

Minutes
The West Virginia University Faculty Senate
Monday, January 14, 2013

1. Michael Mays, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A&B, NRCCE.

Members Present:

| | | | | |
|---------------|------------------|----------------|----------------|-----------------|
| Abate, M. | Cronin, A. | Iskander, W. | Nichols, A. | Sherlock, L. |
| Ameri, S. | Curtis, R. | Johnston, A. | Nutter, R. | Sherwin, M. |
| Anderson, J. | Davis, S. | Kershner, R. | Oberhauser, A. | Sperow, M. |
| Anderson, K. | DiBartolomeo, L. | Kirby, B. | Orlikoff, J. | Stack, S. |
| Atkins, C. | Elmore, S. | Kite, S. | Osborne, E. | Stolzenberg, A. |
| Barretto, G. | Etzel, E. | Kopriva, N. | Peace, G. | Tallaksen, R. |
| Bastress, R. | Ferrara, L. | Kromar, R. | Perna, N. | Tuninetti, A. |
| Bilgesu, I. | Finkel, M. | Kuhlman, J. | Perone, M. | Turton, R. |
| Blake, L. | Fint-Clark, B. | Lieving, G. | Petty, T. | Valenti, M. |
| Boone, D. | Graber, S. | Livengood, R. | Polak, J. | Vona-Davis, L. |
| Bowen, E. | Griffith, R. | Lofaso, A. | Prudhomme, J. | Watson, J. |
| Brazaitis, M. | Harner, J. | Mandich, M. | Reymond, R. | Weihman, L. |
| Brock, R. | Harris, T. | Matak, K. | Rockett, I. | Wenger, S. |
| Bryner, R. | Hartley, D. | Mays, M. | Rose, T. | Wilcox, G. |
| Campbell, L. | Hileman, S. | Merrifield, J. | Ruscello, D. | Wood, A. |
| Carpenter, R. | Hornsby, G. | Miller, M. | Ryan, K. | Yang, H. |
| Connors, J. | Hostuttler, L. | Moritz, J. | Schreurs, B. | |
| Cottrell, L. | Huber, J. | Munasinghe, R. | Scott, H. | |

Members Excused:

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|-------------|-------------|---------------|------------------|--------------|
| Abraham, R. | Famouri, P. | Kleist, V. | Paternostro, M. | Woloshuk, J. |
| Britten, R. | Holmes, M. | Lastinger, V. | Putman, H. | |
| Cohen, S. | Kale, U. | Lorimer, D. | Sand-Jecklin, K. | |

Members Absent:

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|--------------|------------|-------------------|---------------|--------------|
| Anfinson, J. | Dino, G. | Hashmi, M. | Nelson, C. | Watson, D. |
| Baldwin, C. | Fisher, M. | Huffman, V. | Petronis, J. | Whiteman, C. |
| Bergner, G. | Fuller, E. | Knight, J. | Reddy, R. | |
| Brooks, R. | Funk, A. | Meckstroth, R. | Tower, L. | |
| Cassels, A. | Graves, C. | Miltnerberger, M. | Veselicky, K. | |

Faculty Senate Officers Present:

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|--------------|------------------|---------|----------|
| Cottrell, L. | DiBartolomeo, L. | Lee, P. | Mays, M. |
|--------------|------------------|---------|----------|

2. Chair Mays moved for approval of the minutes from the Monday, December 10, 2012 meeting.
Motion carried.
3. Provost Wheatley reported on the following issues:
 - Fred King was appointed Vice President for Research by President Clements.

- Due to an error in the chain of communication, information about the WVU Foundation Award for Outstanding Teaching was not circulated at the appropriate time. As a result, the new deadline for nominations and applications has been changed to February 18.
- There are some problems on campus with Java Version 7. Mark Six advised users to continue to use Java Version 6; further communications should be forthcoming either today or tomorrow.
- February marks the two-year anniversary of the Board of Governors endorsing the strategic plan. The Strategic Planning Council will meet on February 26 to review progress. Nigel Clark will update the Senate this spring.
- The Higher Education Learning Commission site team visit will take place on April 7-9, 2014. Even those schools and programs with their own professional accreditation will be included in the institutional accreditation process.
- Goal 1 of the strategic plan deals with providing our students with a relevant and quality education. Nigel Clark has been working with a task force to look at the kinds of skills needed by the 21st Century thinker. The task force should offer recommendations within the next month or so and will work with the Senate regarding implementation of those recommendations. Elizabeth Dooley has been working on implementation of the University College, which we hope to roll out in the fall of 2013. Students who took advantage of the Mountaineer Success Academy posted a probation rate of 17%, compared with an overall rate of 26% for the general student population. Russ Dean and Brenda Thompson are working on recruiting an entering class with a better academic profile. Katherine Karraker is working on consistency in policies and procedures, including graduate waivers.
- Goal 2 deals with the growth of the research reputation of the institution. We are trying to align our institutional resources for targeted recruitment efforts. Hiring has been focused in interdisciplinary areas of radio astronomy, eliminating health disparities, shale gas, STEM education, and the responsible use of water. Russ Dean has been working on establishing a center for the integration of research, teaching, and learning. CB Wilson is trying to find ways to streamline processes to recruit and advance faculty; we are looking at Digital Measures as a means of archiving productivity of faculty; he will be starting a dialogue about the promotion and tenure guidelines.
- Goal 3 is a diversity goal. She has taken on a goal of launching the Women Leaders Initiative. About 30 women leaders have been trained, and we will welcome another 50-60 women leaders into the initiative at the end of the month.
- With respect to the global initiative, we are still taking under advisement the roundtable recommendations.
- With respect to goal 5, the search committee for the associate provost for engagement and outreach will be named soon.

4. Chair Mays reported on the following issues:

- He thanked Carol Hando for coordinating a presentation on the Regents Bachelor of Arts degree prior to today's meeting.

