

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
MONDAY, MARCH 8, 2010

Members Present:

Abate, M.	Carpenter, R.	Hash, K.	Miller, M.	Siegrist, J.
Abraham, R.	Chalupa, C.	Higgins, C.	Miltenberger, M.	Spleth, J.
Ahern, T.	Clark, B.	Hileman, S.	Nath, C.	Steranka, P.
Ameri, S.	Cottrell, L.	Hornsby, G.	Nestor, P.	Stuchell, R.
Atkins, C.	Cottrell, S.	Huffman, V.	Olson, K.	Tallaksen, R.
Bastress, R.	Davis, S.	Insch, G.	Parks, E.	Tower, L.
Behling, R.	DiBartolomeo, L.	Iskander, W.	Peace, G.	Tuninetti, A.
Bergner, G.	Elmore, S.	Jackowitz, A.	Perry, J.	Turton, R.
Bilgesu, I.	Famouri, P.	Jones, D.	Rafter, J.	Urbanski, J.
Bonner, D.	Fleming, S.	Kale, U.	Robbins, J.	Walker, E.
Boyles, J.	Fredette, H.	Kirby, B.	Rockett, I.	Walls, T.
Branch, D.	Funk, A.	Kleist, V.	Ruscello, D.	Watson, J.
Brazaitis, M.	Graber, S.	Kuhlman, J.	Sand-Jecklin, K.	Wilcox, G.
Bredehoft, T.	Hall, D.	Mancinelli, C.	Schwartz, S.	Wilson, M.
Bryner, R.	Harner, J.	McDiarmid, M.	Scott, H.R.	Woloshuk, J.
Campbell, L.	Hartman, K.	Meckstroth, R.	Sherlock, L.	Zimmerman, P.

Members Absent:

Banta, L	Connors, J.	Hunter, S.	Mucino, V.	Whiteman, C.
Blaydes, S.	Hazard, H.	Latimer, M.	Paul, S.	
Chetlin, R.	Hessl, A.	Mandich, M.	Phillips, J.	
Comer, P.	Hogan, T.	McCombie, R.	Pierskalla, C.	

Members Excused:

Anderson, J.	Edwards, B.	Perone, M.	Ryan, K.
Anderson, K.	Hermosilla, P.	Petronis, J.	Schreurs, B.
Brooks, C.	Hutson, Z.	Petty, T.	Stack, S.
Davari, A.	Oberhauser, A.	Plein, C.	Wenger, S.

FS Officers Present:

Clark, N.	Griffith, R.	Nutter, R.	Stolzenberg, A.
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1. Professor Nigel Clark, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A/B, NRCCE.
2. Chair Clark moved, and it was duly seconded, to approve the minutes from the Monday, January 11, 2010 Faculty Senate meeting. Motion carried. There was no meeting in February due to the University being closed.
3. The President reported on the following issues:
 - Dave Miller has been tracking the personnel/governance/research corporation bill that is currently in the Legislature. There are things in the bill that he likes and things he does

not like because one size does not fit all; the institution is different from others in the state and highly complex.

- Bill Hutchens was hired as the General Counsel; he will begin his post on March 15, 2010.
 - WVU will construct a new bio-medical research facility based on a \$14.5 million dollar competitive award. This news was announced last week by the National Institute of Health. The grant is the largest to date received by WVU under the American Recovery and Reinvestment Act. The funds will be used to construct a 22,000 square foot building adjacent to the Robert C. Byrd Health Sciences Center. The building will help with infrastructure needs, house biomedical researchers, and be used in the study of human diseases and treatments.
 - Last week it was announced that WVU will receive \$2.35 million dollars in matching funds; gift funds will also be matched by the state's research trust fund. The total including matches will be approximately \$12 million dollars.
 - A recent gift included \$1 million dollars from the Maier Foundation to establish the William J. Maier, Jr. Chair of Research, and it was matched by \$1 million dollars from the State.
 - Another gift of \$1 million dollars was donated by George Bennett, WVU alumni, to support research and energy. Several other big gifts are in the pipeline.
 - Two weeks ago, the President went to Washington, D.C. to participate in a panel discussion at the National Academy of Sciences about innovative clusters.
 - Google recently announced that they want to some communities to test high speed broadband, so we are working with Mayor Bill Byrne, and multiple units across campus to put together a proposal. If WVU is selected as a city for Google to test, it will be good for the campus. Several university departments are working with the city on an application that is due later this month.
 - Dr. Carolyn Atkins, faculty in Speech Pathology and Audiology, was recognized as one of five finalists for the 2009 Professor of the Year by the WV Faculty Merit Foundation.
 - Twenty national merit finalists have listed WVU as their first choice, which is an increase from last year's 12 applications.
 - The rifle team won the Great American Rifle Conference Championship, and next week it will go to Texas to defend the national championship.
 - WVU continues to do well in funding; \$119 million dollars was secured in external funds for research last month compared to the \$104 million dollars last year. We were at \$42 million dollars in competitive grants last month compared to \$25 million dollars last year.
 - The time is right to move forward with the Strategic Planning process with Provost Wheatly and Chancellor Colenda taking the lead. We want a lot of input from the various campuses. Last week the Provost met with the Senate Executive Committee to get input and identify faculty to participate. The process will be long term, and we will focus on the big items. We will close out the 2010 strategic plan, so it is the perfect time to launch the next strategic vision.
4. Provost Wheatly said the University is in the midst of promotion and tenure; we have done the sabbatical process and we have a lot of accreditation of programs that are coming into conclusion.

Two dean searches are underway for Eberly College of Arts & Sciences and the College of Business and Economics. Two new lines have been approved, so we are searching for faculty. Things are busy this time of year, and we are entering the season of recognitions.

The Provost and Chancellor Colenda will lead the Strategic Planning process for the University. There will be an integration of the general University, Health Sciences, Potomac State, and the Institute of Technology. The University will come to the table to speak with one voice for a collective vision.

The Provost said she has talked with the Faculty Senate Executive Committee, Staff Council, and Student Government about a methodology that has been agreed upon by the senior leadership team. The next couple of months will be a time of gathering input from a variety of sources. She said the President wants to create a “think tank,” and it will take place next month. We are in the year of 2010 so the last plan is coming to a conclusion. It showed a partnership between administration and the Faculty Senate. The last Strategic Plan leaves much to celebrate, but the next plan will be more inclusive as it goes across the various parts of the University. The Hardesty administration placed the student at the center, but now it is time to look outward. We should continue to place the students at the center, but we also need to define the role that the University plays in the global arena. In addition to the think tank, a Strategic Planning Council will be formed to include representation from the major constituents within the University. Chair Clark and the Senate Executive Committee have been asked to identify 30 faculty members who have areas of expertise in research, teaching and service. Other areas include international activities, growing the research operation and creating a community of practice. Provost Wheatly said the Council should be in place by the end of the month, and it will be tasked to gather input and identify goals that would be acceptable to all campuses. In addition to the Strategic Planning Council, three workgroups will be put in place to focus on research, structures and systems, internationalization and looking at an inclusive campus. The committees will be populated and ready very soon. A series of discussions will be held across campus to gather input in a variety of ways. President Clements posted a visionary exercise on the web; other opportunities will be developed for faculty to be involved in as well.

