact of legal, societal, and ethical considerations on business decision-making and strategic planning in the finance industry. (Effective Term: Summer I 2012) (CIP 520801)

Rationale: The creation of FIN 512 for students in the MS in Finance program recognizes the emphasis on professional and ethical standards in the finance industry, particularly the Chartered Financial Analysts Standards of Practice. Topics covered in this course are more directly aligned with the Chartered Financial Analysts standards of Practice. There will continue to be elements of law, ethics, and diversity in the course but the emphasis is on the finance industry and meeting professional, legal, and ethical standards in that industry.

College of Creative Arts

Course Change:

Theatre

From:

THET 260. History of Western Theatre. 3 Hr. A survey of important movements, people, innovations, styles, and traditions in European and American theatre from the Greeks to the present.

To:

THET 301. History of Western Theatre. 3 Hr. A survey of important movements, people, innovations, styles, and traditions in European and American theatre from the Greeks to the present. (Spring 2013) (CIP 500501)

Rationale: When this course was approved during the spring 2011 term, the school planned it to be offered to sophomores in the spring term. Subsequently, we revised the minor in theatre that requires at least 9 credits of 300/400 level courses that eliminated the previous 300 level theatre history sequence. This is a simple number change so that minor students may meet their theatre history requirement at the 300 level. For sophomores, the course is definitely rigorous enough to meet upper division goals. The new theatre history sequence requires students to complete THET 301 in the spring term of the sophomore year and then two semesters of dramatic literature in the junior year.

New Course:

Theatre

THET 435. Theatre Health and Safety. 3 Hr. Course investigates common health and safety issues encountered in Theatrical Production. Examines the laws and governing agencies in the theatrical industry. Certifies students in CPR and First Aid. (Effective Term: Fall 2013) (CIP 500501)

Rationale: A new advance tech course for design tech students that is designed to educate students on safe working practices in the theatrical industry. At many theatres, the worker is responsible for their own safety and health and this course will instruct the students on how to be safe and protect their health when they graduate. Students are also instructed fire safety and laws which govern our industry. Course completion is in conjunction with WVU Environmental Health and Safety for expert instruction and certifications in CPR and First Aid.

Davis College of Agriculture, Natural Resources and Design

New Courses:

Forestry

FMAN 640. Advanced Forest Biometrics. 3 Hr. PR: FMAN 222, STAT 511. Review and application of mathematical and statistical models used in forest volume, taper and height estimation procedures. (Effective Term: Fall 2012) (CIP 030601)

Rationale: Graduate students in Forest Biometrics, Silviculture, Ecology and Wood Science require a thorough understanding of forest tree development with respect to volume, form and height. This course provides a solid background in statistical modeling using actual data to reinforce lecture topics.

FMAN 641. Forest Growth and Yield Modeling. 3 Hr. PR: FMAN 640. Review and application of mathematical and statistical models used in forest growth and yield modeling. (Effective Term: Spring 2013) (CIP 030601)

Rationale: Graduate students in Forest Biometrics, Silviculture and Wood Science require a thorough understanding of how forest growth and yield systems work and how they can be developed through statistical modeling.

Wood Science

WDSC 444. Bio-based Energy Systems. 3 Hr. Introduction to biomass feedstock production for bioenergy applications, preprocessing and characterization, biofuel conversion technologies, economic and environmental impacts, and greenhouse gas emissions. (Effective Term: Fall 2013) (CIP 030501)

Rationale: The proposed course is a multi-disciplinary approach which will initiate bioenergy workforce development efforts perfectly aligned with currently evolving theme of biorefining in the Wood Science major. The wood science major currently offers courses on wood-based composites (WDSC 465) and wood chemistry (WDSC 413) which covers biochemical production and pretreatment of biomass. The proposed course will link biochemical production and pretreatment of biomass to biorefining and bioenergy production. The course will also serve as a basic course for students working in bioenergy area in Davis College of Agriculture, Natural Resources and Design and other colleges throughout the university. In addition, the course also supports WVU's Advanced Energy Institute's vision on developing strong academic and research program on energy.

Eberly College of Arts and Sciences

New Courses:

Biology

BIOL 456. Microbial Symbiosis. 3 Hr. PR: BIOL 221. An understanding of the significance of microbial symbioses towards ecological and health processes will be developed. Molecular techniques used towards identifying the composition and functions of microbial communities will be discussed. (Effective Term: Fall 2012) (CIP 260101)

Rationale: The Department of Biology is dedicated to the study of living organisms and the processes of life. Although microbes make up the vast majority of life forms, with the exception of my complementary “Evolution of Infectious Diseases,” there are currently no permanent BIOL classes that are specifically dedicated to their study. The class is classified as a Biology elective included in Group 1 (Molecular and Cell Biology) and Group 3 (Ecology and Evolution). This course will help prepare and expose students to careers in microbial ecology and the bio-medical field including clinical, research, academia, and public service. This course can be used towards fulfilling requirements for the Biology major and minor.

Geology

GEOL 556. 3D Seismic Visualization. 3 Hr. This course focuses on the application of 3D seismic data visualization and interpretation technologies to the characterization of subsurface structure, facies, and reservoirs, with particular reference to hydrocarbon exploration and CO₂ sequestration. (Effective Term: Fall 2012) (CIP 400601)

Rationale: Geology is invisible in the subsurface and relies on seismic signal, and 3D seismic signal visualization technology is critical to the investigation of the subsurface geology. Economically, energy companies rely on 3D seismic visualization technologies to explore and produce hydrocarbons in the subsurface, and this course will help students evaluate hydrocarbon potential with reduced economic risk. Environmentally, green-house gas emission can be mitigated by storing CO₂ in the subsurface saline water and/or rock reservoirs, and this course will help students evaluate the storage capacity and permanency of reservoirs.

Philosophy

PHIL 285. Ethics Bowl. 3 Hr. (May be repeated for a maximum of 9 credit hours) PR: PHIL 100. Students learn skills related to researching, planning, and presenting oral and written arguments on various contemporary ethical debates. Students also prepare to compete in an ethics bowl competition. (Effective Term: Fall 2012) (CIP: 380101)

Rationale. This course fulfills several of the philosophy department’s central roles. It helps students think critically about ethical issues, develops their research skills, and sharpens their ability to formulate and analyze arguments. The course will introduce selected topics in ethical theory and various argumentative techniques, but its focus will be on a set of detailed contemporary ethical scenarios provided by the Indiana University Association for practical and Professional Ethics. Students will research, and develop written and oral presentations on various aspects of these cases. The course is thus unlike other philosophy courses because of the degree of attention it gives to realistic applied ethics cases, and in the degree to which oral argumentation is emphasized.

This course is also the ideal setting for preparing students to represent WVU in regional and national Ethics Bowl competitions; good showings in these venues will certainly reflect well on the University. The course professor is also the WVU Ethics Bowl coach.

Social Work

SOWK 658. Social Work with Veterans. 3 Hr. This course is designed to advance the student's knowledge concerning the needs of veterans and their families. (Effective Term: Summer 1, 2012) (CIP 440701)

Rationale: This course is an elective designed to enhance students' professional social work preparation. The purpose of this course is to provide students with the opportunity to identify and understand the social problems faced by the growing military population, veterans and their families with special emphasis on the veteran population in the Appalachian region and other rural communities. This course is developed for MSW students in both Direct Practice and COSA practice tracks, and addresses the impact of military life and duty across the lifespan of the veteran and his/her family/support system.

Statistics

STAT 522. Advanced SAS Programming. 3 Hr. PR: STAT 521 or consent. Advanced topics in Statistical Analysis System (SAS); SAS SQL to generate reports, join tables, construct queries; SAS Macro language basics; write/implement SAS macro programs. Prepares students for SAS Advanced Programmer Certification Exam. (Effective Term: Spring 2013) (CIP 270501)

Rationale: This course is designed to be a continuation of the STAT 521 SAS Programming course. STAT 522 addresses topics of a more advanced nature in SAS. This course prepares students for entry-level SAS programming positions after graduation. It also prepares students for the SAS Advanced Programmer Certification Exam. The course is a key elective in our MS program in Statistics and will also be of value to students in other programs of study.

STAT 623. Data Technologies. 3 Hr. PR: STAT 512 or consent. R data manipulation and processing. Topics include: R operators, functions, data structures, and objects; R data input and output, package development, and text processing; R interfaces to XML and SQL databases. (Effective Term: Fall 2012) (CIP 270501)

Rationale: Data manipulation and processing are essential skills for practicing and research statisticians. Also, STAT 623 is a required course for the Graduate Council approved PhD in Computational Statistics.

STAT 624. High Performance Analytics. 3 Hr. PR: STAT 623. High-performance and data-stream computing using R. Topics include: parallel R packages; Hadoop clusters; MapReduce R scripting;

shared R network spaces; beyond-memory data analysis; data-stream modeling and visualization. (Effective Term: Spring 2013) (CIP 270501)

Rationale: High-performance and data-stream computing are increasingly required for practicing and research statisticians. Also, STAT 624 is a required course for the Graduate Council approved PhD in Computational Statistics.

STAT 761. Theoretical Statistics 1. 3 Hr. PR: STAT 562 or consent. Advanced statistical theory including: consistent estimators; limiting distributions; asymptotic properties; goodness-of-fit tests; maximum likelihood estimation, moment generating functions; properties of statistical tests and procedures for finite-dimensional and infinite-dimensional spaces. (Effective Term: Fall 2013) (CIP 270501)

Rationale: This course is a recommended elective in the Graduate Council approved PhD program in Computational Statistics. High-level theoretical probability and statistics courses are essential for well-trained research statisticians.

STAT 762. Theoretical Statistics 2. 3 Hr. PR: STAT 761. Continuation of STAT 761 including: asymptotic optimality, contiguity of probability measures, local asymptotic normality of likelihood ratio tests, Bayesian estimation, general linear models estimation and testing, and kernel smoothing methods in density and regression estimation. (Effective Term: Spring 2014) (CIP 270501)

Rationale: This course is a recommended elective in the Graduate Council approved PhD program in Computational Statistics. High-level theoretical probability and statistics courses are essential for well-trained research statisticians.

Statler College of Engineering and Mineral Resources

Computer Engineering

New Courses:

CpE 664. Sensor Actuator Networks. 3 Hr. PR: Graduate standing in CS, CpE, EE, or SENG. Introduces students to the state of the art in wireless sensor actuator networks. Provides hands on training in programming these networks. (Effective Term: Fall 2012) (CIP 110701)

Rationale: The course will serve as an elective option in the Computer Systems (Area 3) emphasis area. The course is appropriate for students with a major or minor in this area because it teaches the requisite system engineering principles for assembling large scale networked systems. The students will first learn elements of distributed computing and then apply them in the context of networked applications. Students will also gain hands-on experience in programming such systems using a network of wireless sensor nodes. The course has been designed to accommodate students from CS (with background in operating systems, computer networks, algorithms etc.) and EE disciplines (with background in communication, signal processing, analog hardware etc.) and EE disciplines (with background in

communication, signal processing, analog hardware etc.) who can collaborate on team projects and design systems that often require interdisciplinary expertise. The course is also expected to provide the basic scientific knowledge required to carry out research in the emerging area of cyber-physical systems, a largely interdisciplinary research area with networking and systems engineering at its core.

Mining Engineering

MINE 505. Integrated Mining Systems. 3 Hr. PR: Graduate Standing or Consent. Problem-based and integrative learning to solve problems on underground and surface mining systems based on engineering principles. (Effective Term: Fall 2012) (CIP 142101)

Rationale: This course is designed for graduate students. They will learn to design safe, efficient and environmentally responsible underground and surface mining systems. Emphasis will be placed on problem solving. Application of software tools will be an integral part of the course. This course will significantly expand on fundamental principles of underground and surface mining covered at undergraduate level, and will also benefit students without prior background in mining engineering who have an interest in underground and surface mining engineering. In addition to coal mining, which is mostly covered at the undergraduate level, students will learn mining methods of extraction of metal and non-metal mineral resources.

College of Human Resources and Education

New Courses:

Curriculum & Instruction

C&I 426. Teach Rational Num/Prop in K-9. 3 Hr. The course is designed to develop understanding of rational number/proportional reasoning content in grades K-9. Special attention will be given to student learning in grades K-9. (Effective Term: Spring 2013) (CIP 130301)

Rationale: This course will be part of the General Math-Algebra 1 Endorsement. This is an add-on endorsement to an existing licensure (most often K-6). The need for this course is outlined below:

Other requirements for this endorsement are focused in content, including calculus, history of mathematics, numbers and operations, algebra, geometry, measurement, and statistics.

The intent of this course is to prepare prospective teachers in the specialized content, knowledge of content and students, and knowledge of curriculum necessary for effective instruction at the K-9 level. Thus, the course is intended to help prospective teachers understand how to connect their own knowledge of content with the ways in which learners develop such knowledge.

The rationale for selecting these topics (rational numbers and proportional reasoning) is that 1) it has been cited as a weak area of teacher preparation by numerous reports, and 2) it is a key area in understanding higher level mathematics (Conference Board of the Mathematical Sciences, 2001; National Mathematics Advisory Panel, 2008).