- Senate committee chairs met to discuss current projects, promoting committee service, and coordinating the work of committees. Suggestions included posting meeting times on the web site for committees with standing meetings, setting up a wiki page for each of the standing committees, and connecting an email address to each committee so that messages can be forwarded to the current chair. The Committee on Committees is working towards rotating membership to include a chair elect, chair, and past chair to encourage continuity.
- The second Monday of the month will occur during fall break in October 2013 and spring break in March 2014. Senate meetings for those months will shift.
- For the spring semester, there will be an extra day for reporting grades. They will be due the Tuesday after finals week. Due to the fall break, final exam week will end on a Wednesday; he is not sure how this will affect when final grades are due.

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

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

Annex II, Capstone Course for WDSC 480. Motion carried.

Annex III, Capstone Course for WDSC 481. Motion carried.

Annex IV, Capstone Course for EDUC 411. Motion carried.

Annex V, Curriculum Revisions for World Languages, Literatures and Linguistics.

Motion carried.

Annex VI, Monthly Alterations Report, was submitted for information.

6. Ilkin Bilgesu, Chair, General Education Committee, moved for approval of the following report:

Annex VII, GEC Actions. Motion carried.

Annex VIII, GEC Audits, was submitted for information.

7. Wayne King, President and CEO of the WVU Foundation, provided an overview of the foundation and the capital campaign. The foundation manages 4664 funds and over \$1.1 billion in assets. The capital campaign ends in three years; he expects the December report to show \$600 million of the \$750 million goal has been met. He thanked the Senators for their personal giving and for taking advantage of opportunities to encourage others to give.
8. Lesley Cottrell introduced Jerry Ross, Associate Registrar, who provided an overview of the Course Inventory Management (CIM) system. CIM is a result of an on-going collaboration between the Senate and the Registrars' Office to create an electronically-based curriculum review process. Three groups, the Eberly College of Arts and Sciences, the School of Pharmacy, and the School of Medicine, will pilot the system. The Eberly College will begin testing in January by submitting proposals for their February college council meeting.
9. Roy Nutter, ACF representative, reported that:
 - The next meeting will be January 31, 2013.
 - Areas of focus for the legislature are likely to be the K-12 system, drug abuse and the crowded prison system.

- Governor Tomblin will give his State of the State address February 15.
 - The Secretary of Commerce stated that the biggest challenge to the West Virginia economy in 2013 will be a shrinking labor force. He went on to comment on an older work force, fewer opportunities in rural West Virginia, and applicants refusing to submit to a drug test.
10. Robert Griffith, BOG representative, reported that the Board of Governors will meet in February. The meeting will begin with a luncheon and tour of the School of Medicine.
 11. New Business:
 - Ruth Kershner suggested we be given information from PEIA, which can be shared with prescribing providers, regarding the protocol for substitution of generic medications. Chair Mays will refer this to the Faculty Welfare Committee.
 12. Meeting adjourned at 4:26 p.m. to reconvene on Monday, February 11, 2013.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Dennis Ruscello, Chair, Faculty Senate Curriculum Committee
Date: December 17, 2012
Re: New Courses and Course Changes

College of Business and Economics

New Courses:

Business Administration

BUSA 201. The Economic System. 3-Hr. Introduction to the analysis of the economic system. Pricing system, monetary system, determination of all national income and employment. (Effective Term: Fall 2013) (CIP 520601)

Rationale: Deleting ECON 111 and adding BUSA 201 to comply with the Business Administration minor.

Finance:

FIN 743. Advanced Topics Seminar. 3-Hr. Examination of the theoretical and empirical research in important areas of finance. Examples include financial institutions, international finance, behavioral finance and market microstructure. (Effective Term: Spring 2013) (CIP 520801)

Rationale: The proposed Investments Seminar and Corporate Finance Seminar cover seminal and current research in the two main areas of finance. However, much interesting and important financial research is being done that does not clearly fall in either of these two areas. Examples include behavioral finance, market microstructure, financial institutions and international finance. The Special Topics Seminar is intended to provide a thorough introduction to one of such important areas. The choice of the particular research area will be at the discretion of the instructor assigned to teach the course; it is understood that this choice will be based on the instructor's research interests. This seminar will contribute to a more well-rounded finance Ph.D. program and it will be one of particular interest to students whose research interests lie outside of the topics covered in the investments and corporate finance seminars. This course will also create an opportunity for more finance faculty members to be active contributors to the Ph.D. program. For example, a faculty member specializing in market microstructure would be able to teach the special topics seminar covering microstructure and later supervise research of doctoral students who become interested in microstructure.

Eberly College of Arts and Sciences

New Courses:

Chemistry

CHEM 462. Biochemistry II. 3-Hr. PR: AGBI 410. Second semester of undergraduate biochemistry with a focus on the molecular level processes that enable life and the integration of multiple hierarchies of mechanistic regulation. (Effective Term: Spring 2014) (CIP 400501)

Rationale: This course is intended to serve as a required course for B.S. Biochemistry undergraduate students, and it will also be available to any who might be interested in pursuing advanced studies in chemistry, biochemistry and other biological sciences. The course will give students the tools, skills, and confidence to understand biochemistry from a thermodynamic systems perspective, and it will prepare them for graduate research or professional schools.

CHEM 464. Biochemistry II Lab. 1-Hr. PR: AGBI 410, and AGBI 412 and PR or CONC: CHEM 462. Second semester undergraduate biochemistry lab, familiarizes students with biochemical techniques used in the analysis of biological species/processes. (Effective Term: Spring 2014) (CIP 400501)

Rationale: This course is intended to serve as a required course for B.S. Biochemistry undergraduate students, and it will also be available to anyone who might be interested in pursuing advanced studies in chemistry, biochemistry and other biological sciences. The course will give students the tools, skills, and confidence to operate common biochemistry related instruments, perform common biochemistry experiments, and it will prepare them for graduate research or professional schools.