5. Chair Clark reminded faculty that the list of inactive courses, soon to be dropped, are posted on the website; it is the second round, so faculty should examine the list and forward any requests or corrections to chair-elect Stolzenberg.

The Provost has requested that the Senate Executive Committee gather names of faculty to work on the planning process for a “think tank” for the planning Council and workgroups. Members of the Senate Executive Committee will meet after the Faculty Senate meeting today to gather names for the list, which will include faculty with long term experience in governance. The Chair said WVU will compete globally in the national market and show efficiency and adaptability.

The President spoke about Senate Bill 480, which is a complex Bill that has been through several amendments. It is now in the House; it has passed through House Education and bypassed the House Finance Committee. The Bill contains language that removes faculty flexibility and adds more control by the Commission in Charleston, as well as more control of tuition/fees and

personnel. A concern is a cap on the number of and the definition of non-classified employees. WVU has excelled even though it has constrained resources, and faculty salaries are down 3% on average.

As a flagship institution, WVU plays a different role in the State than other institutions; a single management for structure for all institutions is not a key to success. The strategic plan will determine how we can serve the State and succeed among peers. Implementation of the strategic plan will benefit by having flexibility to the Board and administration.

The Chair said there is a Board policy up for comment on the WVU BOG website relating to the smoking policy at the Health Sciences Center. Last week, the Chair went to a Department of Energy meeting, which is the advanced research project agency for energy.

The Senate Executive Committee will meet on March 15th this month instead of March 22, 2010.

Candidates for Faculty Senate Chair-elect are Lesley Cottrell and Marjorie McDiarmid. Both candidates are members of the Senate Executive Committee. Chair Clark asked for additional nominations from the floor; none were given. The candidates will give a brief presentation at the April 12th Faculty Senate meeting and an election will be held.

Chair Clark said four presentations will be given today by: Narvel Weese, Jonathan Cumming, Danny Camden, Rehan Khan, Sara Bishop and Alan Martin. Steve Kite will present the Constitution.

6. Narvel Weese, VP Administration and Finance, gave a presentation concerning the annual financial statements for FY 2009. He shared some critical financial issues that the University is facing.
7. Associate Provost for Graduate Education Jonathan Cumming discussed graduate curriculum activities. He said to date there is a new on-line application portal for graduate education. He explained the overall process of how the new system works. He said the system will allow students to come to WVU for training. Teacher workshops will be set up in May. The graduate committee is reviewing University-wide Fellowships, which will have a designated \$1 million dollars for students.
8. Danny Camden, Emergency Planning and Response, discussed the various things the department is doing to enhance preparedness on campus and an overall campus emergency plan. He said an alert system has been added, and a website is available for training resources. If anyone has questions, they should contact the department.
9. Sara Bishop, OIT, gave a presentation concerning system forms, and she demonstrated using the electronic blue sheets. Sara's presentation can be reviewed at: <https://ebstest.wvu.edu>. If faculty have questions or need assistance, they can contact the Office of Sponsored Programs.
10. Ilkin Bilgesu, Chair, Curriculum Committee, moved for approval of the following Curriculum Committee reports:

Annex I, New Courses and Course Changes for February, 2010 March. Motion carried.
Annex II, New Courses and Course Changes for March, 2010 March. Motion carried.
Annex III, Modifications to the Printing Management +2 Program. Moved to table
because senators from Institute of Technology were not available.
Annex IV, The Alteration Report was submitted for information.

11. Beverly Kirby, Chair, General Education Committee, moved for approval of Annex V, GEC Actions. Motion carried. Annex VI, Successful Audits Report, was presented for information.
12. Associate Provost Dooley moved for approval of Annex VII, 2011-2012 Academic Calendar. Motion carried.
13. Roy Nutter, ACF representative, said 32 Bills have moved from the Senate to the House. He recommended Senate Bill 480 be reviewed because of the various issues that affect faculty.
14. Steve Kite discussed revisions to the Constitution. He said overall, 8 drafts of the Constitution were submitted to the Senate Executive Committee. The Constitution was tabled until next month for further discussion.
15. The meeting adjourned at 5:15 p.m. to reconvene Monday, April 12, 2010.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: January 22, 2010
Re: New Courses and Course Changes

College of Business and Economics

New Course:

Economics

ECON 743. State & Local Public Economics. 3 Hr. PR: ECON 741 & ECON 742 or instructor consent. Economic roles of state and local governments emphasizing empirical research and policy implications. Particular attention to intergovernmental competition, government performance, service provision, and revenue sources. (Effective Term: Fall 2010) (CIP 520301)

Rationale: This course builds upon materials presented in ECON 741 and ECON 742, applying them to the broad field of state and local public economics. Further, this course includes an in-depth treatment of intergovernmental relations including the efficiency consequences of fiscal federalism. Familiarity with the literature in this field is particularly valuable for students with primary and secondary fields in public economics as recent advances in the availability of data at the state and local level have expanded the opportunities for scholarly research in this field.

College of Engineering and Mineral Resources

New Course:

Civil Engineering

CE 432. Traffic Engineering. 3 Hr. PR: CE 332. Traffic engineering concepts and parameters, traffic data collection and analysis methods, theory and design of traffic control systems, traffic safety and operations analysis. (Effective Term: Spring 2010) (CIP 140801)

Rationale: Traffic engineering is one among many areas of specialization in transportation engineering. Other areas include highway design, transportation planning, highway materials and pavement design, etc. Currently, there are two Transportation-related electives available in the department: (1) CE 431 Highway Engineering, and (2) CE 411 Pavement Design. The two courses lack in-depth coverage of traffic engineering concepts. The new traffic engineering course will fill this gap. It will provide students with a wide choice set of transportation engineering electives according to their interests.