Child Development and Family Studies

CDFS 423. Ext. Funding: EC Programs. 1 Hr. Provides the opportunity to learn and understand External Funding Sources and the application grant writing process in relation to early childhood programs. (Effective Term: Summer I & II 2012) (CIP 190706)

Rationale: This is a one credit course included in the Administrative programming classes in Child Development and Family Studies to support growth and awareness of skills needed to access external funding when operating a Child Care Center. The course will provide information regarding multiple funding sources that may be accessed by Administrators Early Child Care Centers and preparation of each step of the grant writing and documentation needed to identify and access external funding.

The course has been offered as a special topic for three semesters and has become a valuable addition to the educational experiences of Child Development Students desiring to be administrators in Child Care Programs.

Counseling

COUN 305. Wellness and Self-Care. 1-Hr. This course provides undergraduate students with an opportunity to establish self-care practices. Students engage in mindfulness meditation and explore the role of nutrition, exercise, and sleep in mood and stress. (Effective Term: Fall, 2012) (CIP 131101)

Rationale: This course provides support for student success. It also can serve as a course taught by our Counseling Psychology doctoral students enrolled in a counseling psychology teaching practicum.

College of Law

New Courses:

LAW 608. Art Law. 3 Hr. A thorough examination of various legal topics and issues through the prism of art. Topics include intellectual property concepts of copyright, fair use and parody, First Amendment issues, non-profit organizations, sales warranties, authenticity, and salvage. (Effective Term: Spring 2013) (CIP 220101)

Rationale: Most law schools offer specialized courses that build upon and refine the basic legal doctrines taught in the first year. The College of Law faculty have determined that Art Law fits into the intellectual property curriculum by providing an opportunity for students to delve more deeply into statutory analysis of American law, comparisons with European Union law, and implementation of international treaties. Through the focus of a single topic, this upper level small-group experience offers students the opportunity to probe deeply into these issues to develop expertise in an increasingly important area of law.

LAW 614. Jewish/Islamic Comparative Law. 3 Hr. A comparative law course that explores the foundations, structure, and general substance of both Jewish and Islamic legal systems with comparison to the American legal system. (Effective Term: Spring 2013) (CIP 220101).

Rationale: Like other comparative College of Law courses, Jewish/Islamic Comparative Law will provide students with a perspective on legal systems other than their own. Such a perspective enables lawyers to be more creative legal thinkers. It also might suggest professional tools for problem solving and conflict resolution that are not readily suggested in their basic American law curriculum. Additionally, this particular comparative law offering deals with religious systems, Islamic and Jewish, that are central to understanding major political and social conflicts in today's world. It is important in this regard that lawyers be informed global citizens as well as legal technicians.

LAW 628. Land Use/Sustainable Development Clinic. 4 Hr. A course offered to selected second- and third-year law students, with faculty supervision, will undertake projects and/or provide transactional pro bono representation to clients regarding land and water protection. (Effective Term: Fall 2012) (CIP 220101)

Rationale: The College of Law faculty has determined this course to be necessary in the law school curriculum, not only because practical clinical education is an invaluable component for training future lawyers, but environmental law issues are pertinent to modern-day society. The course also fulfills the University's commitment to service, particularly to otherwise under-served areas.

School of Public Health

Health Policy Management & Leadership

New Courses:

HPML 624. Policy Tools for Pop Health. 3 Hr. Students advance their proficiency and ability to understand the policy system and work successfully within it to develop and advance evidence-based policy alternatives in order to improve population health. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course is required for all students enrolled in the MPH program, Health Policy & Management major. This course deepens knowledge acquired in HPML 601 Foundations of Health & Policy and further develops students' abilities to understand the policy system and successfully develop and present policy alternatives designed to improve population health, skills of significant importance as public health professionals. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: J4) Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions, and L4) Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.

HPML 661. HSR Informatics. 3 Hr. This course provides students with the applied practical understanding of and skills needed to access and use health care information systems used in performing health services research and analysis. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course is an elective for students enrolled in the MPH program, Health Policy & Management major. HPML 660 must be taken either before or concurrently with this course, as it

applies to the theory gained in that course. This course provides students with critical expertise and proficiency in the health care information systems that they will need to use as public health professionals to understand, evaluate, and perform health services research and analysis including the evaluation of the quality and outcomes of health care services. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: F6) Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs, and F8) Use information technology to access, evaluate, and interpret public health data.

HPML 671. Population Health Policy Analysis Informatics I. 3 Hr. PR: BIOS 601, HPML 601, HPML 622, and HPML 670. This course provides students with the applied practical understanding of and skills needed to access and use public health and policy information systems used in performing health policy analysis. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course is an elective for students enrolled in the MPH program, Health Policy & Management major. This course provides students with critical expertise and proficiency in the public health and policy information systems that they will need to use as public health professionals to understand, evaluate, and perform health policy analysis. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: F1) Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data, and F8) Use information technology to access, evaluate, and interpret public health data.

Biostatistics

BIOS 601. Applied Biostatistics I. 3 Hr. Co-Req: BIOS 602 (Lab). Introduces parametric and nonparametric statistical methodology, including descriptive measures, elementary probability, estimation, hypothesis testing, confidence intervals, common nonparametric methods, and base contingency table analysis. Empirically demonstrates underlying theory. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course, including the corresponding lab (BIOS 602), will provide students with important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course and lab allows students to gain fundamental knowledge of statistical inference and foundational skills in analyzing data.

Epidemiology

EPID 769. Occupational Epidemiology. 3 Hr. PR: BIOS 610 for mph students and EPID 710 for PhD students. Application of epidemiology to occupational disease and injury. Occupational hazards,

including concepts of exposure and dose, as well as study design considerations unique to occupational studies, especially design challenges and analytic implications, will be covered. (Effective Term: Fall 2014) (CIP 512201)

Rationale: This course will provide students with advanced skills and knowledge in occupational epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (ASPH) Public Health Competencies, nationally accepted as a framework for public health graduate studies and the basis for the Certified in Public Health (CPH) examination, the national credentialing exam in public health. Doctoral-level epidemiologists conducting research related to occupational disease and injury etiology and prevention must be able to understand and apply these in-depth methodologic concepts to successfully compete in today's job. This course comprises critical elements of the curriculum as it covers the application epidemiologic methods to the study of occupational health. Students will learn high-level methods related to concepts of exposure and dose assessment and their application to occupational health. Students will be able to design and conduct different types of epidemiologic studies focused on work-related morbidity and mortality.

Occupational & Environmental Health Sciences

OEHS 740. Gene X Environment Interactions & Chronic Disease. 3 Hr. The goal of this course is to inform students about the role of environmental factors in gene expression related to complex diseases such as CVD and cancer. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students with important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows the students to gain skills and knowledge focused on the etiology and progression of complicated interactions between multiple genes and environmental factors that evolve and change over time.

Catalog Description (Includes title, credit hours, pre- and co-requisites plus catalog text. Catalog text is limited to 35 words. Term indicators are not required.)

OLD (For Changes OR Alterations, include BOTH entire old and entire new catalog entry)

COUN 415. Human Services Capstone Experience. 3 Hr. PR: COUN 303, COUN 400, COUN 405, and COUN 410. Field experience in Human Services designed to expose students to the work involved in the human services field(s).

NEW

This is an existing course.

Please Enter the number of words in the text box above:

35

Curriculum Based Rationale for action requested (how this course fits program needs in major, minor, etc.):

The Department of Counseling, Rehabilitation Counseling and Counseling Psychology offers one undergraduate course related to the helping profession (COUN 303). This course has served as our opportunity to introduce undergraduate students to the field of counseling and psychology, as well as add a perspective to their education and how they will need to operate in future work settings. We are expanding our offerings and are proposing a capstone experience course for students interested in obtaining a minor in human services. In an academic climate where undergraduate students' possess an increasing desire to pursue courses in the human services/counseling field, a capstone course in human services helps fill an undergraduate curriculum gap in the University and one the Department is qualified to fill. This course will serve as an integral piece to the new undergraduate minor in human services.

Human Services Capstone Experience meets the needs of undergraduate students across many degree programs and meets the needs of an expanding WVU student community by increasing an understanding of our ever changing society and its diverse nature.

Expected learning outcomes (for new courses and course changes):

Expected Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Apply the skills and knowledge acquired through the minor to client contact within a human services setting.
2. Perform ethically and professionally, within the scope of the capstone experience, in a human service setting.
3. Recognize personal values and attitudes impacting helping relationships.
4. Define the Agency/Institution's service delivery methods and what services are offered to meet the needs of the Agency/Institution's client population.
5. Recognize the challenge of proper balance and boundaries in the provision of services to clients.
6. Understand the importance of documentation in a human services setting.

THE FOLLOWING INFORMATION MUST BE SUPPLIED FOR ALL COURSE ADDS, CHANGES AND ALTERATIONS.

Does the proposed course or program require acquisition of new resources such as books, equipment or other appropriate resources to achieve the objective(s) of the course or program? (If yes, indicate source of funding.)

No

Source of funding:

Does the proposed course or course change have content that may be covered by another academic unit? (If so, include a memorandum of agreement from the units involved.)

Does the proposed course or course change have prerequisites taught by another academic unit? (If so, include a memorandum of agreement from the units involved.)

Does the proposed course or course increase the number of hours required for students to graduate? (If so explain why such an increase is necessary and why it is not possible to reduce hours in another part of the program requirements.)

College/School Sign-off

Contact person for this Course Date: February 2, 2011 Phone: 304-493-2266

Name **(Please type or print legible)**: Christine J. Schimmel, Ed.D.

PO Box ___6122_____ Email: ___chris.schimmel@mail.wvu.edu_____

Signature: _____

Date: _____	Initiated By (Please type or print legible) : _Christine J. Schimmel_____
	Initiator's Signature: _____
	Initiator's Phone Number: 304-293-2266 Email: chris.schimmel@mail.wvu.edu
Date: _____	Approved By (Please type or print legible) : Ed Jacobs_____
	Approval Signature: _____
	(Department Curriculum Committee)
Date: _____	Approved By (Please type or print legible) : Margaret Glenn_____
	Approval Signature: _____
	(Chairperson of Department/Division)
Date: _____	Approved By (Please type or print legible) : _____
	Approval Signature: _____
	(College Curriculum Committee)
Date: _____	Approved By (Please type or print legible) : Paul Chapman, Dean's Representative
	Approval Signature: _____
	(Dean or College or School)

Capstone Course Application

Courses approved for the Capstone experience must be at the 400 level. 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

The complete Capstone application should include:

- the College/School Sign-Off sheet
- the Capstone Experience form (please do not exceed two pages)
- the Capstone course syllabus

Capstone Experience Form

A. Please provide a statement that illustrates how a student in the Capstone course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students are required to participate in weekly discussions that substitute for on campus class meetings. These forums will provide the opportunity for the Instructor to assign activities related to the discussion questions that may require additional, independent research from each student to enhance their responses to the questions.

Additionally, students are required to submit a final paper that will include a profile of the site where the field work was completed, describe their learning experience and the personal growth that was achieved through the fieldwork experience.

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

This capstone is completed for undergraduate students to achieve a minor in Human Services. Prior to the capstone experience students will have completed Counseling 303: Introduction to the Helping Profession, Counseling 400: Diversity and Human Relations, Counseling 410: Interpersonal Communication Skills.

The field work associated with the Capstone experience provides the opportunity for students to shadow professionals working in the helping profession. Students will observe helping professionals provide counseling with diverse populations, utilizing various techniques and skill.

Students will submit weekly reflection journals describing the activities they engaged in at the site, what was learned from the activities and provide a personal development statement as a result of the activities and the learning experience.

To further enhance the student's integration of knowledge garnered from the pre-requisite courses, lecture materials will be posted through the e-campus course and students will participate in weekly discussions related to these lectures.

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

Students will submit weekly reflection journals to assist them in processing their field work experience. Topics covered through the lecture materials posted will include: ethical issues and competence, developing cultural competence and managing feelings and stress. After reading the weekly lecture materials, students will then participate in weekly discussions to further reflect and share with classmates opinions and experiences regarding these issues.

B. Capstone Components

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

Through submission of weekly reflection journals, discussion forums and the final paper.

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

This course will be provided through e-campus. Students will submit a final paper for presentation via e-campus.



Department of Counseling, Rehabilitation Counseling & Counseling Psychology

Course Syllabus

Course Number and Name:	COUN 415: Human Services Capstone Experience
Semester:	Fall 2011
Course Format & Credit Hours:	On-line lecture and discussion 03 credit hours
Prerequisites:	Consent & completion of all required coursework for minor (COUN 303, COUN 400, COUN 405, COUN 410)
Instructor:	Regina Carrick
Instructor Contact Information:	(office info)
Schedule:	eCampus (new lecture materials and discussions will be posted every Wednesday)
Location:	eCampus
Office Hours:	By appointment

Course Description:

Fieldwork is designed to provide the student an opportunity to observe the skills and knowledge learned in the pre-requisite courses. Students placed will gain experience with the needs and behavioral responses of clients, as well as knowledge of activities, responsibilities and resources. By shadowing professionals, the student will learn to function effectively as a member of a human services team.