World Languages, Literatures, and Linguistics

SPAN 311. Readings in Spanish. 3-Hr. PR: SPAN 200 or SPAN 204 or score of over 494 on the Spanish placement test. Major emphasis on improving reading skills in Spanish through comprehension exercises, discussion, and written analyses. Grammar review where appropriate. (Effective Term: Spring 2013) (CIP 160101)

Rationale: As part of the upper-intermediate communicative courses in the Spanish undergraduate program, SPAN 311 gives students the opportunity to read and analyze a variety of texts in Spanish. After the completion of SPAN 204, students who aspire to be majors and minors must hone their reading, writing, and speaking skills so that they can successfully complete the advanced-level courses. SPAN 311 will provide students with opportunities to read real-life texts and literary selections, and it will equip them with the necessary strategies to achieve a higher level of comprehension.

SPAN 312. Writing in the Hispanic World. 3-Hr. PR: SPAN 200 or SPAN 204 or score of over 494 on the Spanish placement test. Major emphasis on improving writing skills in Spanish such as description, narration and argumentation through exposure to different types of cultural texts. (Effective Term: Spring 2013) (CIP 160101)

Rationale: This course will equip students with necessary writing strategies and sufficient practice of grammatical forms and linguistic functions as they pertain to each rhetorical mode. The goal is to have students achieve a higher level of accuracy and fluency in written production.

SPAN 313. Spanish Through Media. 3-Hr. PR: One course of SPAN 310 or SPAN 311 or SPAN 312. Explores Spanish language and Hispanic cultures through audio-visual materials. (Effective Term: Spring 2013) (CIP 160101)

Rationale: This course is designed to complement and strengthen the existing upper-division program as it provides students with a comprehensive view of linguistic and cultural aspects of Spanish-speaking countries through audio-visual materials (movies, song, etc.). This course

allows students not only to develop their linguistic skills in a practical way, but also to learn general cultural and linguistic differences between Spanish and English and among various Spanish communities.

SPAN 314. Spanish Conversation. 3-Hr. PR: SPAN 311 or SPAN 312 or SPAN 313. Conversational skills are emphasized through class discussions and oral reports. Students who take SPAN 310 cannot take this course. (Effective Term: Spring 2013) (CIP 160101)

Rationale: This course is designed to complement and strengthen the existing upper-division program as it provides non-native Spanish speaking students the opportunity to develop their listening and speaking skills. This course focuses on oral communication. Students will become familiar with different accents while strengthening their knowledge about different Spanish-speaking communities.

SPAN 333. Spanish American Literature. 3-Hr. PR: Two 300-level SPAN courses. Readings in Spanish American literature from the colonial period to the present. (Effective Term: Spring 2013) (CIP 160101)

Rationale: The purpose of this course is to survey the development of Spanish-American literature from the earliest times to the present; it combines SPAN 331 and SPAN 332. At the moment, Spanish majors rarely take both 331 and 332, resulting in a fragmented view of Spanish American Literature. By substituting 331 and 332 with 333, students will become familiar with the major movements and figures of Spanish-American literature from the sixteenth century to the present. It is intended as a preparatory overview for more in-depth courses which the department will be better able to offer as a result of this change.

SPAN 343. Spanish Literature. 3-Hr. PR: Two 300-level SPAN courses. Readings in Spanish literature from the medieval period to the present. (Effective Term: Spring 2013) (CIP 160101)

Rationale: The purpose of this course is to survey the development of Spanish literature from medieval times to the present; it combines SPAN 341 and SPAN 342. At the moment, Spanish majors rarely take both 341 and 342, resulting in a fragmented view of Spanish literature. By substituting 341 and 342 with 343, students will become familiar with the major movements and figures of Spanish literature from the eleventh century to the present. It is intended as a preparatory overview for more in-depth courses which the department will be better able to offer as a result of this change.

College of Creative Arts

New Courses:

Theatre

THET 375. Puppet Construction. 3-Hr. PR: THET 105. This studio course focuses on puppetry through the study of basic mechanical systems, printing, sculpting, sewing and finishing techniques. (Effective Term: Spring 2016) (CIP 500501)

Rationale: This course is needed in the puppetry/Creative Dramatics emphasis for the BFA in Theatre curriculum to provide hands-on instruction in building puppets. As one of only three such programs in the country, it is necessary to keep the students current with industry trends:

this course will provide students with the skills necessary to compete for employment opportunities in puppetry with employers such as Disney/Henson Studios and Animax Designs.

THET 422. Advanced Stage Makeup. 3-Hr. PR: THET 221. An advanced study of stage makeup materials and techniques. Intensive focus on facial anatomy, casting, sculpting, and design. (Effective Term: Spring 2015) (CIP 500501)

Rationale: This course is an extension of THET 221, Stage Makeup. It builds on the two-dimensional makeup learned by students in THET 221 by teaching them how to create three-dimensional prosthetics. The course will encourage a further development of the physical “look” of the theatrical character and how to apply the makeup swiftly to accommodate theatrical deadlines and call times. The class teaches sculpture, facial anatomy, casting materials and techniques, design, and prosthetic materials. Advanced Stage Makeup will be offered in alternate years.

THET 523. Costume Crafts Studio. 3-Hr. This course will allow the graduate student to pursue research and intensive projects in the area of Costume Crafts through course work and lecture. (Effective Term: Fall 2015) (CIP 500501)

Rationale: This course will allow the graduate student to pursue research and intensive projects in the area of Costume Crafts. The objective of this course is to allow the advanced graduate student to pursue research and intensive projects in the areas of millinery, fabric dyeing, fabric modification, thermoplastic armor, jewelry making, costume distressing, and mask-making. Presently, there is only an undergraduate level of this course and we feel that a course with higher expectations and intensity should be a part of our graduate program.

Davis College of Agriculture, Natural Resources and Design

Wood Science

New Courses:

WDSC 225. Finished Wood Products. 3-Hr. Exploration of the different materials used in low-rise residential and commercial construction applications for finishing and design aspects. Emphasis will be placed on wood products. (Effective Term: Spring 2013) (CIP 030501)

Rationale: Wood has long been a part of residential and commercial construction including interior applications. This course will be offered to students in all majors but is designed especially for students in Wood Science and Technology, and in the Division of Design and Merchandising. Students taking this course will gain experience and a basic understanding of all the materials currently available for interior applications, including manufacturing processes and proper installation techniques. Having this knowledge will allow students to broaden design possibilities for finishing interior spaces in construction.