College of Physical Activity and Sport Sciences

New Courses:

Sport Management

SM 340. Sport Governance. 3 Hr. This course examines how sport organizations interact and coordinate with numerous policy actors to facilitate and coordinate the mechanisms of governance. (Effective Term: Fall 2010) (CIP 310501)

Rationale: This is an undergraduate course offered for the sport management majors only. This course provides students a broad perspective of how sport governance occurs in today's world. The course examines not only the elements of governance but also provides an overview of the main national and international sport structures in the world. The rationale to add this course to the existing curriculum is twofold. First, the sport management faculty acknowledged the importance of the subject as sport becomes more structures and professionalized, but also because sport governance does not operate in a standardized way. Faculty perceived that it is necessary for our graduates to have a sport governance course not only to enhance their conceptual knowledge in the field, but also because of its practical implications, as the job market in sport management is so broad and graduates can be employed in any of these settings (e.g., intercollegiate versus professional versus community sports versus interscholastic sports). Consequently, faculty perceived that this course becomes a critical component of the sport management curriculum since it not only provides students with a critical perspective of the topic of sport governance, but also gives them the knowledge of how a wide array of sport organizations actually exert governance. The second reason to add this course came after faculty conducted a curriculum analysis of the program and concluded that the sport management curriculum was lagging some content areas as suggested by two leading professional organizations in the field. Here, the lagging content area was standard #12, "sport governance", as suggested by the NASPE (National Association for Sport and Physical Education) and NASSM (North American Society for Sport Management). As the sport management discipline is moving toward an accreditation process, faculty agreed, and made the recommendation for the Dean's office that it was in the best interest of the entire program to make the needed changes to the existing curriculum and include the sport governance course as a part of the requirement within the sport management major. As a side note, it is important to note that the inclusion of this course does not raise the total number of credits needed to graduate.

SM 675. Fund-Raising. 3 Hr. Provides information to raise money through sales and other financial means. Addresses needs at all sporting levels, from independent team fund-raising to fund-raising at the professional level. (Effective Term: Spring 2010) (CIP 310501)

Rationale: This is a required course in the On-line Sport Management Masters Program. Today more than ever the difference between successful and non-successful sporting institutions depends on their ability to properly fund their club, team, or group. Competition in the market place dictates that money be raised in large sums to pay salaries, and fund the following: Facilities, Operations, Travel, Equipment, and back office operations. The current economic

climate suggests that many graduates will only successfully enter the job market if they can demonstrate their ability to generate revenue for sport organization/businesses. This course teaches students the science, strategy, and techniques of raising funds for sporting organizations or related businesses.

SM 686. Facility Planning & Management. 3 Hr. Acquaint students with the basic concepts in the areas of sport facilities: planning, design and construction, management, marketing, advertising and public relations and event operations. (Effective Term: Spring 2010) (CIP 310501)

Rationale: This is a graduate course offered as a part of the Master's Degree in Sport Management. In this course students are presented with an array of issues related to planning and management of sport and recreational facilities. Particular attention is given to understanding how these facilities are operated, and how administrators deal with real life challenges they encounter on a daily basis. This course becomes critical within the sport management curriculum since it provides not only the theoretical foundations of what constitutes adequate planning and management of sport and recreational facilities, but also it provides students with the opportunity to visit facilities and interact with managers within a college campus. During these visits students learn to critically observe major deficiencies and/or accomplishments derived from facility planning that impact management. The rationale of this course as a part of the program lies in three main reasons: First, it provides students with an opportunity to interact with managers and observe facilities in a real life context. Second, the examination and learning of facility planning and operation management constitutes a major professional component within the sport management discipline. Third, national standards from organizations like NASPE/NASSM and COSMA include this topic as one of the recommended components within the sport management curriculum. The undergraduate sport management program at West Virginia already includes a similar course but focuses more on concepts and ideas and not much on its practical component.

Davis College of Agriculture, Natural Resources, and Design

New Courses:

Forestry

FOR 340. Nat. Resource Entrepreneurship. 3 Hr. Principles of small business start-up, organization, marketing, finance, and management with an emphasis on natural resource-based enterprises. (Effective Term: Spring 2010) (CIP 030501)

Rationale: An increasing number of opportunities are available for the creation of new natural resource-based small businesses. However, the high number of hours required by curricula within the Division of Forestry and Natural Resources does not allow students the opportunity to add business management, accounting, and marketing courses to their plan of study. This course

will address this problem by exposing students to the fundamental concepts in small business management within a single course. The course will be geared specifically toward natural resource-based small businesses and will be a required course for the Recreation, Parks, and Tourism Resources Program within the Division. This course has been taught each fall since 2006 as a special topics course (FOR 470A).

Landscape Architecture

LARC 520. Introduction to Design. 4 Hr. Theory, principles, and elements of site planning and design. Lectures, readings, short problems, and site visits dealing with site analysis, ecological considerations, circulation and parking, management, and cost factors. Also includes basic computer graphics. (Effective Term: Fall 2010) (CIP 040601)

Rationale: The course is designed as a leveling course for students enrolled in the Master of Landscape Architecture (MLA) Program at West Virginia University pursuing the MLA as a first professional degree. This is the first graduate level course taken by students who do not already have a design degree and are enrolled in the MLA first professional degree program.

LARC 550. Design Studio. 4 Hr. PR: LARC 520. Medium scale site design and development including planting, design and grading. Application of basic design principles, programming, and site analysis reinforcing design processes and visual thinking in the design of sites. (Effective Term: Spring 2011) (CIP 040601)

Rationale: The course is designed as a leveling course for students enrolled in the Master of Landscape Architecture (MLA) Program at West Virginia University pursuing the MLA as a first professional degree who does not already have a design degree. The course will serve as an integrative course linking the different required leveling courses that are taken during the Fall Semester of the first year.

Eberly College of Arts and Sciences

New Courses:

Biology

BIOL 327. Professional Development. 1 Hr. PR: BIOL 219. This course provides an overview of opportunities for students graduating with degrees in the biological sciences. An assessment test will help identify strengths and weaknesses within the field. (Effective Term: Fall 2010) (CIP 260101)

Rationale: Students enrolled in this class will be informed, primarily through outside speakers, of opportunities available to those graduating with degrees in the biological sciences. Students will learn about how to get into graduate, medical, dental and other professional schools as well as

job opportunities. Students will also take the Area Connection Achievement Tests (ACAT), a national assessment exam, that will both inform the department as well as the students of their mastery of biology. It is expected that students will take this course in the fall of their junior year and that both the material presented in the class and their performance on the standardized exam will guide them in course selection and other pertinent activities over their last three semesters at WVU. The standardized exam is divided into 5 biology sub-disciplines (cellular biology, genetics, plant & animal physiology, ecology, and evolution). Students will be given their individual results and counseled on courses to take to address any weaknesses.

BIOL 425. Developmental Genetics. 3 Hr. PR: BIOL 219. This course covers the mechanisms by which genetics instructs the process of development. The complex interactions between cells, the environment, and the genome are presented. (Effective Term: Fall 2010) (CIP 260101)

Rationale: The current Developmental Biology course (BIOL 316) describes the process of development primarily from a morphological and evolutionary point of view while the proposed new course explains the mechanisms of development at the molecular level. Understanding the molecular basis of development is playing an increasingly important role in both the diagnosis and treatment strategies of an increasing number of health-related issues. This course would be beneficial to students seeking admission to medical, dental, veterinary, and graduate schools. Developmental Genetics will help prepare them for their respective standardized exams for admission to their selected program and help them succeed once accepted into a program. This course could satisfy the BS in Biology requirements for either Group I (cell and molecular) or Group 2 (organismal) course work.