Course Objectives: Students will be able to:

1. Recognize the needs and behavioral responses of clients through observation and shadowing of professionals in the field.
2. Expose students to a working knowledge of human service activities, responsibilities and resources.
3. Learn, through shadowing and observation how to function effectively as a member of a human services team.
4. Observe the skills practiced in an agency/institution environment.
5. Expand students' knowledge and experience in client contact in a human service atmosphere.
6. Expose students to the responsibilities and activities essential to the delivery of human services.
7. Perform ethically and professionally, within the scope of the capstone experience, in a human service setting.

Expected Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Apply the skills and knowledge acquired through the courses associated with the minor to clients within a community human services setting.
2. Recognize personal values and attitudes impacting helping relationships
3. Define the Agency/Institution's service delivery methods and what services are offered to meet the needs of the Agency/Institution's client population.
4. Recognize the challenge of proper balance and boundaries in the provision of services to clients.
5. Understand the importance of documentation in a human services setting.

Required Text: No textbook is required for this course. Lecture materials and discussions will be posted weekly.

Grading: 50% - Satisfactory completion of field work, indicated by completion of 30 hours in a human services setting and submission of a satisfactory Field Supervisor/Agency Evaluation of student
 15% - Participation in weekly discussion forums
 10% - Submission of weekly reflection journal
 5% - Submission of a completed Contract (agreement between site and student)
 20% - Submission of final paper/presentation to classmates

Late Policy: Late assignment = no credit given

Grade Assignment: 100-90 = A
 89 – 80 = B
 79 – 70 = C
 69 - 60 = D
 Below 59 = F

Technology Competence Students are expected to be able to use a computer, send and retrieve email, open attachments, access the internet, use eCampus, participate in online discussions, and conduct a library search on line. Students are required to check their MIX email frequently.

Assignments:

Due 1st week of class	Contract
30 hours	Completion of field work
Due each Wednesday	Weekly Reflection Journal – description of activities during the week at the site; what you learned from your activities; personal development statement as a result of activities and learning
Postings by Tuesday/noon	Weekly participation in discussion forums
Due _____	Final paper for posting to class mates (includes job description, site profile – learning experience described, personal growth achieved)

Attendance Policy: This is an e-campus course – students are expected to participate each week in the discussion forums. To receive credit, you must post once to each topic of discussion and respond to at least three other posts on each topic of discussion. You must post your original responses in a timely manner to allow others enough time to respond. All responses to posts must be completed by Tuesday at NOON.

Social Justice Statement: “West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services (293-6700).”

Policy for Incomplete Grades: When a person requests an incomplete from an instructor in a course, an agreement for completion of the coursework must be done. Attached is a form that must be completed when the grade of “I” is granted. Please note that the policy is that the coursework should be completed within the following semester. A grade of “incomplete” (“I”) should be given to a student when the instructor believes the course work is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. Incomplete grades should not be given to students who have stopped attending class, who have never attended

class, or who are trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of D or F. Neither should an incomplete be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded each time a student registers for a class. Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed.

Academic Integrity Statement:

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, the Department of Counseling, Rehabilitation Counseling and Counseling Psychology professors and graduate teaching assistants will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuring sanctions, please see the Student Conduct Code at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references or any other activity that may be interpreted as an attempt at academic dishonesty, please see either the professor or the appropriate graduate teaching assistant before the assignment is due to discuss the matter.

Student Evaluation of Instruction Statement:

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

Course Schedule: (Lecture and discussion topics)

Week 1	Getting Acquainted at your site and with each other: <ul style="list-style-type: none"> • Introduction to Capstone Experience • Completing the Contract • Getting Started
Week 2	Your view of helping: <ul style="list-style-type: none"> • Helping: What Does It Mean? • Goals and Viewpoints • Types of Helping in a Professional Setting
Week 3	Characteristics of Helpers: <ul style="list-style-type: none"> • The Helper Personality • Role(s) of the Helper
Week 4	Ethical Issues and Competence: <ul style="list-style-type: none"> • Ethical Guidelines of the Helping Profession • Informed Consent • Confidentiality • Dual Relationships and Boundary Issues • Competence
Week 5	Developing Cultural Competence: <ul style="list-style-type: none"> • Understanding Concepts Related to Diversity • Increasing Your Knowledge of Multiple Cultures • Decreasing Ethnocentrism
Week 6	Managing Feelings and stress: <ul style="list-style-type: none"> • Stress Among Helping Professionals

	<ul style="list-style-type: none"> • Sources of Stress • Effects of Stress • Self-Care • Balance Between Work Life and Personal Life
Week 7	<p>Documentation at your site:</p> <ul style="list-style-type: none"> • Writing in Human Service Settings • Progress Notes • The Function and Maintenance of Records
Week 8	<p>Communicating with clients:</p> <ul style="list-style-type: none"> • The Basic Skills – Client Interviewing • Working with Individuals • Working with Families • Working with Groups
Week 9	<p>Helping Skills for Understanding:</p> <ul style="list-style-type: none"> • Listening • Leading • Reflecting • Summarizing • Confronting • Interpreting • Informing
Week 10	<p>Learning from experience:</p> <ul style="list-style-type: none"> • Making Mistakes and Learning from Them • Maintaining Good Work Habits
Week 11	<p>Supervision, shadowing, evaluation of your performance:</p> <ul style="list-style-type: none"> • Growing and learning from Supervision • Student’s Perspective of Own Performance • Shadowing Helping Professionals
Week 12	<p>Legal Issues:</p> <ul style="list-style-type: none"> • Understanding the difference between legal issues and ethical issues • Liability issues for the Helping Professional
Week 13	<p>Being Safe:</p> <ul style="list-style-type: none"> • Risks • Recognizing Potential Danger • Coping with an Aggressive Client • Prevention
Week 14	<p>Evaluation of your performance:</p> <ul style="list-style-type: none"> • Leaving your field experience • The Field Supervisor’s Perspective and Evaluation
Week 15	<p>Frustrations, lessons, discoveries:</p> <ul style="list-style-type: none"> • Learning from Whatever Happens • Lessons We Wish Were Not True • Discoveries and Joy <p>WRAPUP: Final Papers Posted for Presentation to Classmates</p>

Communication Studies Program Change Proposal

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COMMUNICATION STUDIES PROGRAM CHANGE PROPOSAL

CURRICULUM CHANGE PROCESS AND RATIONALE

Assessment data reviews (including student and alumni feedback) led to the Communication Studies faculty establishing a clear departmental mission in the summer of 2009. As part of our assessment action plan, and as a result of our mission statement, we have been examining our curriculum and reviewing and revising our intended learning outcomes. These reviews and discussions have revealed some issues regarding our current curriculum.

- Are graduates from our department exposed to all of our intended learning outcomes in their coursework? Are students completing enough small (i.e., non-large lecture), discussion-based classes?
 - A curriculum map assessing courses and Intended Learning Outcomes (ILOs) was created to evaluate this in detail.
- Students and alumni wanted to see a greater connection between upper and lower division courses. A need was revealed for more prescribed courses to assist students with their own area of emphasis within the field of Communication. Faculty, students, and alumni also saw a need for more opportunities for problem-based learning in the classroom (necessitating more seminar style and smaller courses).
 - Faculty redesigned the curriculum seeking to enhance the integration between upper and lower division courses. Students would be required to take more courses with a problem-based learning component and students would be encouraged to take more career-focused courses. It was suggested that restructuring the curriculum into “areas of emphasis” would allow for the assessment of ILOs for each area of emphasis in the future.

The following curriculum proposal looks to enhance student learning, ensuring that all ILOs will be addressed in the future. New courses were created (COMM 203-Communication Cornerstones (approved 5/23/11), COMM 300-Interpersonal Communication Theory (approved 12/19/11), COMM 322-Dark Side of Interpersonal Communication (5/23/11), COMM 335-Social Media in the Workplace (approved 10/24/11), COMM 424-Communication Ethics (approved 12/12/11), COMM 426-Organizational Culture (approved 12/12/11), COMM 435-Advanced Social Media (pending approval by FSCC) to allow for a track system focusing on four specific areas of emphasis in Communication (Social Media and Communication Technology, Health, Interpersonal, Strategic and Organizational Communication) as well as an Integrated Communication area of emphasis for students preferring a more generalist communication education.

This proposal seeks to improve the undergraduate curriculum in Communication Studies by considering our newly crafted mission statement, recent assessment data, and anecdotal evidence. The changes proposed offer our students clear links between intended learning outcomes and student experiences, incorporating the ECAS 2020 undergraduate strategic plan. Class size is limited to ensure appropriate student learning in our upper division courses. The addition of COMM 203 (Communication Cornerstones) as a major requirement provides our students with theory and application in the four areas of study in Communication to “guide students toward mapping their education onto postgraduate life and career goals throughout the.....curriculum” (ECAS 2020 Strategic Plan). All courses offered in the new curriculum were surveyed to ensure our students are exposed at multiple times to each of the departmental intended learning outcomes. This is illustrated in the curriculum map created as a part of our yearly assessment process (see below).

CURRENT REQUIREMENTS

West Virginia University Undergraduate Catalog, 2011-2012

Admission Requirements

Data Analysis Track

To be admitted to the data analysis track, students must have a cumulative grade point average (GPA) of 3.0; a cumulative 3.0 GPA in all Communication Studies classes; completed COMM 200 and 201 with a combined GPA of 3.0; and completed at least 30 hours of coursework.

Applied Communication Studies Track

To be admitted to the applied Communication Studies track, students must have a cumulative grade point average (GPA) of 2.5; a cumulative GPA in all Communication Studies classes of 2.5; completed COMM 200 and 201 with a combined GPA of 2.5; and completed at least 30 hours of coursework.

Degree Requirements

Data Analysis Track

The data analysis track requires 128 hours, within which students must complete a minimum of 36 hours in Communication Studies that includes COMM 200, 201, 401, 403, and 491. While students may take more than three credits of COMM 491 Field Experience, only three credits of 491 will count toward the necessary 36.

All students must complete a minimum of 30 hours of credit, 21 of which must be in Communication Studies, following the semester in which they were admitted to this program. Students must also complete 21 hours of coursework outside of the department. Within these 21 hours, students must complete CS 101, STAT 211 or ECON 225 (PR: MATH 124 or MATH 126), and PSYC 202. Additional decisions involving elective coursework to fulfill this 21-hour requirement will be made in consultation with a Communication Studies advisor.

Students must obtain a cumulative GPA of 2.5 in all courses in the department to be certified for graduation with a major in Communication Studies. Courses in Communication Studies that the student wishes to count toward the major must be completed with a grade of C or better. The minimum requirement for a major in Communication Studies is 36 hours. A maximum of 42 hours in Communication Studies may be counted toward the 128 credits needed for graduation.

Applied Communication Studies Track

The applied Communication Studies area of emphasis requires 128 hours, within which students must complete a minimum of 36 hours in Communication Studies that includes COMM 200, 201 (prior to admittance), 403, and 491 (following admission to the program). While students may take more than three credits of COMM 491 Field Experience, only three credits of 491 will count toward the necessary 36.

Additionally, within the 36 hours of Communication Studies courses, students must complete 15 hours from the following: Group A COMM 105, 202, 306, 307, 308, 309, 316, 317, 404, 405, 406, and 408

An additional three hours are selected from the following: Group B COMM 212, 303, 304, 305, and 314.

All students must complete a minimum of 30 hours of credit, 21 in Communication Studies, following the semester in which they are admitted to this program.

Students must also complete 21 hours of coursework outside of the department. Within these 21 hours, students must complete CS 101 and STAT 111. The department recommends that STAT 111 be taken prior to COMM 201. Additional decisions involving elective coursework to fulfill this 21-hour requirement will be made in consultation with a Communication Studies advisor.

Students must obtain a cumulative GPA of 2.5 in all courses in the department to be certified for graduation with a major in Communication Studies. Courses in Communication Studies that the student wishes to count toward the major must be completed with a grade of C or better. The minimum requirement for a major in Communication Studies is 36 hours. A maximum of 42 hours in Communication Studies may be counted toward the 128 credits needed for graduation.

REVISED MAJOR REQUIREMENTS

(Changes in Bold)

The Communication Studies major requires a minimum of 36 hours in Communication Studies coursework, with a maximum of 42 hours allowed toward the minimum hours (currently 128) for graduation.

(COMM 490: Teaching Practicum does not count toward the minimum 36 credit hours in Communication Studies courses, but does count towards the maximum 42 hours in Communication Studies courses.)

Three hours of COMM 491: Professional Field Experience (1-18 credits) may count toward the minimum 36 credit hours in Communication Studies. COMM 491 does not count toward the maximum 42 hours.)