WDSC 245. Residential Building Materials. 3-Hr. Exploration of the different building materials used in residential and commercial construction. Emphasis will be placed on solid and engineered wood products as well as their manufacturing processes. (Effective Term: Spring 2013) (CIP 030501)

Rationale: Wood has long been a part of low-rise residential and commercial construction. Students taking this course will gain experience and a basic understanding of residential framing and finishing styles, all the various materials used in the construction industry, and their application and installation. This course will be open to students in all majors.

WDSC 470. Marketing Forest Products. 3-Hr. Marketing Forest Products will examine techniques used by the forest products industry to market commodity, value-added, specialty, and sustainable (i.e., “green”) products. (Effective Term: Spring 2013) (CIP 030501)

Rationale: This course will be a required course under the Wood Science and Technology Renewable Materials Marketing Area of Emphasis. The course is necessary as it lays the foundation for marketing of forest products. Forty-seven percent of the industrial raw materials produced in the United States come from wood (i.e., biomaterials). It is estimated that in 2011, the U.S. will produce 343 million cubic meters and consume 355 million cubic meters of wood and wood products. Five percent of the total U.S. manufacturing gross domestic product (GDP) is attributed to the forest products industry. WDSC 470, Marketing Forest Products, will provide students with the skills and knowledge necessary for future employment in wood products business and marketing related industries. Given the diversity of the Forest Products Industry, this course will provide specific knowledge on the different marketing techniques and product position needed for each sector.

WDSC 480. Senior Projects 1. 2-Hr. Senior Project requires students to identify a wood science related problem, perform a literature review, and develop a plan for research to be completed in WDSC 481. (Effective Term: Spring 2013) (CIP 030501)

Rationale: This course will be the first part of a two semester required capstone course under the Wood Science and Technology Program. The course will provide students with the skills and knowledge necessary for future employment in the wood products related industries. Specifically, this course will train students in the techniques and methods required to identify an issue within their field and develop a sound methodology/study to research solutions to the issue. The course will provide undergraduate students with specific skills related to critical thinking and communication.

WDSC 481. Senior Projects 2. 2-Hr. PR: WDSC 480.. Senior Project requires students to use knowledge from other courses to conduct research proposed in WDSC 481 and analyze results and prepare a technical report. (Effective Term: Spring 2013) (CIP 030501)

Rationale: This course is the second part of a two semester required Capstone course under the Wood Science and Technology Program. Through the course, students will gain critical thinking skills and the tools necessary to perform self-guided work in solving a problem through analytic methods. Specifically, this course will train students in the techniques and methods required to research an industry/field related issue and successfully relay their findings to a group of peers. The course will provide undergraduate students with specific skills related to critical thinking, writing and communication.

College of Human Resources and Education

Course Change:

From:

EDUC 411. Practicum 4/Tech App. 4-Hr. PR: EDUC 410 and SPED 360. Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large groups in an assigned public school site.

To:

EDUC 411. Practicum 4/Tech App. 4-Hr. PR: EDUC 410 and SPED 460 and SPED 461. Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large groups in an assigned public school site. Capstone Course. (Effective Term: Spring 2013) (CIP 130301)

Rationale: The faculty in cooperation with student feedback have deemed this course a capstone for the following reasons: a). It requires students to plan, develop, and implement teaching strategies independently or in cooperation with university and on-site mentors, b). They must engage in critical thinking and integrate their academic knowledge to the actual classroom through lesson planning and teaching elementary/secondary students, c). They must interact with peers, mentors, and parents on an ethical basis during their learning experience.

Based on feedback from the Curriculum Committee, a 400-level course was needed to serve as an undergraduate capstone for the Five-Year Teacher Education Program. As a 12 hour/week practicum, this fulfills the requirement for a capstone course. EDUC 603 served as a capstone course for the Five-Year Teacher Education Program in the past, but that course has been dropped from the program of study. This practicum is taken by all students in the Five-Year Teacher Education Program and serves as the major undergraduate teaching practicum.

College of Law

New Course:

Law 615. Elder Law. 3-Hr. A thorough examination of various legal topics and issues relating to the special needs of the elderly. Topics include legal capacity, surrogate decision-making, guardianship, Medicare, Medicaid, elder abuse, nursing homes and advance directives. (Effective Term: Spring 2013) (CIP 220101)

Rationale: The majority of law schools offer specialized courses that build upon and refine the basic legal doctrines taught in the first year. The College of Law faculty has determined that Elder Law fits into civil law curriculum as an upper level, small group experience. It provides an opportunity for students to focus on issues that pertain to the ever-growing elderly population, and to develop expertise in legal negotiations and advocacy in this increasingly important areas of law.

West Virginia University Institute of Technology

New Course:

Computer Science

CS 456. Digital Image Processing. 3-Hr. PR: Math 156 and CS 201. This course covers techniques for image acquisition, transformation, enhancement, restoration, compression, segmentation and recognition. A brief introduction to advanced topics such as motion detection, optical flow will also be included. (Effective Term: Spring 2013) (CIP 110701)

Rationale: This course will serve as an elective for two programs: BS in Computer Science and BS in Information Systems. Digital Image Processing has applications in the field of computer vision, a rapidly developing field that has shown promising recent advancements in face recognition, robotics, industrial automation, and unmanned vehicles. This course will also provide WVU Tech students an opportunity to master their programming skills since computational aspects of digital image processing is very challenging. The course was offered twice under Special Topics by WVU Tech Computer Science Department and there is sufficient interest among students to justify offering this course on a regular basis.