History

HIST 787. Readings in World History. 3 Hr. Core course for teaching concentration in World History; review of selected exemplary and recent readings in World History; evaluation of textbooks and teaching materials; composition of syllabi, lectures, and assignments. (Effective Term: Fall 2010) (CIP 540101)

Rationale: Ph.D. students in History take a major concentration and three minor concentrations. History 787 serves as the core course for our recently-introduced Ph.D. concentration in teaching World History. This has become the main non-U.S. - History survey course taught in most U.S. universities, so this field and this course are essential preparations for History graduate students who compete for teaching positions that require teaching competence in World History. This course also introduces graduate students to advanced academic literature in this field, which is relevant for many academic fields in History.

Foreign Languages

FCLT 206. Intro to Japanese Culture. 3 Hr. A survey course taught in English that introduces Japanese institutions, language, philosophy, religion, theater, family and marriage, and Japanese social etiquette. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course will increase the curricular options for students pursuing the Japanese studies minor, currently being proposed. Taught in English, it will allow students to learn about Japanese culture without language difficulty and will prepare them to contribute to an increasingly interdependent, multicultural world.

FCLT 306. Japanese Culture and Cinema. 3 Hr. An overview of Japanese cinema. This course will discuss the development of Japanese cinema as an art form and the social influences that affected it. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course will increase the curricular options for students pursuing the Japanese studies minor, currently being proposed. Taught in English, it will allow students to learn about evolution of Japanese cinema without language difficulty. This course will also prepare them to contribute to an increasingly interdependent, multicultural world.

Office of Graduate Education

New Course:

Academic Affairs

GRAD 685. Teaching Capstone. 1 Hr. Students will be introduced to the Scholarship of Teaching and Learning and will learn how to create a teaching portfolio. Fulfills the capstone requirement for the Certificate in University Teaching. (Effective Term: Fall 2010) (CIP 130101)

Rationale: This course provides a capstone experience for the Certificate in University Teaching. By the end of the course, students will create a professional teaching portfolio that will help them find a faculty job.

School of Nursing

New Course:

NSG 522. Culture and Health. 3 Hr. Healthcare is encountering increasing cultural diversity. By identifying cultural behaviors, beliefs, and meaning of health in diverse cultural contexts, students will become more culturally proficient in delivering care. (Effective Term: Fall 2010) (CIP 511601)

Rationale: Increasing diversity in health obligates healthcare providers to be culturally competent. Likewise, interdisciplinary endeavors are essential in promoting improved healthcare outcomes.

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: February 22, 2010
Re: New Courses and Course Changes

College of Business and Economics

Entrepreneurship

New Courses:

ENTR 310. Communication, Law and Ethics. 3 Hrs. Through experiential assignments, students will evaluate situations facing entrepreneurs, recognize potential legal and ethical issues, and develop and communicate action plans. (Effective Term: Spring 2010) (CIP 52701)

Rationale: This course fulfills three key roles for the Entrepreneurship Minor.

1. It meets the communication requirement
2. It introduces key legal issues for entrepreneurs, and
3. It explores ethical issues facing entrepreneurs.

Past surveys with entrepreneurs, highlighted the importance of communication skills and legal and ethical awareness. Specific attention is given to oral and written communication. Practical exercises in sales, negotiation, staffing and selection, and employee counseling allows students to gain knowledge and experience in these areas.

No other single course meets these needs.

ENTR 320. Entrepreneurial Finance. 3 Hrs. Students are introduced to the concepts of accounting and business finance necessary for an entrepreneurial venture and taught to apply these concepts in the entrepreneurial decision-making process. (Effective Term: Spring 2010) (CIP 52701)

Rationale: This course fills a void that existed in the previous curriculum. ENTR minor students did not have sufficient background in both managerial and financial accounting and elements of business finance to analyze entrepreneurial deals and prepare and understand financial statements. This course addresses both accounting and finance issues specific to entrepreneurs in a way that existing courses did not.

Course Change:

From:

ENTR 415. Entrepreneurship in Action. 3 Hr. PR: ACCT 201 or ARE 110. This course provides basic concepts and tools of both strategy formation/implementation and financial management. In addition, students will participate in a simulated "real world experience" in managing an entrepreneurial business.

To:

ENTR 415. Entrepreneurship in Action. 3 Hrs. PR: ENTR 335 and 310 with a 'C' or better. This course focuses on strategy formation/implementation for an entrepreneurial business. Students will participate in a simulated "real world experience" in managing an entrepreneurial business enterprise. (Effective Term: Spring 2010) (CIP 52701)

Rationale: This course is the culmination of the ENTR minor. Students require the basic business education in ENTR 335 and the Comprehensive Accounting/Finance instruction of ENTR 310 to be successful in this course.

With the development of ENTR 310, some of the basic instruction on financial management has been moved into that class. Allowing this class to focus more on the application of these principals in the simulation.

College of Creative Arts

Art

Course Changes:

From:

ART 234. Introduction to Photography 2. 3 Hr. PR: ART 232. Continued new techniques of black and white photography. Emphasis on processes in the darkroom, specialized lighting methods and use of larger format cameras. Personal and artistic expression will be promoted through projects and critiques.

To:

ART 234. Digital Photography. 3 Hr. PR: ART 232. This course will explore the fundamentals of photography using digital cameras and Adobe Photoshop software. Emphasis will be placed on processes in the digital darkroom, specialized lighting methods and concept development. (Effective Term: Spring 2010) (CIP 500101)

Rationale: The photography program needs updated curriculum that includes a course on digital photography. Technology has changed, and this course is invaluable to photography majors preparing for the realities of the current photo industry.

From:

ART 335. Forensic Photography. 3 Hr. Students focus on the fundamentals of photography, how to handle a camera and expose film correctly. Include unique forensic environments encountered in forensic work includes fingerprints, crime scenes, and disaster scenes.

To:

ART 335. Advanced Photography. 6 Hr. PR: ART 332 and ART 333. In this course emphasis will be on furthering explorations in the study of personal expression and development of creative style. Advanced camera, lighting and digital techniques are covered as needed. (Effective Term: Fall 2010) (CIP 500101)

Rationale: In the past, ART 335, Forensic Photography, was offered in conjunction with the Forensic Department as a way for Forensic majors to use the photography darkroom. The Forensic program has gone completely digital and has not used the darkroom for the past three years. I would like to change this course to Advanced Photography. My goal in this change is to create an official Advanced Photography course to better reflect the instruction and education the students are receiving.