- Students must obtain a 2.5 GPA in COMM 201 **and 203**, a 2.5 COMM GPA, and a 2.5 overall GPA in order to be admitted to the major. (6 hours)
- **Once admitted, students may choose one of five Communication areas of emphasis to obtain their degree. Students must take 18 hours in their preferred area of emphasis. If students take Communication Studies courses in their area of emphasis prior to major admittance, they may count those courses toward degree requirements. (18 hours)**
- Students are required to have three hours of elective Communication Studies courses in the 300-400 level. (3 hours)
- Students must complete **18 hours** of their Communication Studies coursework (including COMM 403 and 491) following admittance to the major.
- A grade of "C" or higher must be earned in all Communication Studies courses counted toward the major.

A. Pre Major Courses (6 hours)

- COMM 201 and **COMM 203**

B. **Six courses (18 hours) from one of five Communication Studies areas of emphasis.**

- For specific content areas of emphasis (Interpersonal, Health, Strategic Organizational Communication, Social Media and Communication Technology) students must take four prescribed courses and choose two optional courses in their area of emphasis. (18 hours)

C. One elective 300-400 level course (3 hours)

D. Capstone 403 and 491 (6 hours)

E. **18 hours** of Communication Studies coursework must be completed after a student has been admitted to the major.

F. CS 101 (3-4 hours) and one of the following: STAT 111, STAT 201, STAT 211, ECON 225 (3 hours)

REVISED CATALOG COPY

Communication Studies To be admitted to the Communication Studies major, students must have a cumulative grade point average (GPA) of 2.5; a cumulative GPA in all Communication Studies classes of 2.5; completed COMM 201 and 203 with a combined GPA of 2.5; and completed at least 30 hours of coursework.

Degree Requirements

The Communication Studies degree requires 128 hours. Students must complete a minimum of 36 hours in Communication Studies that includes COMM 201 and 203 (prior to admittance), 18 hours of courses in the student's chosen area of emphasis, 3 hours of an elective 300-400 level Communication Studies course (excluding 490), 403, and 491 (following admission to the program). Although students may take more than three credits of COMM 491 Professional Field Experience, only three credits of 491 will count toward the necessary 36 Communication Studies hours. 490 will not count toward the necessary 36 Communication Studies hours.

Social Media and Communication Technology Emphasis

The Social Media and Communication Technology degree track is designed to introduce students to the theory and research underlying the influence of communication technology on the human communication process. Required 12 hours: COMM 335, 405, 425, 435. An additional six hours (two courses) from the following: COMM 300, 304, 305, 315, 401, 404, 405, 406, 416, 493.

Health Communication Studies Emphasis

The Health Communication track facilitates students' preparation for health-related careers by focusing on communication over the lifespan, health campaigns, mediated communication, and persuasion. Students will learn how to effectively design and evaluate health messages to be communicated intrapersonally, interpersonally, organizationally, and within the community at large. Required 12 hours: COMM 307, 309, 404, 509. An additional six hours (two courses) from the following: COMM 300, 303, 317, 335, 401, 405, 408, 409, 493.

Interpersonal Communication Studies Emphasis

The Interpersonal Communication track focuses on developing students' ability to investigate, identify, and enact effective behaviors in personal relationships such as family, coworkers, small group, friends, and romantic partnerships. This knowledge complements fields that involve or focus on the betterment of these relationships. Required 12 hours: COMM 202, 300, 322, 410. An additional six hours (two courses) from the following: COMM 212, 307, 317, 404, 406, 408, 424, 426, 416, 493.

Strategic and Organizational Communication Studies Emphasis

The Strategic and Organizational Communication track focuses on developing students' ability to successfully navigate any organization by improving their understanding of organizational communication, social media, small group dynamics, persuasion, and communication campaigns. Required 12 hours: COMM 306, 404, 406, 426. An additional six hours (two courses) from the following: COMM 300, 303, 304, 335, 401, 405, 416, 424, 435, 493.

Integrated Communication Studies Emphasis

The Integrated Communication Studies track is designed to expose students to a more generalist communication education. This program can be specifically tailored to a student's career goals with assistance from their advisor. Students are required to choose 18 hours (six courses) from the following: COMM 300, 303, 304, 305, 307, 309, 314, 315, 317, 322, 335, 401, 404, 405, 406, 408, 410, 416, 424, 425, 426, 435, 493.

18 hours of Communication Studies coursework will be completed after a student has been admitted to the major.

Students must complete CS 101 (3-4 hours) and 3 hours of the following; STAT 111, STAT 201, STAT 211, ECON 225. Additional decisions involving elective coursework will be made in consultation with a Communication Studies advisor.

Students must obtain a cumulative GPA of 2.5 in all courses in the department to be certified for graduation with a major in Communication Studies. Courses in Communication Studies that the student wishes to count toward the major must be completed with a grade of C or better. The minimum requirement for a major in Communication Studies is 36 hours. A maximum of 42 hours in Communication Studies will be counted toward the 128 credits needed for graduation.

EFFECT OF THE CHANGE ON RESOURCES

These changes require no additional resources from other departments and should not affect other departments.

TRANSITION PLAN

As of the Spring 2013 semester, COMM 203 will be offered every semester. Students admitted to WVU beginning in the Fall 2013 semester will be required to follow the proposed curriculum. Students admitted prior to the Fall 2013 semester will have the option of completing the old or new major requirements. All required courses for the four proposed areas of emphasis will be offered at least once a year.

COMMUNICATION STUDIES MISSION STATEMENT

“Rooted in the social science perspective, the Department of Communication Studies is committed to preparing students to be competent communicators at theoretical and applied levels. Thus, our faculty is dedicated to developing students’ critical thinking, reasoning, and decision-making skills with the intent of empowering students to construct and deliver context-specific messages in their relational, vocational, and community endeavors.”

COMMUNICATION STUDIES INTENDED LEARNING OUTCOMES

Upon completion of the BA program in Communication Studies, students will be able to:

Outcome 1: Describe the major theories of human communication and apply them to various contexts.

Outcome 2: Critique communication messages from a social science perspective.

Outcome 3: Cite evidence of the impact of communication on human behavior in interpersonal and/or organizational contexts.

Outcome 4: Identify and describe the functions of media in a democratic society.

Outcome 5: Investigate the role of verbal and nonverbal messages in the human communication process.

Outcome 6: Examine the relationship between communication and culture.

Outcome 7: Design and evaluate effective strategies for social influence.

Outcome 8: Examine ethical issues in various communication contexts.

Outcome 9: Evaluate social science criteria to examine communication research.

Outcome 10: Analyze the role of communication in conflict and conflict management.

SOCIAL MEDIA AND COMMUNICATION TECHNOLOGY CURRICULUM MAP

Course #:	Intended Student Learning Outcomes: Social Media and Communication Technology									
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
201*		x						x	x	
203*	x		X	x	x			x		x
300	x				x				x	
304							x	x		x
305		x		x		x		x		
315			x	x	x	x		x		
335*			x	x	x	x	x	x		x
401		x							x	
403*			x		x	x	x			
404	x	x	x		x	x	x	x	x	x
405*	x	x	x	x	x	x		x	x	
406	x		x		x			x		
425*		x	x	x	x	x		x	x	
435*	x	x		x	x	x				
491*	X		X		x					

* - required course

INTERPERSONAL COMMUNICATION CURRICULUM MAP

Course #:	Intended Student Learning Outcomes: Interpersonal Communication									
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
201*		x						x	x	
202*		x	x		x			x		x
203*	x		x	x	x			x		x
212			x	x	x	x				
300*	x				x				x	
307	x	x		x	x					
317	x	x	x	x	x	x	x	x		x
322*										
335			x	x	x	x	x	x		x
400									x	
401		x							x	
403*			x		x	x	x			
404	x	x	x		x	x	x	x	x	x
406	x		x		x			x		
408					x					
410*			x	x	x	x				
424		x	x			x		x		x
491*	X		X		x					

* - required course

HEALTH COMMUNICATION CURRICULUM MAP

Course #:	Intended Student Learning Outcomes: Health Communication									
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
201*		x						x	x	
203*	x		X	x	x			X		X
212			x	x	x	x				
300	X				X				X	
303			x		x			x		
307	x	x		x	x					
309*			x	x	x		x			
317	x	x	x	x	x	x	x	x		x
335			x	x	x	x	x	x		x
401		x							x	
403*			x		x	x	x			
404*	x	x	x		x	x	x	x	x	x
405	x	x	x	x	x	x		x	x	
408					x					
409*										
509*		X	x		x		x			
491*	x		x		x					

* - required course

STRATEGIC AND ORGANIZATIONAL COMMUNICATION CURRICULUM MAP

Course #:	Intended Student Learning Outcomes: Strategic and Organizational Communication									
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
201*		x						x	x	
203*	x		x	x	x			x		x
300	x				x				x	
303			x		x			x		
306*	x		x		x			x		x
335			x	x	x	x	x	x		x
401		x							x	
403*			x		x	x	x			
404*	x	x	x		x	x	x	x	x	x
405	x	x	x	x	x	x		x	x	
406*	x		x		x			x		
424		x	x			x		x		x
426*		x	x			x		x		x
435	x	x		x	x	x				
491*	X		X		x					

*-required courses

INTEGRATED COMMUNICATION CURRICULUM MAP

Course #:	Intended Student Learning Outcomes: Integrated Communication Area of Emphasis									
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
201*		X						X	X	
203*	x		X	X	x			XX		X
303			Ж		xx			XX		
304							xx	XX		x x
307	x	Ж		Ж	xx					
309			Ж	Ж	xx		xx			
314				Ж	xx	xx	xx	XX		x x
317	x	X	x	X	x	x	x	X		x
322										
335			x	X	x	x	x	X		x
403*			x		x	x	x			
404	x	X	x		x	x	x	X	X	x
405	x	x	x	X	x	x		X	X	
406	x		x		x			X		
408					x					
401										
410			x	X	x	x				
424		X	X			X		X		X
425		x	X	X	x	x		X	X	
426		X	X			X		X		X
435	X	X		X	X	X				
491*	x		x		x					

*-required courses

ASSESSMENT PROTOCOL

As part of the ECAS yearly assessment protocol, our department is asked to reserve time to discuss, “How well are we achieving learning goals for this degree?” The changes proposed here stem from findings of assessment measures (data collected over the last five years), faculty discussions, and the resulting annual action and assessment plans.

COMMUNICATION STUDIES COURSES

Course Number	Course Name
100	Principles of Human Communication
102	Human Communication in Interpersonal Context
103	Presentational Speaking
104	Human Communication/Public Communication
105	Introduction to the Mass Media
112	Human Communication/Small Group
122	Human Communication in Contemporary Society
200	Communication Theory and Research I
201	Communication Theory and Research II
202	Interpersonal Communication
203	Communication Cornerstones
212	Gender and Communication
293	Special Topics
300	Interpersonal Communication Theory
303	Business Professional Communication
304	Human Communication/Rational Decisions
305	Appreciation of Motion Pictures
306	Organizational/Institutional Communication
307	Life Span Communication
308	Nonverbal Communication
309	Health Communication
314	Nonviolence/Communication Behavior
315	American Diversity in Film
316	Intercultural Communication
317	Communication and Aging
322	Dark Side of Interpersonal Communication
325	Social Media in the Workplace
400	Principles of Communication Education
401	Communication Research Methods
403	Capstone
404	Persuasion
405	Effects of Mediated Communication
406	Advanced Organizational Communication
408	Advanced Study in Nonverbal Communication

409	Advanced Health Communication
410	Family Communication
424	Communication Ethics
425	Computer-Mediated Communication
426	Organizational Culture
435	Advanced Social Media
490	Teaching Practicum
492	Directed Study
493	Special Topics
494	Seminar
495	Independent Study
496	Senior Thesis
498	Honors
506	Organizational Communication/Change
509	Health Communication Dissemination

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello
Senate Curriculum Committee**Date:** 5/1/12**RE:** Monthly Alterations Report