Statler College of Engineering and Mineral Resources

Mechanical and Aerospace

New Course:

MAE 482. Flight Sim for Aircraft Safety. 3-Hr. PR: MAE 365 or consent. Introduction to flight modeling and simulation tools for aircraft health management through analysis and accommodation of abnormal flight conditions. (Effective Term: Fall 2013) (CIP 140201)

Rationale: The course covers several topics related to abnormal/failure flight conditions that are not included in the current curriculum but represent the basis for important knowledge and skills required by the present and future aerospace engineering practice. The course responds to the need for a well prepared workforce capable of addressing the issues of aviation safety, aircraft health monitoring and management, and design for safety and affordability. The course was designed as a technical elective for MAE majors. It has been approved as a technical elective by the departmental curriculum committee.

School of Public Health

Biostatistics

New Course:

BIOS 605. Applied Biostatistics Capstone. 2-Hr. PR: BIOS 601 and BIOS 602 and BIOS 603 and BIOS 604 and consent. Students will work on a dedicated data analysis stemming from their own research or the work of others, culminating in a final research paper. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students with important skills and knowledge in analyzing data, interpreting results, and communicating the results of the data analysis for manuscript or grant submission. This course reflects 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.

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 prepare a written project proposal on a topic that they self-select with advisement from a project advisor, and based on their area of interest. Students will need to gather and compile past research related to their topic and be able to synthesize this material into a clear and concise literature review section. The independently gathered material will also be used for a basis on which to develop a methodology to answer a research question and test any hypothesis developed as part of the project.

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

To successfully complete the course and prepare written project proposal, students need to read and comprehend past research and use critical thinking skills to develop a project. In developing a project, students will need to bring together information learned throughout their undergraduate courses. Knowledge related to problems within their field of study will be essential in helping develop their project and coming up with a research question to answer. The senior project course is developed to challenge students to combine all their prior experience and use it to perform a critical thinking activity in an independent manner.

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

Given the field of study, Wood Science, the students are continuously faced with on-going environmental and social issues related to using an abundant natural resource to address societal needs. Each project will explore the social and environmental impacts, along with benefits to industry or government organizations. As part of the course, students will have guest seminars where ethical and societal issues are discussed and the course lectures will consist of information related to ethical scientific research.

B. Capstone Components

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

The written component is achieved through the development of a project statement that outlines a general idea and problem that needs to be addressed in their field of expertise. The project statement is then transformed into a clear and concise technically written project proposal that evaluates past research and forms a basis for studying the proposed research. The written proposal also includes a methodology section to be performed during WDSC481 (Senior Projects 2) in the following semester. The course lectures also goes over many aspects related to research methodology, critical thinking and writing.

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

The oral component is achieved through two presentations. The first presentation is related to their proposed project idea. During the presentation, students will discuss their project idea and also field questions and have a discussion related to what they are proposing. The second presentation will be used to inform the audience of the full project plan (i.e., covers the information in their project proposal). The students will also be provided with lecture information related to professional presentations.

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
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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 prepare a written draft and final project report on a topic that they developed in WDSC 480, Senior Projects 1. Students will need to gather and compile data from experiments or other quantifiable means as related to their topic and be able to synthesize their results and findings into a clear and concise final project report.

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

To successfully complete the course and prepare a draft and final project report, students will have to comprehend the methodology needed to perform research. Critical thinking skills are necessary for the successful completion of the project. In completing their research, students will need to bring together information learned in throughout their undergraduate courses. Knowledge related to problems within their field of study will be essential in answering their research questions and making technically sound conclusions. The senior project course is developed to challenge students to combine all their prior experience and use it to perform a critical thinking activity in an independent manner.

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

Given the field of study, Wood Science, the students are continuously faced with on-going environmental and social issues of using an abundant natural resource to address societal needs. Each project will explore the social and environmental impacts, along with benefits to industry or government organizations. As part of the final report, students will provide some insight into how their project relates to current societal issues and the overall benefit of what they have found during their research activities.

B. Capstone Components

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

The written component is achieved through the development of a draft and final project report that is built upon research they perform throughout the course. The reports are to be clear, concise, and technically written and will also bring together all portions of document created in WDSC480 and WDSC481. The written report will be an extension of the proposal reports created in WDSC480 and will include new information related to revisions of methodology, results and discussion, conclusions, implications, and opportunities for future research.

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

The oral component is achieved through one final presentation and also through bi-weekly meetings with the instructor. The final presentation will inform the audience of the work related to the entire project performed over a two semester period. The students will be evaluated on their effectiveness of relaying highly technical research methods and findings to a general audience of the peers and faculty members. The students will also be provided with lecture information related to professional presentations.

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 gather material required for their teaching. In consultation with their mentor teachers, students plan and implement lessons that meet the needs of the students in their P-12 classrooms. Resources for these lessons must be found independently.

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

Students base their lesson plans on the practical and theoretical knowledge they have acquired over the past four years in the Five-Year Teacher Education Program. Knowledge gained in content courses, pedagogy courses and four earlier field experiences is used as a foundation for the full-time teaching completed in the practicum.

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

Students reflect regularly in the practicum. After each lesson taught, students are required to reflect on a set of questions that relate to the effectiveness of the lesson – the impact the lesson has made on children's learning and what they have learned as a result of teaching the lesson.

B. Capstone Components

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

Student reflect on their practice in a systematic way related to the inquiry work completed in the practicum. Their mini-inquiry project is documented in a 15-20 page paper.

Lessons are reflected upon and documented at the end of each lesson plan. Mentor teachers regularly provide feedback on the reflections.

The performance assessment used for the Practicum includes items related to reflection on practice.

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

Daily, students are engaged in oral communication with their P-12 students. This element of teaching is assessed on the participant's performance assessment instrument.