College of Engineering and Mineral Resources

Civil Engineering

New Course:

CE 273. ASCE Workshop. 1 Hr. The course provides a formal structure for meeting and conducting activities necessary to compete in competitions such as the concrete canoe, steel bridge, technical problem solving, and surveying. It does not satisfy any graduation requirement. (Effective Term: Spring 2010) (CIP 140801)

Rationale: The course gives students the formal organizational structure they need to prepare for competitions sponsored by the American Society of Civil Engineers. The classroom structure provides the scheduling and room location necessary for groups of students to collectively fit this voluntary activity into their personal schedules. The course was requested by students as a way to assist them as they prepare to represent WVU in organized competitions.

College of Human Resources and Education

Special Education

New Course:

SPED 361. Differentiated Instr Yng Child. 3 Hr. PR: SPED 304. Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental accommodations. (Effective Term: Spring 2010) (CIP 131001)

Rationale: SPED 360 Differentiated Instruction is a required course in all teacher education programs; however, this course covers strategies for elementary and secondary education but does not address strategies appropriate for working with young children in early childhood education programs. This application requests approval of a NEW course designed to meet the needs of those teachers.

Eberly College of Arts and Sciences

Foreign Languages

New Courses:

FCLT 161. The Many Latin Americas. 3 Hr. Introduction to Latin American Studies. Surveys primary documents from Latin American history and a range of disciplinary perspectives on Latin America's past and present. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course will serve as the required introductory course for the soon-to-be proposed Latin American Studies Major and Minor. It will provide students with several disciplinary perspectives on Latin American culture and history as well as prepare them for advanced work in the major/minor.

FCLT 260. Cultures of Mexico. 3 Hr. An in-depth survey of contemporary Mexican culture, including Mexico's complex history and regional subcultures, Mexican art and literature, linguistic diversity, geography, and politics. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course will expand and diversify the course offerings for the soon-to-be proposed Latin American Studies Major and Minor. It will provide students with interdisciplinary perspectives on Mexican culture and history as well as prepare them for study, research, and work in Mexico.

FLIT 266. Latin American Literature. 3 Hr. PR: ENGL 102 or ENGL 103. An introduction to the diverse literary traditions of Latin America, this survey explores the historical roots that gave rise to modern Latin American literature. (Effective Term: Spring 2010) (CIP 160101)

Rationale: This course will expand and diversify the course offerings for the soon-to-be proposed Latin American Studies Major and Minor. It will provide students with a firm foundation in Latin American literature as well as prepare them for study, research, and work in other disciplines in Latin American studies.

FLIT 360. Discovering Mesoamerica. 3 Hr. PR: ENGL 102 and ENGL 103. Analyzes cultural and linguistic diversity of Mesoamerica through in-depth study of the Aztec and Maya peoples, using literature and cultural artifacts, including pre-Colombian empires, wars of conquest, and centuries of resistance to Europeanization. (Effective Term: Spring 2010) (CIP 160101)

Rationale: This course will expand and diversify the course offerings for the soon-to-be proposed Latin American Studies Major and Minor. It will provide students with interdisciplinary perspectives on Mexico and Central America's Indigenous cultures as well as prepare them for study, research, and work in Latin American Studies.

LANG 626. Literacy in a Second Language. 3 Hr. Reviews theoretical perspectives on reading and literacy development and explores research studies that cover different areas in second language reading and literacy (biliteracy). (Effective Term: Spring 2010) (CIP 160101)

Rationale: Our current graduate TESOL (Teaching English to Speakers of Other Languages) curriculum emphasizes the integration of theory and pedagogy. Our goal is to provide students/future practitioners with sufficient pedagogical practices as well as theory- and research- oriented knowledge. This proposed course is designed to complement the more practice-oriented second language reading class by offering a broader theoretical base and familiarizing students with new research in the field of second language reading and literacy development. This course is also pertinent to our MA students in Linguistics due to its focus on the psycholinguistic perspective in reading and literacy development.

School of Medicine

Occupational Therapy

Course Change:

From:

OTH 304. Occupational Science. 4 Hr. PR: OTH Students status. An introduction to signs and symptoms and medical management of orthopedic and physical dysfunction/disabilities encountered by the occupational therapist. Emphasis is upon the effects of physical dysfunction/disabilities on human occupation.

To:

OTH 304. Phys Impairment & Function I. 4 Hr. Introduction to disease and injury and its functional implications on OT treatment. Emphasis is placed on the impact of orthopedic and general disorders on performance in areas of occupation, remediation, or compensation of these impairments. (Effective Term: Fall 2010) (CIP 512306)

Rationale: The professional language used to describe the effects of illness on the human and occupation, have been updated necessitating the change in title of the course. The content has also been updated to address the new accreditation standards imposed by ACOTE the accrediting body for the occupational therapy program.

To: Dr. Elizabeth A. Dooley
Associate Provost for Undergraduate Academic Affairs

From: Garth E. Thomas Jr.
WVU Tech Associate Campus Provost

Date: November 2, 2009

RE: Modifications to the Printing Management +2 Program

The recent separation of the Community and Technical College from WVU Tech has spurred the need to revise the Printing Management +2 program that had been offered as a collaborative effort between the Business Management program and the Printing Technology program. The advisory board for the Printing Management program has also been urging that the management component of the program be strengthened. These two influences have resulted in the replacement of the narrowly focused printing management courses with broader scope management courses. The students will obtain a stronger background in management theory and practice to supplement the technology background they have obtained from their associate degrees.

The attached program sheet shows the courses that are required to complete the program. While the total hours shown for the program is 94, it is expected that students entering with a two-year technology degree will have completed 25 – 30 hours of the core requirements. Since the program will no longer offer printing specific courses, students are expected to have gained the necessary technical background in their two-year program. Entering students will be required to have an associate degree in printing technology, graphic design, or other related area.

The proposed changes will require no new courses. All of the courses being added to the program are already being taught in the management program at WVU Tech. The five Printing Management courses will be dropped from the program. A separate memorandum is attached to request removal of these courses from the STAR catalog.

In addition to strengthening the program academically, the changes will also produce cost savings for WVU Tech. It will not be necessary to contract with Bridgemont Community College for the printing management courses, saving instruction costs. The replacement courses are already being offered for other management programs, and their inclusion in this program will improve the utilization of those courses. From a financial standpoint the changes will result in a reduction in costs. There will be no need to hire until the student population in the program increases to a point where the increased tuition and fees can support additional faculty.