Subject Code	Course Number	CIP	Action	Old	New	Rationale	Effective Date
ACCT	441	520301	Change course description.	ACCT 441. Income Tax Accounting. 3 Hr. PR: ACCT 311 or ACCT 331. Overview and survey of federal income tax principles for individuals and simple corporations with emphasis on gross income, exemptions and deductions, capital gains and losses, and tax credits.	ACCT 441. Income Tax Accounting. 3 Hr. PR: ACCT 311 or ACCT 331. Federal income taxation of individuals emphasizing filing status, exemptions, gross income, deductions, credits, compensation, retirement savings, home ownership, property transactions, and investments.	The changes were made to more clearly reflect the nature of the course and course content.	201208
ACCT	442	520301	Change title, course description and prerequisite.	ACCT 442. Income Tax Accounting. 3 Hr. PR: ACCT 441. The study of federal income tax treatment of partnerships, corporations and estates, and the treatment of those property transfers subject to the federal gift tax, together with an introduction to tax research and tax procedure.	ACCT 442 Income Tax Accounting 2. 3 Hr. PR: ACCT 441 or consent. Federal income tax treatment of corporations, pass through entities and their owners or beneficiaries, introduction to transfer taxes and planning.	The changes were made to more clearly reflect course content.	201301
ACCT	541	520301	Change title and course description.	ACCT 541. Income Taxes and Business Decisions. 3 Hr. PR: Consent. Advanced	ACCT 541. Federal Tax Research & Writing. 3 Hr. PR: Consent. Study	The changes were made to more clearly reflect the content of	201208

				federal income tax problems with emphasis on tax planning for business decisions and tax research methodology.	of federal tax authorities and hierarchy, the research resources available, development of federal tax research and writing skills, and the application thereof.	the course.	
ART	213	500101	Change course title and description.	ART 213. Painting. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. The course serves as an introduction to painting with concentration on basic structure, techniques and imagery of historic and contemporary painting. Emphasis is on the development of skills in rendering works which convincingly express light, color and form integral to the medium.	ART 213. Painting 1. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. The course serves as an introduction to painting with concentration on structure, techniques and imagery. Emphasis is on the development of skills in rendering works which express light, color and form integral to the medium.	The changes were made so that the sequence of painting courses and content of the courses was clearly delineated for students and the course description was clearly stated.	201208
ART	214	500101	Change course title.	ART 214. Painting. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. The course provides the essential structure, techniques and iconography of painting. Its modern development, augmenting the traditional languages of painting, are clarified and isolated.	ART 214. Painting 2. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. The course provides the essential structure, techniques and iconography of painting. Its modern development, augmenting the traditional languages of painting, are clarified and isolated.	The change was made so that the sequence of painting courses and content of those courses was clearly delineated for students.	201208
ART	313	500101	Change course title.	ART 313. Painting. 1-15 Hr. PR: ART 213 and ART 214. The course reaffirms and expands formal criteria	ART 313. Painting 3. 1-15 Hr. PR: ART 213 and ART 214. The course reaffirms and expands	The changes were made so that the sequence of painting courses and content	201208

				established in 213 and 214 and directs individual research into personal, historical and contemporary painting issues in oil, acrylic and related media. (May be repeated for credit.)	formal criteria established in 213 and 214 and directs individual research into personal, historical and contemporary painting issues in oil, acrylic and related media. (May be repeated for credit.)	of those courses was clearly delineated for students.	
BCOR	350	520201	Change course prerequisites.	BCOR 350. Principles of Marketing. 3 Hr. PR or CONC: BCOR 330 and BCOR 310 and BCOR 370. Overview of marketing and the interrelationships between marketing and other business disciplines. Topics include the management of the product, communication, price, and distribution variables as well as introduction to buyer behavior and marketing research.	BCOR 350. Principles of Marketing. 3 Hr. PR ACCT 202, ECON 202, and ECON 225 or STAT 211. Overview of marketing and the interrelationships between marketing and other business disciplines. Topics include the management of the product, communication, price, and distribution variables as well as introduction to buyer behavior and marketing research.	The change in prerequisite courses was made in response to the approved changes in the curriculum for students in the College of Business and Economics.	201208
DANC	210	500301	Change course number, title and description.	DANC 142. Elementary Ballet. 2 Hr. PR: DANC 102 and DANC 141. Techniques of classical theatrical dancing. Includes barre exercises, port de bras, adage combinations, and center practice in jumping and tours. A theoretical knowledge and technical achievement is stressed.	DANC 210. Intermediate Ballet. 2 Hr. PR: DANC 110 or consent. (May be taken for a maximum of 6 credit hours) Techniques of classical theatrical dancing. Includes barre exercises, adage combinations, and center practice. A theoretical knowledge and technical	The changes were made to clarify the sequence of dance classes and clearly specify the content of the courses.	201208

					achievement is stressed.		
DANC	252	500301	Change course number and description.	DANC 154. African Dance. 2 Hr. Exploration of the culture and technique of African dance.	DANC 252. African Dance. 2 Hr. Studio class. Exploring the cultures and techniques of African dance styles.	The changes were made to clarify the sequence of dance classes and clearly specify the content of the courses.	201208
DANC	260	500301	Change course number, title and description,	DANC 160. Introduction to Choreography. 2 Hr. In-depth study of movement phrases in the elements of space, time, and force. Emphasis on technique in stationary and motor forms, combinations, and progressions.	DANC 260. Fundamentals of Choreography I. 2 Hr. PR: DANC 100. Introductory study of basic elements of choreography including spatial design, choreographic devices, movement analysis, the creation of movement phrases, and creative problem solving.	The changes were made to clarify the sequence of dance classes and clearly specify the content of the courses.	201208
HIST**	275**	540101	Reinstate course that had been dropped by clerical error.	HIST 275. The Coal Industry in America. 3 Hr. The historical development of the coal industry; the technology of extraction, the political and economic context, the United Mine Workers of America, and the particular social problems of the industry will be emphasized.			201208

Course Drops

EDUC 603 Advanced Educational Planning

THET 260 History of Western Theatre

Memorandum

Date: May 21, 2012

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on April 30th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

CDFS 250, Research Methods and Data Analysis (Obj. 2A)

SPAN 335, Seminar in Spanish-American Culture (Obj. 9)

THET 144, Fundamentals of Acting (Obj. 5)

Approved New GEC Writing Courses:

BCOR 299, Business Communication

THET 365, Traditions of Dramatic Literature

THET 460, Contemporary Drama

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: May 21, 2012

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on April 30th and passed the following courses for GEC Audit:

GEC Successful Audits:

BIOL 103, General Biology Laboratory (Obj. 2B/Lab)
BIOL 117, Introductory Physiology (Obj. 2B/Lab)
COMM 105, Introduction to the Mass Media (Obj. 4 & 6)
COMM 122, Communication in Contemporary Society (Obj. 4 & 6)
COMM 314, Nonviolence and Communication Behavior (Obj. 4 & 9)
ENGL 258, Popular American Culture (Obj. 7)
FCLT 280, Sci Fi: East/West (Obj. 5 & 6)
MUSC 475, History of Jazz (Obj. 5 & 7)
PHIL 325, Philosophy of Law (Obj. 4 & 6)
RELG 219, History of Christianity (Obj. 3 & 8)
RELG 304, Studies in Hebrew Scriptures (Obj. 3 & 9)
RUSS 101, Elementary Russian, 1 (Obj. 8 & 9)
RUSS 102, Elementary Russian, 2 (Obj. 8 & 9)
RUSS 203, Intermediate Russian, 1 (Obj. 8 & 9)
RUSS 204, Intermediate Russian, 2 (Obj. 8 & 9)
SPAN 331, Early Spanish American Literature (Obj. 5 & 9)
USAF 252, Evolution of Airpower II (Obj. 3 & 6)

Writing Requirement Successful Audits:

COMM 408, Advanced Nonverbal Communication
POLS 335, Civil Rights Policy
PSYC 343, Child and Adolescent Development
PSYC 423, Cognition and Memory

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)

General Education Curriculum Oversight Committee
Annual Report
May 8, 2012
Lisa Di Bartolomeo

The primary goal of the 2011-2012 General Education Curriculum Oversight (GECO) Committee was to review new courses for approval in the General Education Curriculum and complete five-year reviews of existing GEC and Writing (W) courses.

The GECO Committee was made up of the following members:

Ilkin Bilgesu (Chair Elect)	Lena Maynor
Lisa Di Bartolomeo (Chair)	Jennifer Merrifield (Potomac)
Lisa Ferrara (WVU Tech)	Victor Mucino
Karen Haines	Magesh Sundaram
Ugur Kale	Mike Vercelli
	Lisa Weihman

Administrative support was provided by Linda Cunningham, whose help was absolutely indispensable. In fact, Linda worked tirelessly to keep the Excel Spreadsheet containing the list of audits due up to date, manage the agendas for our bi-weekly meetings, provide our annexes for both Executive Committee and Faculty Senate meetings, and maintain contact with the Office of the University Registrar. Without her help, the GECO Committee could not function as smoothly as it does, and she deserves commendation for her excellent work.

The GECO committee met 12 times over the course of AY 2011-2012. The committee reviewed 128 courses with 19 additional courses in process. Some actions were taken via e-mail, but most deliberations were made during face-to-face meetings.

GECO deliberation outcomes stand as follows:

- General Education Curriculum Oversight Committee review activity 2011-2012:

Reviews due 2011-2012

GEC audits approved - 87

W audits approved - 21

GEC courses removed at the request of Department Chair - 10

Courses removed because of audit non-compliance - 0

New GEC courses approved - 10

New W courses approved - 10

Total - 138

Course in process as of May 7, 2012:

New GEC courses - 2

New Writing courses - 1

GEC audits - 13

W course audits - 4

Total - 20

Course reviews postponed until 2012-2013 academic year - 13

- In conjunction with the Senate Curriculum Committee, the Office of the University Registrar and the Office of Academic Affairs, the GECO Committee continued to work on an on-line electronic submission process. The group met several times to discuss the needs of an electronic submission process, and the Office of the University Registrar has made a deal to purchase software, similar to that of the Catalog Management System, that will enable us to enact the online submission process. Such advances will also help with ongoing efforts to assess the GEC.
- The GECO Committee had a standard-sized workload this year, with many more faculty submitting audits in a timely fashion. Backlog of overdue courses has been substantially reduced, resulting in being fairly current in the audit process. There was also a relatively small number of new courses submitted for approval. The Committee continued to make every effort to assist faculty in revising their syllabi to meet the requirements.

Goals for 2012-2013

- Review expected 25-30 new courses for approval in GEC and complete five-year reviews for approximately 150 courses (20% of the existing courses within GEC and W lists)
- Continue to work with Ad Hoc Committee on Assessment to determine ways to assess GEC and its effectiveness, especially in preparation for the re-accreditation visit by the Higher Learning Commission
- Work with the Curriculum Committee, Academic Affairs, the Office of the University Registrar, and the Ad Hoc Committee on Curriculum Committee Procedures to implement electronic course submission process
- Work with the Ad Hoc W Course Committee to assess writing courses
- Review and update procedures, forms, and instructions for new applications and audits
- Address any other GEC-related issues that may arise throughout 2012-2013

MEMORANDUM

To: Lesley Cottrell, WVU Faculty Senate Chair
From: Anne Cronin, Chair, WVU Faculty Senate Welfare Committee
Subject: Faculty Welfare Committee Annual Report – 2011-2012
Date: 5/8/2012

Committee Members:

Sandy Elmore, Tech, Chair-elect
Leslie Tower, ECAS
Rachel Abraham, Med
Thomas Hogan, Med
Marilyn Francus, ECAS
Marie Abate, Pharm
Scott Wayne, CEMR
Gayle Neldon, HRE
Michael Mays, ECAS, Chair-Elect, Senate Executive Committee, Ex-officio
Stan Cohen, Retired Faculty Representative, Ex-officio
Carolyn Nelson, Retired Faculty Representative, Ex-officio
Margaret Phillips, Humans Resources VP of WVU , Ex-officio
Anne Cronin, Med, Chair

The Faculty Welfare Committee addressed a number of issues this year and all of the members are thanked for their contributions.

Issues Addressed & Work Accomplished During 2011-2012

1. University Smoking/Tobacco Policy

The Faculty Welfare Committee and served as a resource with Marie Abate continuing to serve on the Task Force (chaired by Dr. C.B. Wilson) that managed the development of Policy 57, Tobacco Free Campus. The amended Policy 57, Tobacco Free Campus was posted April 5 for comment. The comment period ended on Wednesday, May 8, 2012.

The Committee work on this topic is considered resolved. The topic may be re-opened if faculty input in future years indicates a need for this.

2. PEIA /TIAA CREF Benefits

Toni Christian (Benefits office) met with the Committee and together with Margie Phillips worked closely with the committee throughout the calendar year to advocate for faculty benefits through the PEIA benefits review period and subsequent legislative rulemaking. The committee has offered information from

efforts get data on PEIA expenditures and income from WVU and shared this work with the faculty senate executive.

The Committee should continue to monitor the status of PEIA and work with and provide input to the Benefits office related to cost concerns and specific benefits the faculty would like to have available.

There was no specific action or concern associated with TIAA CREF benefits this year.

3. Retired & Emeritus Faculty

The Committee explored the faculty emeritus policies and guidelines at WVU and found them to be consistent with that of peer institutions. While the policy is broad, there were many concerns about inconsistency in its interpretation and application across the schools and colleges within WVU. No change in policy was recommended but the statement in the current WVU faculty handbook:

“Those faculty members whose retirement is announced and who meet the requirements of meritorious contributions to the University shall be considered for emeritus status. Emeritus appointments are normally considered for faculty members and senior administrators upon their retirement. The faculty member or administrator must normally have served the University for at least ten years. Emeritus faculty members and administrators have library privileges and the same access as other faculty members and administrators to athletic events. They also enjoy privileges designated by their departments and the University.”

Will have the following addendum in the upcoming years:

“All faculty members, including those in non-tenurable positions, whose retirement is announced and who have served the requisite ten years are encouraged to apply for this status. Consistent with the process for promotion, an appeal option is available at each level of review. Previously retired faculty members who have questions about the opportunity to attain this status may contact the Office of the Provost, 304-293-2021.”