PROPOSAL TO CHANGE THE WLLL BA. AREA OF EMPHASIS- SPANISH

Initiated by Dr. de Miguel Magro

Proposal approved by WLLL Curriculum Committee and WLLL faculty

Current major requirements

33 hours beyond SPAN 204 (15 hours must be taken in residence at WVU)

- LING 311 Introduction to Structural Linguistics
- Four Bridge Courses in Spanish:
 - SPAN 301 Spanish Conversation
 - SPAN 302 Reading and Composition
 - SPAN 303 Advanced Grammar
 - SPAN 304 Advanced Reading and Composition
- One Literature Course in Spanish Literature:
 - SPAN 331 Early Spanish American Literature, OR
 - SPAN 332 Modern Spanish American Literature, OR
 - SPAN 341 Early Literature of Spain, OR
 - SPAN 342 Modern Literature of Spain
- One Advanced Culture Course:
 - SPAN 330 Latin American Culture, OR
 - SPAN 340 Culture of Spain
- Plus 9 hours of approved electives (NOTE: No more than 6 hours at the 200 level and no more than 3 hours in an area other than the major language may be used)
- One Capstone Course:
 - SPAN 480 Issues in the Hispanic World, OR
 - SPAN 481 Hispanic Presence in the World

NEW REQUIREMENTS FOR MAJORS

33 hours beyond SPAN 204 (15 hours must be taken in residence at WVU)

- LING 311 Introduction to Structural Linguistics
- Four Bridge Courses in Spanish: (Heritage Speakers will take the sequence 310, 311, 312, 313; Others will take the sequence 311, 312, 313, 314)
 - o SPAN 310 Spanish for Heritage Speakers or SPAN 314 Spanish Conversation
 - o SPAN 311 Readings in Spanish
 - o SPAN 312 Writing in the Hispanic World
 - o SPAN 313 Spanish through Media
- One Literature Course and one Culture Course. Pick one of the following options:
 - SPAN 333 Spanish American Literature AND SPAN 340 Culture of Spain OR
 - SPAN 343 Spanish Literature AND SPAN 330 Latin American Culture

- Plus 9 hours of approved electives (NOTE: No more than 6 hours at the 200 level and no more than 3 hours in a related area other than the major language may be used).

- One Capstone Course:

- SPAN 480 Issues in the Hispanic World, OR
- SPAN 481 Hispanic Presence in the World

For those students who started with the old model and move into the new one, these are the equivalencies

| OLD | NEW |
|------------------|------------|
| SPAN 301= | 310 OR 314 |
| SPAN 302= | 311 |
| SPAN 303= | 312 |
| SPAN 304 | 313 |
| SPAN 331 or 332= | 333 |
| SPAN 341 or 342= | 343 |

Comparison chart: current versus old requirements.

| CURRENT | NEW |
|---|---|
| - LING 311 | - LING 311 |
| - Four Bridge Courses in Spanish: <ul style="list-style-type: none"> - SPAN 301 - SPAN 302 - SPAN 303 - SPAN 304 | - Four Bridge Courses in Spanish: <ul style="list-style-type: none"> - SPAN 310 or SPAN 314 - SPAN 311 - SPAN 312 - SPAN 313 |
| - One Literature Course in Spanish Literature: <ul style="list-style-type: none"> - SPAN 331 , OR - SPAN 332 , OR - SPAN 341 , OR - SPAN 342 - One Advanced Culture Course: <ul style="list-style-type: none"> - SPAN 330 OR - SPAN 340 | - One Literature Course and one Culture Course. One of the following options: <ul style="list-style-type: none"> - SPAN 333 AND SPAN 340 OR - SPAN 343 AND SPAN 330 |

| | |
|---|---|
| - 9 hours of approved electives (NOTE: No more than 6 hours at the 200 level and no more than 3 hours in an area other than the major language may be used) | - 9 hours of approved electives (NOTE: No more than 6 hours at the 200 level and no more than 3 hours in a related area other than the major language may be used). |
| - One Capstone Course: - SPAN 480 OR - SPAN 481 | - One Capstone Course: - SPAN 480 OR - SPAN 481 |

Rationale for changes

Proposed Changes to the Bridge Courses: Rationale

Currently, the bridge courses required for Spanish majors are the following: SPAN 301: Advanced Conversation, SPAN 302: Intermediate Reading and Composition, SPAN 303: Advanced Grammar, and SPAN 304: Advanced Reading and Composition. However, we propose a new series and sequence of courses, based on research on second language acquisition that addresses all skills of listening, reading, writing, speaking, and grammar in addition to cultural presentations.

| | |
|-----------------------------------|--------------------------------------|
| 311 Readings in Spanish | (Main focus: reading) |
| 312 Writing in the Hispanic World | (Main focus: writing) |
| 313 Spanish through Media | (Main focus: grammar) |
| 314 Spanish Conversation | (Main focus: listening and speaking) |

The new sequence fits better the process of second language acquisition as it follows the natural pattern of adult learners. The main changes in the new BA requirements are:

1. Conversation, which is the most challenging part of learning a second language for our students has been moved from being the first class counting towards the major and minor (formerly 301) to being the forth (314).
2. A new course that was already approved, SPAN 310 Spanish for Heritage Speakers, will be taken by native and heritage speakers of Spanish in lieu of 314. Heritage speakers will not take a conversation class, because they already have the listening and speaking skills. Heritage speakers usually do not have any formal training in Spanish and SPAN 310 will give them the necessary skills to be ready for the upper division courses.
 - a. Heritage Speakers will take the sequence 310, 311, 312, 313.
 - b. Others will take the sequence 311, 312, 313, 314.

Proposed Changes to the Literature and Culture Requirement for Majors: Rationale

Currently, in order to fulfill the Spanish Major requirements, students must take one advanced culture course, either SPAN 330 (Latin American Culture) or 340 (Culture of Spain), and one advanced literature course from among the following: SPAN 331 (Early Spanish American Literature), SPAN 332 (Modern Spanish American Literature), SPAN 341 (Early Literature of Spain), or SPAN 342 (Modern Literature of Spain). The existing structure makes it possible for a Spanish major to graduate without having taken a single course about Spain or, inversely, having taken courses exclusively related to Spain.

Under the new proposed structure, Spanish majors will have had at least an overview of the Spanish world on both sides of the Atlantic before graduating. Students will be required to combine one survey course on Spain, either SPAN 343 (Spanish Literature) or SPAN 340 (Culture of Spain) with one survey course on Latin America, either SPAN 333 (Spanish American Literature) or SPAN 330 (Latin American Culture).