Printing Mgmt +2

Student Name: _____ Student ID: _____

Course Designation	Core Curriculum Requirements	Core Curriculum Content Areas	Semester Complete	Credit Hours	Grade Earned	Transfer Credit Other Info
ENGL 101	English Composition I	Objective #1		3		
ENGL 102	English Composition II	Objective #1		3		
MATH 123	Finite Math I	Objective #2		3		
Elective (Core)	SCI Laboratory Science 1 st	Objective #2		4		
Elective (Core)	SCI Laboratory Science 2 nd	Objective #2		4		
CS 101	Intro. to Computer Applications	Objective #2		4		
Elective (Core)	The Past and its Traditions	Objective #3		3		
ECON 201	Principles of Microeconomics	Objective #4		3		
Elective (Core)	Artistic Expression	Objective #5		3		
PSYC 101	Introduction to Psychology	Objective #6		3		
Elective (Core)	American Culture	Objective #7		3		
ECON 202	Principles of Macroeconomics	Objective #8		3		
Elective (Core)	Non-western Culture	Objective #9		3		
ENGL 305	Technical Writing	Writing Objective		3		
UNIV 101	First Year Experience			1		

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Course Designation	Business Core Course Requirements	Semester Complete	Credit Hours	Grade Earned	Transfer Credit Other Info
ACCT 201	Principles of Accounting I		3		
ACCT 202	Principles of Accounting II		3		
ACCT 331	Managerial Accounting		3		
BCOR 320	Legal Environment of Business		3		
BCOR 350	Principles of Marketing		3		
BCOR 360	Operations/Quantitative Business Methods		3		
BCOR 370	Managing Individuals and Teams		3		
BCOR 460	Contemporary Business Strategy		3		
FIN 325	Financial Management I		3		
MANG 330	Human Resource Management Fundamentals		3		
MANG 360	International Business		3		
MANG 375	Business Simulation		3		
MANG 386	Business Statistics		3		
MANG 422	The Individual and the Organization		3		
MKTG 380	Integrated Promotions		3		
MKTG 485	Global Marketing		3		

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Proposal

Delete the following: PMGT 310, PMGT 401, PMGT 402, PMGT 403, and PMGT 420

Add the following: MANG 360, MANG 375, MKTG 380, and MKTG 485

MANG 360	<u>International Business</u> (3-0) (BCOR 370) The course focuses on management challenges associated with business activity across national boundaries. Topics include the scope and pattern of international business, international management and the multinational enterprise, and management of international political relationships.
MANG 375	<u>Business Simulation</u> (3-0) (ACCT 331, BCOR 350, and BCOR370, and FIN 325) Business games that provide students with simulated real-world managerial decision-making experiences. The simulation provides students with the opportunities to make decisions that cross over functional lines.
MKTG 380	<u>Integrated Promotions</u> (3-0) (BCOR 350) An analysis of the promotional mix options; advertising; personal selling; and sales promotion, and the integration of these options into the marketing mix.
MKTG 485	<u>Global Marketing</u> (3-0) (BCOR 350) Evaluation and analysis of marketing strategies in a global environment; examination of the relationships between international buyer behavior and the elements of the marketing mix.

PMGT 310	<u>Multimedia Presentations</u> (3-0) The course is designed as an introductory level course in multimedia basics using a combination of interactive scripting, high quality photo capturing, and art manipulation that will be used to create effective management presentations.
PMGT 401	<u>Printing Estimation I</u> (3-0) Printers' mathematics. Paper stock: sizes, basic and substance weights, finishes, grades. Elements of cost estimating; classes of composition and presswork and bindery operation.
PMGT 402	<u>Printing Estimation II</u> (3-0) (PMGT 401) Continuation of PMGT 401. Cost centers in the commercial plant; using computers to estimate costs; planning economical printing production.
PMGT 403	<u>Printing Plant Management</u> (3-0) Organization, supervision, and operation of all printing plant departments; industrial relations; management problems and practices; methods of cost and production control; independent documentary research; problems in equipment and personnel selection; plant site selection and layout.
PMGT 420	<u>Printing Management Seminar</u> (1-0) (Senior Standing) Course to be completed during the last semester on campus.

Memorandum

To: Faculty Senate Executive Committee

From: Todd Petty, Chair-Elect,
Senate Curriculum Committee

Date: January 25, 2010

RE: Monthly Alterations Report

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

DISB	486	131001	<p>Action: Change grading mode from Pass/Fail to Satisfactory/Unsatisfactory.</p> <p>Old: DISB 486. Capstone Portfolio: Disability. 1 Hr. PR: Consent. This undergraduate capstone for the interdisciplinary Certificate Program in Disability Studies culminates with a written essay, a presentation, and a portfolio. (Grading will be Pass/Fail).</p> <p>New: DISB 486. Capstone Portfolio: Disability. 1 Hr. PR: Consent. This undergraduate capstone for the interdisciplinary Certificate Program in Disability Studies culminates with a written essay, a presentation, and a portfolio. (Grading will be Satisfactory/Unsatisfactory).</p>	<p>Rationale: This course has been proposed as one requirement in a minor area in Disability Studies that has been requested as an option by several degree programs, including the Bachelor of Arts in Multidisciplinary Studies. Minor area courses must use the normal grading mode so the grading scheme for this course must be changed from Pass/Fail to Satisfactory/Unsatisfactory. The requirements and grading rubric for issuing the two grades will remain the same and only the grade assigned will be changed. This application requests a change in Grade Mode only.</p>	201008
DISB	482	131001	<p>Action: Change grading mode from Pass/Fail to Satisfactory/Unsatisfactory.</p> <p>Old: DISB 482. Disability in the Community. 2 Hr. PR: Consent. This course offers service learning experiences in the community with persons who have a disability. (Grading will be Pass/Fail).</p> <p>New: DISB 482. Disability in the Community. 2 Hr. PR: Consent. This course offers service learning experiences in the community with persons who have a disability. (Grading will be Satisfactory/Unsatisfactory).</p>	<p>Rationale: This course has been proposed as one requirement in a minor area in Disability Studies that has been requested as an option by several degree programs, including the Bachelor of Arts in Multidisciplinary Studies. Minor area courses must use the normal grading mode so the grading scheme</p>	201008