The Committee work on this topic is considered resolved. The topic may be re-opened if faculty input in future years indicates a need for this.

4. Tuition Benefits for Dependents & Spouses

Improved tuition benefits for dependents and spouses will make WVU more attractive in terms of faculty recruitment and retention. The Committee discussed tuition benefits for faculty dependents residing in West Virginia through the Promise scholarship program, although out-of-state faculty residents would not be eligible. A review of the tuition benefits available at fourteen of WVU peer institutions was sent to the Provosts office in the summer of 2010 for review.

One strategy for addressing Tuition benefits used by many institutions has been establishing institutional membership in existing 501-c3 non-profit associations designed to manage tuition benefits. One particular association, The Tuition Exchange (<http://www.tuitionexchange.org/about.cfm>), has been suggested for additional review a part of a recommendation that was presented to the Provost's office for comment and consideration.

This is a topic that should be a focus in the upcoming year. It is a topic of great importance to the faculty and the groundwork has been done to allow the initiative to move forward. The Committee may consider drafting a policy to move the University forward in a direction comparable to our peers.

5. Faculty Retention & Recruitment

The Committee reviewed the exit survey implemented by the Human Resources office in collaboration with the ADVANCE center to determine why faculty members leave WVU. The committee found the current survey to be clear and comprehensive. As data is collected the Committee should gather data as it is available to help guide further efforts toward faculty retention.

In addition to the exit survey, the committee identified a need to determine the success of department and division chairs in recruiting new faculty, issues that impact faculty retention and in learning the extent to which projected faculty retirement rates are of concern. The Faculty Welfare Committee should continue its work on developing a survey for department and division chairs.

This is a topic that should be a focus in the upcoming year. It is a focus of the WVU ADVANCE Grant, and the committee should continue to collaborate and offer input in ADVANCE grant efforts.

6. Leave Time/Work Reassignments for 9 Month Faculty

Associate Provost, C.B. Wilson established a work group, including this committee to develop recommendations on faculty leave time and/or work reassignments for nine month faculty. The "WVU Parental Work Assignment Recommendation : Phase II" (PWAP) was approved by the Faculty Senate Welfare Committee 12/14/2011 and forwarded to the Faculty Senate Executive. Provost Wilson's committee must still deal with PWAP III and IV (twelve-month faculty, and staff). Those phases have been delayed due to the need to gather more information.

Following the resolution of all the PWAP phases, the work group from the associate provosts office intends to explore possible work reassignment recommendations for faculty with nine-month appointments with extraordinary circumstances such as illness of the faculty member, a member of their immediate family, unrelated to parental responsibilities, that result in a need for flexibility in their work

assignments. The Faculty Welfare Committee will serve as a resource in this ongoing process.

The Committee should continue to provide committee representation to the PWAP task force and work collaboratively toward the completion of this project. In anticipation of the next phase focusing on non-parental leave, the committee should consider developing a task group to collect information on policies of this type at peer institutions.

7. Communications Resolution

To help ensure that optimal communication flow occurs throughout the University, particularly with regard to decisions that impact a broad base of faculty or academic units, the 2010-2011 Faculty Senate resolved that *“Adequate faculty representation is needed on committees that make important decisions that will ultimately impact faculty and academic units. An ad hoc committee is needed: a) to explore the extent to which faculty are currently involved in committees that fit this definition, b) to identify additional committees or administrative units that could benefit from faculty input, and c) to develop a plan for improving faculty involvement in these committees or units.”*

Areas of concern identified in the previous Faculty Senate session reflected concern about changes in course registration, information technology, systems used to document/manage employee and student hours worked, numbers of students enrolled, contracts for equipment acquisition (e.g., copy machines, vending machines), adoption of administrative systems such as that used by the Institutional Review Board, and broad University research agendas that affect academic programs. Administrative task groups reflecting these areas of concern did include faculty representatives, although the names of the faculty representative were not always available on public websites, there was no information how faculty members were appointed to committees, and there was no clear interaction with the faculty representative and the Faculty Senate. Supporting the intent of the 2011 resolution to create and sustaining an ongoing “feedback loop” might include:

- a. Developing a directory of administrative units involved in campus wide policy, including information on the current status of faculty representatives to the unit. Information about how faculty members may apply to serve as faculty representative to these administrative committees should be developed and made available on the administrative website.

The Faculty Welfare Committee recommended an addition to the Faculty Senate web site in which faculty can suggest issues they feel the Committee should address.

In the interest of enhancing communications with faculty on both ongoing and emergent policy issues, a task group should be considered to collect available

WVU data on this topic and explore possibilities to enhance communications. It was suggested that student manpower could be used to help collect and organize this data.

8. Resources to Promote Interdisciplinary Collaboration (Teaching, Research, Service)

In the 2010-2011 academic year, it was recommended that the committee compile listings of resources that could be centralized to better allow faculty to identify those resources (e.g., expertise, tools, instruments, etc) of potential benefit to their own work and responsibilities and to determine the extent to which resource compilations currently exist.

In the past academic year the Welfare committee did collect information on resources from committee members. Since the focus of this commission was to promote interdisciplinary collaboration the committee members identified existing opportunities within their colleges that could be the beginning of a resource list for interested faculty members. The resources identified to date are included with a brief description in the attached addendum.

This topic might be reconsidered if it is to be carried forward. An incomplete table of potential resources has been compiled, but at this point there is not identified “next step” in this process. It may be more beneficial to pursue a strategy of support much like that used at ECAS, developing an internal Faculty Senate centered grant earmarked for collaborative and team research projects.

In addition The Faculty Welfare committee should coordinate efforts with the research and scholarship committee in establishing support for interdisciplinary/interprofessional research and scholarship initiatives.

9. Consider developing a Faculty Workload Taskforce

Develop a taskforce to develop and initiate a process to determine what are normal expectations in various units and to examine university level policies with regard to faculty workload across peer institutions.

This is a new topic to be considered by the Committee.

Summary of Strategic Faculty Welfare Committee Goals for 2012-2013

In response to WVU Strategic Plan Goal 2: Excel in research, creative activity, and innovation in all disciplines.

Objectives

- Increase scholarly activity and research that addresses the challenges faced by the state of West Virginia, the nation, and the world.
- Encourage interdisciplinary activity in research, scholarship, and creativity.

Resources to **Promote interdisciplinary activity in research, scholarship, and creativity:**

1. **Establishment of a more accessible research infrastructure:**
 - a. A compilation of resources that could be publicized to better allow faculty to identify those resources (e.g., expertise, tools, instruments, etc) of potential benefit to their own work was made. The Committee should review the utility and options for disseminating the data collected to date.
2. Additional strategies of support such an internal Faculty Senate centered grant earmarked for collaborative and team research projects should be considered.
 - a. The Faculty Welfare committee should coordinate efforts with the research and scholarship committee in establishing support for interdisciplinary/interprofessional research and scholarship initiatives.

Resources to support **The retention of high-quality faculty and research staff who are committed to research success, and mentor staff and faculty to a high level of achievement.**

1. **Tuition Benefits for Dependents & Spouses:** The Committee should work in collaboration with the Provosts office and consider drafting a policy to move the University forward in a direction comparable to our peers.
2. **Faculty Retention & Recruitment:** The Committee should continue to collaborate with the ADVANCE grant to in order to support, rather than duplicate efforts in analyzing stat from the new exit interview survey and continue its work on developing a survey for department and division chairs.
3. **Communications Resolution:** Supporting the intent of the 2011 resolution to create and sustaining an ongoing “feedback loop” the Committee should consider developing a directory of administrative units involved in campus wide policy, including information on the current status of faculty representatives to the unit. Information about how faculty members may apply to serve as faculty representative to these administrative committees should be developed and made available on the administrative website. Also the Committee should work to establish a Faculty Welfare Committee section of an existing or new central web site in which faculty can suggest issues they feel the Committee should address.
4. **Faculty Workload Taskforce:** Develop a taskforce to develop and initiate a process to determine what normal workload expectations are in various units and to examine university level policies with regard to faculty workload across peer institutions.

To: Faculty Senate Executive Committee
From: Jason Huber, Chair of the Faculty Senate Research Committee
Date: May 9, 2012
Re: Activities of the Faculty Senate Research Committee during FY 2011

The charge of the Faculty Senate Research Committee this year was (1) to study matter associated with maintaining and enhancing the University's environment for research, scholarship, and creative endeavors and (2) to evaluate applications for Senate research fund support. In regards, to charge #1 or primary activity was to establish a new set of criteria for the evaluation of senate grants to take into account the broad and varied endeavors undertaken by our faculty under the scope of research/scholarship. Our next activity under this charge will be to assess the implementation of the new criteria with the appropriate stakeholders and make changes based on the assessment. The remainder of this report will be to lay the activities undertaken by our committee to address charge #2.

I would like to begin by thanking all of the members of this committee for the efforts in performing the necessary tasks this year to get all of our responsibilities addressed in a timely and efficient manner. The members of the committee this year were Mitch Finkel, Michael Shi, Stan Hileman, Geri Dino, Jennifer Knight, Janet Snyder, Magesh Sundaram, Emily Murphy, and Susan Hunter with administrative assistance from Cindy Jarvis, Margaux Bowman, and Amanda Griffith.

In FY 2011, a grand total of \$417,868 to was distributed to West Virginia University faculty members through Faculty Senate travel and research awards. This past year, we had 275 travel grant applications, of which 256 were awarded for a total of \$167,937.26.

In FY 2011, we reviewed 57 research grant proposals seeking over \$1,000,000. This year, we were allotted a pool of \$250,000 to award and using new criteria we sought the best proposals in the areas of seed and scholarship. Of the 57 proposals, 37 were seed and 20 were scholarship grants. Of the 37 seed grants, 27% (10) were awarded for a total of \$150,529. Of the 20 scholarship grants, 35% (6) were awarded for a total of \$99,402. A grand total of \$249,931 was awarded for the funding of 16 research proposals.

The committee thanks the WVU administration for their commitment towards increasing the funding of this important endeavor. Our committee work was made more fulfilling through these efforts. As we move forward there are issues that will need to be addressed to make the process easier. Among these issues are (1) assessment of the grant evaluation process and (2) an increase in committee size to handle the review of grant proposals.

Best Regards,
Jason Huber, Ph.D.
Associate Professor, Department of Basic Pharmaceutical Sciences
Chair, Faculty Senate Research Committee

Department of Basic Pharmaceutical Sciences

2029 Health Sciences North
PO Box 9530
Morgantown, WV 26506-9530

Phone: 304-293-2170
Fax: 304-293-2576

**8 MAY 2012 REPORT
COMMITTEE OF RETIRED FACULTY
STANDING COMMITTEE OF THE WVU FACULTY SENATE**

COMMITTEE'S CHARGE: TO CONSIDER ROLES AND STIPENDS OF RETIRED FACULTY IN GRADUATE OR UNDERGRADUATE EDUCATION:

- TO EXAMINE AVENUES OF SUPPORT FOR RESEARCH AND SCHOLARSHIP OF INTERESTED RETIRED FACULTY FROM THE ADMINISTRATION AS WELL AS THE FACULTY MEMBERS' DIVISIONS, COLLEGES, OR DEPARTMENTS;
- TO KEEP CURRENT LISTS OF RETIRED FACULTY WITH NAMES, ADDRESSES, TELEPHONE NUMBERS;
- TO PROVIDE REPRESENTATIVES TO COMMITTEES, COUNCILS, BOARDS, AND PANELS, PARTICULARLY PRESIDENTIAL AND PROVOST SEARCHES WHERE PAST EXPERIENCE CAN MOST BENEFIT WVU;
- TO PROVIDE ANOTHER INSTITUTIONAL MEMORY;
- TO STUDY AND PROVIDE RECOMMENDATIONS TO THE SENATE ON MATTERS PERTAINING TO RETIRED FACULTY;
- TO PROVIDE TWO MEMBERS OF THE GOVERNING BOARD OF THE COMMITTEE OF RETIRED FACULTY SELECTED BY THE BOARD AS VOTING MEMBERS OF THE FACULTY SENATE AND ITS FACULTY WELFARE COMMITTEE;
- TO PROVIDE ADVOCACY FOR ISSUES AFFECTING RETIRED FACULTY;
- TO HOLD SESSIONS ON ISSUES OF IMPORTANCE AND INTEREST TO RETIRED FACULTY AND THEIR FAMILIES.