Course rotation proposal

When course has more than one section, it is indicated in parenthesis.

| FALL SEMESTERS | SPRING SEMESTERS |
|----------------|------------------|
| SPAN 310 | SPAN 310 |
| LING 311 | LING 311 |
| SPAN 311 (3) | SPAN 311 (3) |
| SPAN 312 (3) | SPAN 312 (3) |
| SPAN 313 (3) | SPAN 313 (3) |
| SPAN 314 (3) | SPAN 314 (3) |
| SPAN 330 (2) | SPAN 330 |
| SPAN 333 | SPAN 333 (2) |
| SPAN 340 | SPAN 340 (2) |
| SPAN 343 (2) | SPAN 343 |
| SPAN 480 | SPAN 481 |

Changes to the major do not require any additional funding or faculty.

Status of courses required for new BA

| course number | course name | course already exists. no changes needed | course already exists. changes requested. form for minor changes included here | course proposal included here |
|----------------------|--|---|---|--------------------------------------|
| LING 311 | Introduction to Structural Linguistics | x | | |
| SPAN 310 | Spanish for Heritage Speakers | X | | |
| SPAN 311 | Readings in Spanish | | | x |
| SPAN 312 | Writing in the Hispanic World | | | x |
| SPAN 313 | Spanish through Media | | | x |
| SPAN 314 | Spanish Conversation | | | x |
| SPAN 330 | Latin American Culture | | x | |
| SPAN 333 | Spanish American Literature | | | x |
| SPAN 340 | Culture of Spain | | x | |
| SPAN 343 | Spanish Literature | | | x |
| SPAN 480 | Issues in the Hispanic World | x | | |
| SPAN 481 | Hispanic Presence in the World | x | | |

Once the new requirements are approved, the following courses will disappear (forms to drop courses already attached)

SPAN 301

SPAN 302

SPAN 303

SPAN 304

The new requirements will affect the prerequisites for the following courses. (forms attached)

SPAN 330

SPAN 340

Memorandum**To:** Faculty Senate Executive Committee**From:** Nicholas Perna, Chair-Elect
Senate Curriculum Committee**Date:** 12/17/2012**RE:** Monthly Alterations Report

| Sub Code | Course Number | CIP | Action | Old | New | Rationale | Effect Date |
|-----------------|----------------------|------------|---------------|---|---|---|--------------------|
| C&I | 624 | 130301 | Add PR. | C&I 624. Adv Methods in English Educatn. 3 Hr. PR: Graduate standing. (For classroom teachers of English.) Will involve an analysis of recent trends and innovations in methodology. Readings and discussions will lead to the development of instructional strategies and units for secondary English classrooms. (1 hr. lec., 1 hr. lab., 1 hr. sem.). | C&I 624. Adv Methods in English Educatn. 3 Hr. PR: C&I 602, EDP 600, Graduate standing (For classroom teachers of English). Analysis of recent trends and innovations in methodology. Readings and discussions will lead to the development of instructional strategies and units for secondary English classrooms. (1 hr. lec., 1 hr. lab., 1 hr. sem.). | Addition of PR ensures foundational background in teaching practices, educational psychology, and curriculum. | 201305 |
| C&I | 630 | 130301 | Add PR. | C&I 630. Problem Solving in Math. 3 Hr. A capstone course designed to further develop student's conceptual understanding of mathematics. | C&I 630. Problem Solving in Math. 3 Hr. PR: C&I 602, EDP 600. A capstone course designed to further develop student's conceptual understanding of mathematics. | Addition of PR ensures foundational background in teaching practices, educational psychology, and curriculum. | 201305 |
| C&I | 634 | 130301 | Add PR. | C&I 634. Math In Secondary | C&I 634. Math In Secondary | Addition of PR | 201305 |

| | | | | | | | |
|-----|-----|--------|---------|--|--|---|--------|
| | | | | School. 3 Hr. PR: Consent. Patterns of mathematics curriculum in the secondary school; practices in teaching mathematics; preparation, selection and use of instructional materials. Designed for the practicing secondary mathematics teacher. | School. 3 Hr. PR: C&I 602, EDP 600, & Consent. Patterns of mathematics curriculum in the secondary school; practices in teaching mathematics; preparation, selection and use of instructional materials. Designed for the practicing secondary mathematics teacher. | ensures foundational background in teaching practices, educational psychology, and curriculum. | |
| C&I | 644 | 130301 | Add PR. | C&I 644. Science Secondary School. 3 Hr. PR: C&I 444 or appropriate professional experience. Nature and function of science in secondary schools supported by current research and development; includes analysis of structure and practice of science curriculum and instruction issues. | C&I 644. Science Secondary School. 3 Hr. PR: C&I 602, EDP 600 or appropriate professional experience. Nature and function of science in secondary schools supported by current research and development; includes analysis of structure and practice of science curriculum and instruction issues. | Addition of PR ensures foundational background in teaching practices, educational psychology, and curriculum. | 201305 |
| C&I | 650 | 130301 | Add PR. | C&I 650. Social Studies-Elementary Schl. 3 Hr. PR: 20 hr. of undergraduate credit in elementary education, or consent. Comprehensive consideration of objectives, content, methods, including unit procedures; materials including objects, models, exhibits, and museum items, as well as textbooks, collateral reading, maps, and graphs; means of evaluating social growth and development. | C&I 650. Social Studies-Elementary Schl. 3 Hr. PR: C&I 602, EDP 600, or consent. Comprehensive consideration of objectives, content, methods, including unit procedures; materials including objects, models, exhibits, and museum items, as well as textbooks, collateral reading, maps, and graphs; means of evaluating social growth and development. | Addition of PR ensures foundational background in teaching practices, educational psychology, and curriculum. | 201305 |