				for this course must be changed from Pass/Fail to Satisfactory/Unsatisfactory. The requirements and grading rubric for issuing the two grades will remain the same and only the grade assigned will be changed. This application requests a change in Grade Mode only.	
HIST	620	540101	<p>Action: Change title, catalog description and grading mode from Pass/Fail to Satisfactory/Unsatisfactory.</p> <p>Old: HIST 620. Internship in Cultural Resource Management. 3 Hr. Three-hundred contact hours of professional placement or project designed to be the capstone experience for students in the CRM graduate certificate program. Placement is tailored to the area of student interest.</p> <p>New: HIST 620. Practicum in Cultural Resource Management. 3 Hr. Professional placement or scholarly research project designed to be the capstone experience for students in the CRM graduate certificate program. Placement is tailored to the area of student interest.</p>	<p>Rationale: The changes to the course title and catalog description are necessary to more accurately reflect the nature of the course. Changing the title from “internship” to “practicum” is a more accurate description of the fact that a student may choose to engage in an internship or a scholarly research project. Also, the reference to specific hours has been removed because these have been altered by the department (and could be altered in the future) in keeping with University and professional standards in this area. The request for the grading method to be changed from Pass/Fail to Satisfactory / Unsatisfactory is again keeping with University standards, and also to provide a better means for evaluation of students when nearly all of the work for the course takes place outside of a traditional classroom setting and more conventional means of evaluation (tests, reports, etc.) are not feasible in a class of this nature.</p>	201008
MINE	201	142101	<p>Action: Drop MINE 261 as a co-requisite and add MATH 155 as a pre-requisite.</p> <p>Old: MINE 201. Mine Surveying. 3 Hr. CONC: MINE 261. Principles of surveying; field experience in underground and surface surveying with map work and calculations.</p> <p>New: MINE 201. Mine Surveying. 3 Hr. Prereq: MATH 155. Principles of surveying; field experience in underground and surface surveying with map work and calculations.</p>	<p>Rationale: Dropping MINE 261 as a co-requisite will provide more flexibility in scheduling for transfer students and dual major students. The students taking MINE 201 having the fundamentals of MATH 155 is necessary. MATH 155 will</p>	201008

				provide the necessary background for solving various problems in MINE 201.	
MUSC	172	500901	<p>Action: Remove MUSC 170 as a prerequisite.</p> <p>Old: MUSC 172. Music in Western Culture. 3 Hr. PR: MUSC 170 or consent. (Not open to music majors.) A survey of Western music from early Christian times to the twentieth century with special emphasis upon cultural and social relationships.</p> <p>New: MUSC 172. Music in Western Culture. 3 Hr. (Not open to music majors.) A survey of western music from early Christian times to the twentieth century with special emphasis upon cultural and social relationships.</p>	<p>Rationale: The MUSC 170 pre-requisite for one-level courses in music (M172-M174) was designed during the LSP era when students were encouraged to take two courses in one discipline and no longer applies. Removing all pre-requisites will provide students with more choices when selecting an introductory music course to fulfill a GEC objective or a requirement for the Minor in Music.</p>	201008
MUSC	173	500901	<p>Action: Change course description. Remove MUSC 170 as a prerequisite.</p> <p>Old: MUSC 173. Music of the Modern Age. 3 Hr. PR: MUSC 170 or consent. (Not open to music majors.) A survey of Western music of the twentieth century from Debussy to recent years, emphasizing stylistic, historical, and cultural facts.</p> <p>New: MUSC 173. Music of the Modern Age. 3 HR. (Not open to music majors.) A survey of American ethnic music reflecting the diversity and multicultural character of music-making, emphasizing style, cultural context, and values attached to music as part of the immigrant experience.</p>	<p>Rationale: The change in the course description reflects more relevant content that will appeal to students wanting to fulfill a GEC objective with an introductory music course. The MUSC 170 pre-requisite for one-level courses in music (M172-M174) was designed during the LSP era when students were encouraged to take two courses in one discipline and no longer applies. Removing all pre-requisites will provide students with more choices when selecting an introductory music course to fulfill a GEC objective or a requirement for the Minor in Music.</p>	201008
MUSC	175	500901	<p>Action: Remove MUSC 170 as a prerequisite.</p> <p>Old: MUSC 175. Introduction to History of Jazz. 3 Hr. PR: MUSC 170 or consent. An introduction to jazz its characteristics, important performers, and their music, including an historical survey with attention to the changing style of the music.</p> <p>New: MUSC 175. Introduction to History of Jazz. 3 Hr. An introduction to jazz its characteristics, important performers, and their music, including an historical survey with attention to the changing style of the music.</p>	<p>Rationale: The MUSC 170 pre-requisite for one-level courses in music (M172-M174) was designed during the LSP era when students were encouraged to take two courses in one discipline and no longer applies. Removing all pre-requisites will provide students with more choices when selecting an introductory music course to fulfill a GEC objective or a requirement for the Minor in Music.</p>	201008

MUSC	179	500901	<p>Action: Remove restriction to MUSC majors.</p> <p>Old: MUSC 179. Music in World Cultures. 3 Hr. Examination of music from various cultures (e.g. Native America, South India, Japan, Africa) within their cultural contexts. (Not open to music majors.)</p> <p>New: MUSC 179. Music in World Cultures. 3 Hr. Examination of music from various cultures (e.g. Native America, South India, Japan, Africa) within their cultural contexts.</p>	<p>Rationale: In order to make this course available to music majors, a section restricted to majors is being created with enhanced course content that requires more discipline-specific skills. This will include what material is presented in class (such as activities requiring music notation skills), what material is on tests (such as greater familiarity with identifying musical instruments visually and aurally), and possibly additional projects, such as writing a “musical biography” that includes all previous significant contact with music beyond Western art, popular, and folk music.</p>	201008
POLS	351	451011	<p>Action: Add POLS 250 and 260 as prerequisites. Slight change to catalog description.</p> <p>Old: POLS 351. Russian and Post-Soviet Politics.3Hr. Survey of the politics and government in Russia and in the states of the former Soviet Union.</p> <p>New: POLS 351. Russian and Post-Soviet Politics. 3 Hr. PR: POLS 250 or POLS 260 or consent. Survey of the politics and government in Russia and post-Soviet states.</p>	<p>Rationale: This advanced course requires an understanding of analytic concepts and perspectives in comparative political analysis or international relations. The department has become concerned that non-political Science majors (e.g., those from International Studies as well as area studies programs such as SEES and Russian) enter the class without substantive or analytic background in Political Science. The POLS 250 (Introduction to Comparative Politics) prerequisite will enable students to gain much more out of this advanced class. Although POLS 250 is preferred, POLS 260 is an acceptable alternative to give students some flexibility.</p>	201008
POLS	352	451011	<p>Action: Establish a new catalog description. Add POLS 250 as a prerequisite.</p> <p>Old: POLS 352. Politics of the European Union. 3Hr. (no previous description)</p> <p>New: POLS 352. Politics of the European Union. 3Hr. PR: POLS 250 or consent. Examination of the evolution of European integration and the political and institutional dynamics of the contemporary European Union.</p>	<p>Rationale: This advanced course is taught at a demanding level, and the instructor has grown increasingly concerned that non-Political Science majors enter the class without substantive or analytic background in Political Science. The POLS 250</p>	201008