GOVERNING BOARD 1989-: SOPHIA B. BLAYDES, A&S; BILL L. COFFINDAFFER, EXT.; STAN COHEN, A&S; PHIL COMER, A&S; ED E. FLOWERS, IA; RUMY HILOOWALLA, MED; CAROLYN NELSON, A&S; PAUL ENESSELROAD, A&F; MARY E. TEMPLETON, A&F; CAROLYN J. ZINN, A&S **EX OFFICIO:** DEB MILLER, WVUF; MARGARET PHILLIPS, HUMAN RESOURCES; ROBIN L. YORTY, PREIDENT'S OFFICE **PAST GOVERNING BOARD MEMBERS:** WAYNE MUTH, A&S; DAVE SATTERFIELD, CCA

IN MEMORIAM: BEN BAILEY, HRE; BOB BIDDINGTON, DENT; DONOVAN BOND, J; LEONARD DAVIS, A&S; RUEL FOSTER, A&S; HARRY HEFLIN, HR; DAVE MORGAN, MED; NATHANIEL RODMAN, MED; FRED WRIGHT, B&E

CRF PROJECTS:

- TO IDENTIFY RETIRED FACULTY: ALTHOUGH WE HAVE 677 IN OUR DATABASE, WE HAVE HAD NO MECHANISM BY WHICH TO IDENTIFY ALL WHO HAVE RETIRED DURING THE PAST DECADE. WE NEED AN EFFICIENT AND ACCURATE WAY TO ADD FACULTY RETIREES;
- TO SECURE PERMANENT E-MAIL ADDRESSES FOR RETIRED FACULTY (SEE UNIVERSITY OF IOWA FOR ITS POLICY AND PRACTICE);
- TO ACCESS PROSPECTIVE AND RECENT RETIREES IN ORDER TO INFORM THEM OF THE COMMITTEE OF RETIRED FACULTY;
- TO RE-ESTABLISH RECOGNITION OF FACULTY RETIREES WITH A DINNER AT THE ERICKSON ALUMNI CENTER, A DIPLOMA OF SERVICE TO WVU, AND A TOKEN OF APPRECIATION, TO BE HELD IN MAY, AUGUST, AND DECEMBER OF EACH YEAR—A LIST OF THE RETIREES ON WVU'S WEB SITE WOULD INFORM THE ACADEMIC COMMUNITY AS WELL;
- TO PROVIDE VIDEO TAPING OF PROGRAMS OFFERED BY THE COMMITTEE OF RETIRED FACULTY SO THAT FACULTY WHO ARE NOT ABLE TO ATTEND THE PRESENTATIONS MAY HAVE ACCESS TO THEM AT THEIR CONVENIENCE;
- TO ESTABLISH A CONSISTENT AND INFORMED PRACTICE OF AWARDING THE EMERITUS RANK TO RETIRING AND RETIRED FACULTY.

COMMITTEE OF RETIRED FACULTY PARTNERSHIPS:

WVU FOUNDATION: WAYNE KING AND STAFF PRINT AND MAIL THE CRF'S TRI-MONTHLY NEWSLETTERS. THEY PROVIDE A DONATION FOR REFRESHMENTS AT THE SPEAKERS' PROGRAMS AND MAINTAIN THE RETIRED-FACULTY DATABASE.

ATHLETIC DEPARTMENT: FORMER ATHLETIC DIRECTOR ED PASTILONG AND THE ATHLETIC DEPARTMENT'S MARKETING STAFF INITIATED A PARTNERSHIP THAT OFFERS FREE PASSES TO RETIRED FACULTY AND THEIR FAMILIES FOR ALL ATHLETIC CONTESTS EXCLUDING FOOTBALL AND MEN'S BASKETBALL. ALL HAS BEEN ENDORSED BY ATHLETIC DIRECTOR OLIVER LUCK. THE 2012-13 PASSES WILL BE MAILED IN AUGUST.

STUDENT RECREATION CENTER SILVER SNEAKERS: INITIATED IN EARLY FALL 2100, RETIRED FACULTY AND STAFF AND THEIR SPOUSES ARE ABLE TO EXERCISE AT THE STUDENT RECREATION THROUGH HUMAN'AS SILVER SNEAKERS PROGRAM.

**SPEAKERS AND TOPICS
BEGUN IN 1989**

2010

- 28 JANUARY, THURSDAY: NIKKI BOWMAN, EDITOR OF *WEST VIRGINIA LIVING*--30
 2 FEBRUARY, TUESDAY: FOREST (JACK) BOWMAN, *THE DEATH OF PRESIDENT LINCOLN*--45
 24 MARCH, WEDNESDAY: JAN LONG POWELL, *PEIA AND HUMANA*--60
 GREG VAN ZANT, *FORTHCOMING BASEBALL SEASON*
 7 APRIL, WEDNESDAY: MARIE ABATE, *DRUG AND HEALTH INFORMATION*--23
 13 MAY, TUESDAY: RUTH KERSHNER, *HEALTH ISSUES AS WE AGE*--36
 4 JUNE, FRIDAY: MARK HOPKINS, *TRAVELERS' WORLD CARD*--32
 6 JULY, TUESDAY: JOYCE ICE, *CAC'S MUSEUM GALLERY*--30
 10 AUGUST, TUESDAY: MARGARET ALBRINK, *TO LIVE STRIVINGLY*--38
 24 AUGUST, TUESDAY: JAN LONG POWELL, *POLICIES OF PEIA AND HUMANA*--78
 13 SEPTEMBER, MONDAY: DICK GARDNER, *THE US IN JAPAN*--22
 5 OCTOBER, TUESDAY: RUMY HILOOWALLA, *MICHAELANGELO'S APOLLO AND PATHOS: THE HUMAN FORM*--
 30
 5 NOVEMBER, FRIDAY: TONY WINSTON, *NINETEENTH-CENTURY PHOTOGRAPHY*--34
 1 DECEMBER, WEDNESDAY: KEITH MORRIS, *THE UNDERGRADUATE FORENSIC SCIENCE MAJOR*--32

2011

- 18 JANUARY, TUESDAY: DWIGHT HARSHBARGER, *HAWKS NEST*--32
 9 FEBRUARY, WEDNESDAY: OLIVER LUCK, *WVU ATHLETICS*--56
 22 MARCH, TUESDAY: CHRIS HEDGES, ASSISTANT ATTORNEY GENERAL, *SCAMS / FRAUDS*--42
 6 APRIL, WEDNESDAY: ROBERT BRAGG AND HELEN MATHENY, BRNI, *ALZHEIMER'S RESEARCH*--43
 3 MAY, TUESDAY: DAVE WHITE: GENERAL EDUCATION FOR PROFESSIONALS--28
 16 JUNE, THURSDAY: JEANNE GOODMAN, EXECUTIVE DIRECTOR, *ARTHURDALE*--36
 2 AUGUST, TUESDAY: DOUG MARLOWE, GARY CADDOCK, YOLANDA HINES, *TIAA-CREF'S TEAM FOR WVU*--68
 8 SEPTEMBER, THURSDAY: DR. EMORY KEMP--WHEELING BRIDGE - 50
 25 OCTOBER, TUESDAY: DR. ALAN DUCATMAN, DEAN, SCHOOL OF PUBLIC HEALTH--34
 15 NOVEMBER, TUESDAY: CHARLES R. DI SALVO, WVU PROFESSOR OF LAW, ON GANDHI--43
 6 DECEMBER, TUESDAY: SUMITRA REDDY, "RABINDRANATH TAGROVE"--20

2012

- 12 JANUARY, THURSDAY: RACHEL WOOD, METLIFE, LONG-TERM-CARE INSURANCE--32
 2 MARCH, FRIDAY: JAN LONG POWELL, *PEIA*--71
 10 APRIL, TUESDAY: OLIVER LUCK, *WVU ATHLETICS*--36
 16 APRIL, MONDAY: JUDITH STITZLE, *FIELD NOTES FROM GRIEF: THE FIRST YEAR*--43
 8 MAY, TUESDAY: DR. GORDON KEYES, ESTATE PLANNING--
 13 JUNE, WEDNESDAY: KATHERINE BOMKAMP, "PAIN-FREE SOCKET"--
 27 JUNE, WEDNESDAY: ERIC SAUL, ALTRUISM DURING THE HOLOCAUST"--
 31 JULY, TUESDAY: WILLIAM DOUGLAS, WVU ATHLETICS--
 17 AUGUST, FRIDAY: STEVE DOUGLAS, WVU ALUMNI ASSOCIATION, WVU TRADITIONS--
 SEPTEMBER: ROBERT DICLERICO, THE PRESIDENCY--POLITICAL SCIENCE ANALYSIS--
 31 OCTOBER, WEDNESDAY: KEN MARTIS, THE PRESIDENCY--GEOGRAPHICAL ANALYSIS--
 13 DECEMBER, THURSDAY: JOHN LAMB, DEPARTMENT OF ENGLISH, CHARLES DICKENS--

Faculty Senate Service Committee Report
2011-2012
Submitted by: Becca Fint-Clark, Committee Chair

Committee Charge:

The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

Committee Accomplishments:

- Added a preliminary meeting to explain grant review process and assign reviewers to grants based on committee members' interests. Assignments used to be random- this preliminary meeting added a way for committee members to review grants that were relevant and of interest to them.
- Committee members reviewed at least three grants each and met to discuss how the funding should be distributed.
- Thirteen grants were received with a total of \$135,000 requested. A total of \$70,000 was allocated to distribute.
- Able to fund or partially fund ten applicants, which included:
 - Learning Well By Doing Good: Service-Based Learning in the MBA Environment- Professor Matthew Sarkees, B&E
 - Supporting Public Outreach and K-12 Mentorship Programs Through Participation in the WVU Challenge Course- Professor Nathan Harlan, Student Affairs
 - Trans-Allegheny Lunatic Asylum Interpretive Waysides- Professor Melissa Bingmann, ECAS
 - Everettville Historical Association Site Interpretation Elements for Miners Memorial Park- Professor Peter Butler, Davis College
 - Enhancing Appalachian Hardwood Manufacturer Competitiveness Through Educational Outreach- Professor David DeVallance, Davis College
 - WV Master Woodland Stewards Program- Professor David McGill, Davis College/Extension
 - IVET: Electronic Interactive Remote Veterinary Evaluation System- Professor William Shockey, Extension
 - 4-H Youth in Government Conference- Professor Brent Clark, Extension
 - Improving Health Access & Health Education for Individuals and Families in Supportive Housing- Professor Susan Coyle, Nursing
 - Pest Identification and Management Recommendations for West Virginians- Professor M. Rahman, Extension

Committee Goals:

- Continue to review, discuss, and disseminate funds for future public service grants, as received each year through the WVU Office of Sponsored Programs.

- Educate and recruit fellow faculty and staff members on the public service grant applications and process, to ensure that requests are being sent in. This will ensure that the grants remain competitive.
- Review WVU strategic plan prior to grant selection process, so that grants specific to those goals are outlined specifically.
- Plan and promote service projects among faculty senators to be carried out before or during meetings including food drives, winter clothing drives, etc.

MEMORANDUM

To: Leslie Cottrell, Faculty Senate Chair

From: D. Scott Davis, Chairperson Student Rights and Responsibilities Committee

Date: May 14, 2012

RE: Faculty Senate Annual Report for Student Rights and Responsibilities Committee

2011-2012 University Committee on Student Rights and Responsibilities (Student Conduct Board)

	Fall 2011	Fall 2010		Spring 2012	Spring 2011
Academic:	2	1	Academic:	1	0
Non-Academic	39	16	Non-Academic:	13	24
Total:	41	17	Total:	14	24

Academic Year 2011-2012 through May 4, 2012

- Total cases heard by Student Rights and Responsibilities Committee: 55 (41 in Fall 2011 and 14 in Spring 2012)

Academic Year 2010-2011

- Total cases heard by the Student Rights and Responsibilities Committee : 41 (17 in Fall 2010 and 24 in Spring 2011)

-

Pending Cases – Spring/Summer 2012

- Academic: 3
- Student Behavior (Non-Academic): 13
- Total : 16

Academic Policy Violations

Violation:	Total
Academic Dishonesty/Plagiarism	3
Academic Dishonesty/Cheating	3
Not Meeting Program Requirements	1
Academic Fraud	2
Violation Total	9

Academic Policy Violations/ Student Conduct Board Outcomes/Sanctions¹

Sanction	Total
Program Dismissal	1
On Appeal	2
University Expulsion	1
Deferred Suspension	1
Community Service	1
Outcomes/Sanctions Total	6

¹Students may have multiple sanctions imposed

Student Behavior (Non-Academic) Violations – These violations occurred either off or on campus.²

Violation	Total
Malicious Burning	21
Sexual Assault	4
Alcohol Related Offenses/Abuse	1
Theft/Burglary/Larceny	3
Drug Use, Possession or Delivery	25
Physical Assault	3
DUI	2
Destruction/Vandalism of Property	4
Fireworks/Firearms Violation	3
Malicious Wounding	1
Illegal Weapons	2
Violations Total	69

²Students may have more than one policy violation.