| | | | | | | | |
|------|-----|--------|---|---|--|--|--------|
| C&I | 654 | 130301 | Add PR. | C&I 654. Social Studies-Secondary Schl. 3 Hr. PR: Consent. Nature and function of social studies in the secondary school; utilization of community, state, national, and world resources in teaching; selection of content for teaching purposes; curriculum construction with emphasis on resource and teaching units. | C&I 654. Social Studies-Secondary Schl. 3 Hr. PR: C&I 602, EDP 600, or Consent. Nature and function of social studies in the secondary school; utilization of community, state, national, and world resources in teaching; selection of content for teaching purposes; curriculum construction with emphasis on resource and teaching units. | Addition of PR ensures foundational background in teaching practices, educational psychology, and curriculum. | 201305 |
| LAW | 603 | 201301 | Changing credits, course title, & course description. | LAW 603. Brazilian Study Abroad. 3 Hr. A study abroad course in Brazil that provides students with an immersed learning experience in Brazilian law, culture, and politics. Aspects of Brazilian law are examined and compared to American law and practice. | LAW 603. Comparative Brazilian Law. 1-3 var. cr. A 2-component study abroad course with initial classroom preparation and subsequent travel to Brazil. An immersive learning experience in Brazilian law, culture, and politics. Brazilian laws are examined and compared to American laws and practice. | Changing of credit hours from fixed to variable allows students to register for class meetings during spring term prior to study abroad during summer term. Revised course title and description more clearly reflect both components of the course. | 201305 |
| MKTG | 345 | 521401 | Change PR. | MKTG 345. Selling with Digital Media. 3 Hr. PR: MKTG 320. Exploration of how emerging forms of digital media such as social networking, and/or blogs can advance or hinder personal selling and marketing in the 21st century. | MKTG 345. Selling with Digital Media. 3 Hr. PR: BCOR 350. Exploration of how emerging forms of digital media such as social networking, and/or blogs can advance or hinder personal selling and marketing in the 21st century. | Change of PR aligns with the change to the four-year college and other curricular changes. | 201305 |

| | | | | | | | |
|------|-----|--------|---|--|--|---|--------|
| SPA | 610 | 510203 | Change Credit Hours to variable. | SPA 610. Advanced Practice/SLP 1. 2 Hr. PR: Consent. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech-language disorders. | SPA 610. Advanced Practice/SLP 1. 1-2 Hr. PR: Consent. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech-language disorders. | Changing of credit hours to variable allows credit hours and workload to be better aligned. | 201305 |
| SPA | 759 | 510203 | Increase credit hours. | SPA 759. Audiology Clinic 5. 4 Hr. PR: SPA 749. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with hearing disorders. | SPA 759. Audiology Clinic 5. 5 Hr. PR: SPA 749. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with hearing disorders. | Increase of credit hours more accurately reflects number of clinic contact hours. | 201305 |
| SPA | 769 | 510203 | Increase credit hours. | SPA 769. Audiology Clinic 6. 4 Hr. PR: SPA 759. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with hearing disorders. | SPA 769. Audiology Clinic 6. 5 Hr. PR: SPA 759. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with hearing disorders. | Increase of credit hours more accurately reflects number of clinic contact hours. | 201305 |
| THET | 343 | 500501 | Change course description and credit hours. | THET 343. Stage Movement 2. 1 Hr. PR: THET 342 or consent. Continuation of THET 342 through work on directed projects; special topics in issues related to physicality in performance. | THET 343. Stage Movement 2. 2 Hr. PR: THET 342 or Consent. An exploration of compositional techniques through the development of original performance material using movement as a basis. Will include a study of the history of theatrical performance art works and artists. | Change of course description reflects minor changes to the BFA class sequence. Credit hour change reflects current instruction hours. | 201305 |

| | | | | | | | |
|------|-----|--------|--|--|---|--|--------|
| THET | 443 | 500501 | Change course description, PR, and credit hours. | THET 443. Advanced Stage Movement 2. 1 Hr. PR: THET 442. Continuation of THET 442 through work directed projects; special topics in issues related to physicality in performance. | THET 443. Advanced Stage Movement 2. 2 Hr. PR: THET 442 or consent. Intensive study of issues related to physicality in performance; special topics, which may include, but are not limited to stage combat, mask, and large group composition. | Change of course description and PR reflects minor changes to the BFA class sequence. Credit hour change reflects current instruction hours. | 201305 |
| THET | 543 | 500501 | Change course description and credit hours. | THET 543. Graduate Stage Movement. 1 Hr. PR: THET 542. Continuation of THET 542 through work on directed projects; special topics in issues related to physicality in performance. | THET 543. Graduate Stage Movement. 2 Hr. PR: THET 542. An intensive study of compositional techniques through the development of original performance materials using movement as a basis. Will include a study of the history of theatrical performance art works and artists. | Change of course description reflects minor changes to the MFA class sequence. Credit hour change reflects current instruction hours. | 201305 |

Course Drops

NSG 764 Capstone II.

Memorandum

Date: December 17, 2012

To: Faculty Senate Executive Committee

From: Ilkin Bilgesu, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on December 3rd and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

ARHS 382, Architect Frank Lloyd Wright (Obj. 3 & 5)

DTHY 101, Introduction to Dental Hygiene (Obj. 6)

EXPH 100, Intro to Exercise Physiology (Obj. 6)

Approved New GEC Writing Courses:

POLS 460, Gender and International Relations

WMST 450, Sex and Science at the Movies

GEC Objectives (for information only)

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate “W” form)

Memorandum

Date: December 17, 2012

To: Faculty Senate Executive Committee

From: Ilkin Bilgesu, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on December 3rd and passed the following courses for GEC Audit:

GEC Successful Audits:

ENGL 234, Drama (Obj. 5)
ENGL 236, Bible as Literature (Obj. 3)
ENGL 272, Modern Literature (Obj. 3 & 5)
PET 101, Games in American Culture (Obj. 3 & 7)

Writing Requirement Successful Audits:

ARE 410, Environmental and Resource Economics
ENGL 355, Topics in Multiethnic Literature
ENGL 372, Commonwealth Literature
ENGL 387, Topics in Women's Literature

Deletions from GEC by request of Instructor:

FRCH 302, Language Through Culture (Obj. 4 & 8)
FRCH 304, Advanced Readings in French (Obj. 5 & 8)

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)