				(Introduction to Comparative Politics) prerequisite will enable students to gain much more out of this advanced class. Only one other program-International Studies-is affected by this change. This is manageable, because students with a European area of emphasis will be encouraged to take POLS 250 as part of the introductory core curriculum. This course is not in the SEES curriculum.	
POLS	353	451011	<p>Action: Add POLS 250 as a prerequisite. Slight change to catalog description.</p> <p>Old: POLS 353. Western Democratic Governments. 3Hr. Cross-national and/or country based analysis of selected western democracies. Individual countries analyzed will vary, but may include Canada, Great Britain, France, Italy, and the European Union.</p> <p>New: POLS 353. Western Democratic Governments. 3Hr. PR: POLS 250 or consent. Cross-national and/or country based analysis of selected western democracies, such as Canada, Great Britain, France, Italy, and the European Union.</p>	<p>Rationale: This advanced course is taught at a demanding level, and the instructor has grown increasingly concerned that non-Political Science majors enter the class without substantive or analytic background in Political Science. The POLS 250 (Introduction to Comparative Politics) prerequisite will enable students to gain much more out of this advanced class. Only one other program-International Studies-is affected by this change. This is manageable, because students with a European area of emphasis will be encouraged to take POLS 250 as part of the introductory core curriculum. This course is not in the SEES curriculum.</p>	201008
SPED	636	131001	<p>Action: Change course title.</p> <p>Old: SPED 636. Instructional Strategies for Students with Vision/Multiple Impairments. 3 Hr. Service delivery models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with multiple impairments (vision impairments plus other impairments).</p> <p>New: SPED 636. Teaching Students with Vision/Multiple Impairments. 3 Hr. Service delivery models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with multiple impairments (vision impairments plus other impairments).</p>	<p>Rationale: This application requests a change in course title only to clarify the focus of this course as students who have vision impairments with other impairments such as deafness/blindness, intellectual disabilities, or physical impairments.</p>	210108
SPED	635	131001	<p>Action: Change course title.</p> <p>Old: SPED 635. Instructional Strategies for Students with Low Vision/Blindness. 3 Hr.</p>	<p>Rationale: This application requests a change in course title only to clarify</p>	210108

		<p>Classroom and itinerant teaching models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with low vision/blindness.</p> <p>New: SPED 635. Teaching Students with Low Vision/Blindness. 3 Hr. Classroom and itinerant teaching models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with low vision/blindness.</p>	<p>the focus of this course as students who have vision impairments only and not vision impairments associated with other disabilities, such as deafness/blindness.</p>	
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Memorandum

Date: February 22, 2010

To: Senate Executive Committee

From: Beverly Kirby, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on February 15 and recommends the following course for Faculty Senate approval:

Approved New Writing Course Additions:

FLIT 236, French Literature in Translation 2

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: February 22, 2010

To: Senate Executive Committee

From: Beverly Kirby, Chair, General Education Curriculum Oversight Committee

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

The GEC Oversight Committee met on February 1 and 15 and passed the following courses for GEC Audit:

GEC Successful Audits:

HIST 108, North America: Past and Present (Obj. 3 & 4)

HIST 207, Revolutionary Europe (Obj. 3 & 8)

HIST 281, The Agrarian Transformation (Obj. 3 & 4)

MATH 123, Finite Math (Obj. 2A)

MATH 156, Calculus 2 (Obj. 2A)

Writing Requirement Successful Audits:

ENGL 373W, Contemporary English and Irish Literature, Writing Intensive

GEOL 400, Environmental Practicum

MANG 422, Individual and Organization

SOCA 389, Writing in Sociology & Anthropology

Deletions from GEC by request of Department Chair:

MATH 231, Algebra & Geometry for Elementary Teachers

WMST 494, Seminar

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)

ACADEMIC CALENDAR

WVU Main Campus 2011-2012 Academic Calendar
Incorporating Common Key Dates Across All Campuses

FIRST SEMESTER

Thursday, August 18	New Student Orientation
Friday, August 19	General Registration
Monday, August 22	On Campus First Day of Classes
Monday, August 22	Late Registration Fee in Effect for All Students
Friday, August 26	Last day to Register. Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Tuesday, August 30	Eid-al-Fitr (Day of Special Concern)
Monday, September 5	Labor Day Recess: University Closed
Thursday, September 29	Rosh Hashanah (Day of Special Concern)
Friday, October 7	Mid-Semester
Saturday, October 8	Yom Kippur (Day of Special Concern)
Thursday, October 13 at noon	Mid-Semester Reports Due
Friday, October 28	Last Day to Drop a Class
Friday, November 2	Veterans' Day (Day of Special Concern)
Saturday, November 12	Birth of BahaVllah (Day of Special Concern)
Saturday, November 19 thru Sunday, November 27	Thanksgiving Recess
Thursday, December 8	Last Day to Withdraw from the University
Friday, December 9	Last day of Classes
Sunday, December 11	December Convocation
Monday, December 12 thru Saturday, December 17	Final Examination Week
Sunday, December 18	Winter Break Begins
Sunday, December 25	Christmas Day
Wednesday, December 28	Degree Conferring Date
Friday, January 6	Dean's reports on Graduates Due in OUR

SECOND SEMESTER

Sunday, January 1	New Years Day
Thursday, January 5	New Student Orientation
Friday, January 6	General Registration
Monday, January 9	On Campus First day of Classes
Monday, January 9	Late Registration Fee in Effect for All Students
Friday, January 13	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, January 16	Martin Luther King's Birthday Recess: University Closed
Friday, February 24	Mid-Semester
Thursday, March 1 at noon	Mid-Semester Reports Due
Friday, March 16	Last Day to Drop a Class
Wednesday, March 21	Naw-Ruz (Day of Special Concern)
Saturday, March 24 thru Sunday, April 1	Spring Recess
Friday, April 6	Friday Before Easter Recess: University Closed
Saturday, April 7	Passover (Day of Special Concern)
Saturday, April 21	Feast of Rivdan (Day of Special Concern)
Thursday, April 26	Last Day to Withdraw from the University
Friday, April 27	Last day of Classes
Monday, April 30 thru Saturday, May 5	Final Examination Week
Wednesday, May 9	Dean's Reports on Graduates Due in OUR
Saturday, May 12	Alumni Day
Saturday, May 12	Commencement
Sunday, May 13	Commencement

Approved by Faculty Senate 3/8/10

ACADEMIC CALENDAR

West Virginia University Summer 2012 Academic Calendar

12-Week Summer Session

Monday, May 21Registration
Monday, May 21 On-Campus First Day of Classes
Monday, May 28 Memorial Day Recess: University Closed
Friday, June 29 Final Exam for First Six-Week Session
Wednesday, July 4 Independence Day Recess: University Closed
Friday, August 10 Final Exam for Second Six-Week Session and 12-Week Session
Friday, August 17 Degree Conferring Date (No Ceremonies)

- LATE REGISTRATION FEE IN EFFECT ON THE SECOND DAY OF CLASS FOR ALL CLASSES
- YOU MAY WITHDRAW FROM A SUMMER CLASS ANYTIME BEFORE THE LAST DAY OF THE CLASS

Approved by Faculty Senate 3/8/10