Behavior Violations (Non-academic)/Student Conduct Board Outcomes/Sanctions³

Sanction	Total
Expulsions	9
Suspensions	15
Deferred Suspension	10
University Probation	21
Community Service	33
Student Assistance Program	5
Professional Treatment Programs	19
Restitution	2
Educational Presentations	3
Reflection Paper	7
On Appeal	1
Drug/Alcohol Testing	4
Other	4
Not Responsible	5
Outcomes/Sanctions Total	138

³Students found responsible often receive more than one sanction

Gender Breakdown

Females: 8

Males: 60

Expulsions and Suspensions/Deferred Suspension in Fall 2011 and Spring 2012

- 10 expulsions (1 academic and 9 non-academic)
- 26 suspensions and deferred suspension (1 academic and 25 non-academic)

Note: West Virginia University Student Conduct Code

http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code

Student Rights and Responsibilities Committee -- Goals for 2012-2013

- Continue to hold students accountable for their behavior on and off campus through an educational-disciplinary process.
- Continue to foster consistency among various Boards with regard to decisions and sanctions.
- Work with the Office of Student Conduct and WVU administration to help educate the local community about the University's policies and practices related to students who violate the Student Code of Conduct.
- Meet as a committee at least once in the 2012-2013 academic year to review the Code of Conduct and offer suggestions for changes to the Office of Student Conduct and VP of Student Affairs.
- Work to reduce barriers to committee service and encourage regular engagement of all committee members.

Committee Members

Samuel Ameri PhD (Chair Elect), Senator

Steve Graber, Senator

Jeremy Anfinson, Senator

Thomas Bredehoft, Senator

Michael Perone, Senator

Judith Polak, Senator

Tim Pearson, Senator

Scott Cottrell, Senator

Karen Anderson, Senator

Debby Boone, Senator

Jennifer Knight, Senator

Robert Bastress, Senator

Joey Baltimore

Robert Griffith

Ann Richards

Karen Weiss

Steve Bonnano

Valerie Lastinger

Pablo Garcia

Alan Stolzenberg

Jay Malarcher

Steve Hardy

Barbara LaGodna

Allyson McKee

Linda Corum

Cathy Frere

Jull Rafter

Corrie Mancinelli

Helen Hartnett

The committee extends a special thanks to Melanie Cook, LiDell Evans, and Nicki Metts in the Office of Student Conduct for their support and assistance.

Annual Report from the 2011-12 Committee on Committees (COC), Membership and Constituencies

Members

- **Richard Turton**, Statler, Chair
- **Jean Woloshuk**, Ext , Chair-elect
- **Caroloyne Atkins**, HRE
- **Robert Griffith**, Pharm
- **Alan Stolzenberg**, Eberly
- **Lesley Cottrell**, Med, Faculty Senate Chair, Ex-officio
- **Michael Mays**, Eberly, Faculty Senate Chair-Elect, Ex-officio
- **Mary Strife**, Lib, Faculty Secretary, Ex-officio

Committee Charges

The Committee on Committees, responsibilities and charges are:

1. Secure capable committee members and committee chairs who are: 1) committed to the success and efficiency of the committee to which they are assigned; and 2) achieve a balance between senior and junior faculty members and among the various schools, colleges, and campuses.
2. Review and report to the Senate upon the constituencies to be represented within the University Assembly
3. Maintain consistent recruitment methods for Senate Committees and provide an initial orientation to faculty who are newly elected Senators
4. Ensure that faculty who volunteer for council service are appropriately forwarded (and received) by the necessary audiences.

Accomplishments for 2011-12

Initiation of a Research Integrity Committee

In addition to recruiting suitable committee members to the senate committees as per the first part of our charge, the COC was also charged to uphold and assist in executing the process of forming a committee in accordance with the new Research Integrity Procedure, which the Senate adopted on May 9, 2011. It was proposed that a committee of four senior faculty senators and eight senior faculty members (faculty and faculty equivalents) be formed for this purpose with Prof. McDiarmid to act as *ex officio*. Therefore, the composition of the committee would be {4, 8, 0, 0, 1}. Faculty from this committee will be asked to serve on hearing panels to evaluate issues of research integrity on an as-needed basis. The resulting committee was expanded to 5

senators and 10 faculty based on the availability of volunteers and the fact that scheduling of hearings often conflicts with faculty agendas and that having additional members on the committee would relieve this problem. The composition of the committee is shown below.

Research Integrity Committee, Faculty Senators, Faculty = (4, 8)

<u>Senators</u>	College
Steve Graber (chair)	Med
Mitch Finkel	Med
Ramana Reddy	Statler
Kyle Hartman	Davis
Andy Wood	BE
<u>Faculty</u>	
Mary Davis	Med
John Kilwein	Eberly
Bill Neal	Med
Neal Newfield	Eberly
Afzel Noore	Statler
Dale Olson	Law
Lisa Salati,	Eberly
Bill Stauber	Phar
Linda Vona-Davis	Med
Matthew Wilson	Davis

Composition of Senate Committees for AY 2012-13

In keeping with Charges 1 and 4, faculty and faculty senators were polled regarding their willingness to serve and participate on the various senate committees. Using this information and any additional volunteers made known to the COC, the make-up for all senate committees under the control of the COC were determined. The COC is responsible for providing names for the faculty senators and faculty members for each committee, the numbers of senators (X) and faculty members (Y) for each committee are given in parentheses next to the committee (X, Y). It should be noted that in keeping with previous committee assignments, faculty senators may be substituted for faculty members. These results for the composition of the committees are given on the following pages.

<p>Committee on Committees, Membership & Constituencies (5,0) Jean Woloshuk (2014), Chair Bob Griffith (2015), Chair-elect Richard Turton (2013) Alan Stolzenberg (2015) Carolyn Atkins (2015)</p> <p>Curriculum Committee (4,10) <u>Senators</u> Dennis Ruscello (2014), Chair Nicholas Perna (2015), Chair-elect Valerie Laster (2015) Jennifer Orlikoff (2013) Todd Petty (2015) Elisabeth Shelton (2013) Matt Valenti (2015) <u>Faculty</u> Susan Arnold Gretchen Garofoli Cheryl Germain Jayne Gilbert Janet Hunt Ming Pie Jacqueline Perry Chad Proudfoot</p> <p>Faculty Welfare Committee (5,5) <u>Senators</u> Marie Abate (2015), Chair Sam Ameri (2015), Chair-elect Anne Cronin (2013) Sandra Elmore (2013) Leslie Tower (2014) <u>Faculty</u> Scott Fleming Gayle Neldon Jeff Slahor Scott Wayne Martha Yancey</p>	<p>Ext Pharm Statler Eberly HRE</p> <p>HRE CCA Eberly Eberly Davis Nurs Statler</p> <p>Lib Pharm Med Pot St Med Med Tech Ext</p> <p>Pharm Statler Med Tech Eberly</p> <p>BE HRE Davis Statler Lib</p>	<p>General Education Curriculum Oversight Committee (5,8) <u>Senators</u> Ilkin Bilgesu (2014), Chair Lisa Weihman (2014), Chair-elect Lesley Cottrell (2015) Kristin Matak (2015) Jennifer Merrifield (2014) <u>Faculty</u> Barbara Apostolou David Beach Karen Haines David Hauser Brian Jara Lena Maynor Beth Nardella Ming Pei</p> <p>Library Committee (2,4) <u>Senators</u> Beverly Kirby (2013), Chair Rebecca Kromar (2014), Chair-elect Rhonda Reymond (2013) <u>Faculty</u> Marilyn Francus Sang Lee Blessing Maumbe</p> <p>Research & Scholarship Committee (6,4) <u>Senators</u> Mitch Finkel (2014), Chair Mark Sperow (2013), Chair-elect Jim Anderson (2014) Stan Hileman (2013) Joseph Prudhomme (2013) Horng-Jyh Yang (2015) <u>Faculty</u> Melanie Clemmer Jim Siekmeier Janey Snyder Eva Toth</p>	<p>Statler Eberly Med Davis Pot St</p> <p>BE Eberly HRE Eberly Eberly Pharm Med Med</p> <p>Med Nur CCA</p> <p>Eberly Jour Davis</p> <p>Med Davis Davis Med Med Tech</p> <p>Med Eberly CCA HRE</p>
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<p>Service Committee (4,5)</p> <p><u>Senators</u> Virginia Kleist (2014), Chair Randy Bryner (2015), Chair-elect Alicia Cassels (2014) Becca Fint-Clark (2013) Noel Kopriva (2014)</p> <p><u>Faculty</u> Linda Corum Vicki Fergus Ashley Martucci Andrew Nix</p> <p>Student Evaluation of Instruction (5,5)</p> <p><u>Senators</u> Ramana Reddy (2014), Chair Greg Barretto (2014) Steve Graber (2014) Jim Harner (2015) Vicki Huffman (2013) Allison Nichols (2013)</p> <p><u>Faculty</u> Asad Davari Sarah Selmer Rachel Stein David Beach</p> <p>Student Instruction (3,4)</p> <p><u>Senators</u> April Johnson (2013), Chair Debby Boone (2014), Chair-elect Ilkin Bilgesu (2014)</p> <p><u>Faculty</u> Jamison Conley Heather Billings Scott Bowdridge Steven Hardy</p>	<p>BE Med Ext Ext Lib Med CCA HRE Statler Statler Med Med Eberly Pot St Ext Tech HRE Eberly Eberly Journ Davis Statler Eberly Med Davis Med</p>	<p>Student Rights & Responsibilities (14,16)</p> <p><u>Senators</u> Sam Ameri (2015), Chair Debby Boone (2014) Larry Campbell (2015) Parviz Famouri (2015) Steve Graber (2014) Bob Griffith (2015) Wafik Iskander (2013) Valerie Lastinger (2015) Judith Polak (2014) Kari Sand-Jecklin (2015) Michael Sherwin (2013) Alan Stolzenberg (2015) Matt Vester (2013) (1) To be determined</p> <p><u>Faculty</u> Joey Baltimore Steve Bonnano Linda Corum Justin Falcon Cathy Frere Pablo Garcia Steve Hardy Helen Hartnett Barbara LaGodna Jay Malarcher Corrie Mancinelli Allyson McKee Ann Richards Karen Weiss (2) To be determined</p>	<p>Statler Davis Ext Statler Med Pharm Statler Eberly Nurs Nurs CCA Eberly Eberly Eberly Ext Med Med Dent Eberly Med Eberly Lib CCA Med Lib HRE Eberly</p>
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WVU Faculty Senate Library Committee Report – 2011-2012

The library committee met on November 14, 2012.

The meeting was well attended by almost all committee members. Present: Margaret Miltenberger, WVU Extension, chairperson; Beverly Kirby, Med, chair-elect; Elliot Shulman, Dentistry; Sang Lee, Journalism; Blessings Maumbe, Davis College; Deborah Janson, ECAS; and Gordon Ernst, Librarian senator.

We received reports from Frances O'Brien, Dean of Libraries, Myra Lowe, Associate Dean, and Mary Strife, Director of Evansdale Library.

The agenda and discussion included the following topics:

- Electronic books – Electronic books continue to be more and more available and are changing the face of the publishing world. However, publishers are not likely to go for electronic text books for obvious financial reason. There is also a single use policy for text books.

There is a notable article in the November 2010 *Library Journal* – Survey of ebook Penetration and use in U.S. Academic Libraries.

- Building Project and Renovation Update – the committee received a report on the projects and reviewed copies of the plan. Evansdale will have more flexible study and meeting space.
- Digitalization Projects – this is an ongoing project. Topic areas are being digitalized based on a priority list. Civil war newspapers and Civil war telegrams are of particular interest. This feature will enable access to rare and protected books.
- Library Access – overall access to the WVU libraries is very good and the on-line features are excellent for both on campus and off campus faculty, staff and students.
- Website Review – The committee viewed the website on-line and participated in a demonstration of key features.

There were not extensive concerns or requests for policy changes at this time. The committee meeting served the objective of enhancing the lines of communication between the library staff and the senate library committee.

The 2012-2013 year will be an important year for the committee with the new dean and building projects in process. There is the potential for new library policies and circulation procedures.

During the fall 2012 it would be good for the committee to address priorities for international education and research such as great accessibility and knowledge of materials to help faculty integrate global concepts into the curriculum. We did not discuss this objective during the committee meeting.

To: Faculty Senate Executive Committee
From: Reagan Curtis, Chair of the Faculty Senate Research Committee
Date: May 21, 2012
Re: Activities of the Faculty Senate Student Evaluation of Instruction Committee

The charge on record for the Student Evaluation of Instruction committee was as follows:

1. Assess use of on-line vs. paper-pencil approach for collecting student evaluations; identify barriers and rewards for each strategy.
2. Review existing practices nationwide and report on the "best practices" for instructor evaluation.

Following extensive discussion, including input from the Senate Chair, the committee revised their charge to engage a three pronged approach as follows:

1. Craft a statement regarding evaluation of instruction for use in tenure and promotion decisions, and work to get that statement incorporated into WVU Policies and Procedures documents.
2. Modify current "Interpretive Guide" to better describe best practices for use of SEI and eSEI in both formative and summative evaluation.
3. Modify current SEI Instrument to minimize collection of extraneous and/or misleading data and maximize its usefulness for both formative and summative evaluation purposes.

It was decided to organize into three subcommittees, each focused on a different element of the agreed upon charge. It is my belief as chair that these remain important goals, and that continued focus on them is appropriate at the faculty senate level.

Respectfully yours,

Reagan Curtis, Ph.D.
Associate Professor of Educational Psychology
Chair, Faculty Senate Student Evaluation of Instruction Committee