

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, October 11, 2010

1. Professor Alan Stolzenberg, Faculty Senate Chair, called the meeting to order at 4:15 p.m. in Assembly Rooms A/B, NRCCE, after the President's State of the University Address and discussion of the Amended Faculty Constitution.

Members Present:

Abate, M.	Cohen, S.	Higgins, C.	Nestor, P.	Sherwin, M.
Abraham, R.	Connors, J.	Hileman, S.	Nichols, A.	Spleth, J.
Ahern, T.	Cottrell, L.	Hornsby, G.	Nutter, R.	Stack, S.
Ameri, S.	Cronin, A.	Huber, J.	Oberhauser, A.	Stout, P.
Anderson, J.	Curtis, R.	Insch, G.	Olson, K.	Tallaksen, R.
Anderson, K.	Davari, A.	Jones, D.	Orlikoff, J.	Tower, L.
Atkins, C.	DiBartolomeo, L.	Kale, U.	Peace, G.	Tuninetti, A.
Banta, L.	Edwards, B.	Kershner, R.	Perone, M.	Urbanski, J.
Bastress, R.	Elmore, S.	Kirby, B.	Perry, J.	Vona-Davis, L.
Bilgesu, I.	Etzel, E.	Kuhlman, J.	Petty, T.	Walker, E.
Blake, L.	Famouri, P.	Latimer, M.	Prudhomme, J.	Wenger, S.
Bowen, E.	Fint-Clark, B.	Lofaso, A.	Putman, H.	Wilson, M.
Boyles, J.	Fleming, S.	Mays, M.	Rafter, J.	Zimmerman, P.
Branch, D.	Funk, A.	Meckstroth, R.	Reymond, R.	
Brazaitis, M.	Graber, S.	Miltenberger, M.	Rockett, I.	
Bredehoft, T.	Hall, D.	Moritz, J.	Sand-Jecklin, K.	
Chalupa, C.	Harner, J.	Morris, B.	Schreurs, B.	
Clark, B.	Hartman, K.	Mucino, V.	Schwartz, S.	
Clark, N.	Hazard, H.	Munasinghe, R.	Scott, H.	

Members Absent:

Anfinson, J.	Cottrell, S.	Hunter, S.	Sundaram, M.
Bergner, G.	Hashmi, M.	Paul, S.	Whiteman, C.
Blaydes, S.	Hogan, T.	Petronis, J.	

Members Excused:

Bonner, D.	Davis, S.	Hutson, Z.	Shelton, E.	Turton, R.
Bryner, R.	Hash, K.	Mancinelli, C.	Stuchell, R.	Veselicky, K.
Carpenter, R.	Huffman, V.	Ryan, K.	Sherlock, L.	Wilcox, G.

Officers Present:

Cottrell, L.	Stolzenberg, A.
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2. Chair Stolzenberg moved and it was duly seconded to approve the minutes from the Monday, September 13, 2010 meeting with a revision to Chair Stolzenberg's report listed in item 4. The sentence states that the revised Faculty Handbook will be presented for approval, but it should state that it will be presented for information. Motion carried.
3. Provost Wheatly said one of her roles for the next two months will be to work in the community and to start structuring Academic Affairs so the right kind of administration is put in place for January 31, 2011. The Provost said that she is involved in a number of student success initiatives under the authority of Associate Provost Dooley. Data has not been put in place about the early alert system,

but students have been attending “help” sessions and as the semester proceeds, she will have a better idea if it could be a pilot that could go primetime every semester. Enrollment is strong, and we are proud of the successes in the research domain.

The Provost said Academic Affairs is working with external consultants to give insight for new methods and paradigms for extension outreach and community engagement in land grant universities. All systems are ready to go in Academic Affairs, and we are very excited about the possibility of being engaged in the campus discussion as Academic Affairs is re-engineered to better serve the strategic plan for 2020.

4. Chair Stolzenberg said the leadership of the Faculty Senate met with the Board of Governors on Thursday, September 16th, and tag team reports were given. The Chair said he did a report on the state of the faculty, which projected where faculty stand in the coming years. Chair-elect Leslie Cottrell reported on issues relating to the Health Sciences Center and Professor Robert Griffith reported on Extension, which consisted of highlighting the good service they do. The Chair said reports went well and there were good discussions between the BOG members and the Faculty Senate leadership. One of the reports looked at the question of “what can we do in the future to insure we have strong faculty and retention is something to be emphasized”. The report can be viewed on the Faculty Senate website.

The Chair discussed the motion made last month concerning MyTime. He met with Narvel Weese, and they discussed various ideas. A group from Administration and Finance came to the September 27th Faculty Senate Executive Committee, and it was decided that a small working group of Executive Committee members will meet with representatives of Administration and Finance to discuss issues that come up. The Chair asked senators to email him any issues and/or complaints about MyTime so they can be discussed, reviewed and corrected. Narvel Weese will discuss MyTime at next month’s Faculty Senate meeting, so there will be an opportunity to talk about the system.

5. Douglas Marlow, TIAA-CREF, thanked faculty for transforming the lives of students, for being great educators and for being TIAA-CREF participants. He said a retirement event will be held at Waterfront tomorrow, which will be an opportunity for faculty to understand and start a strategic vision for their planning. He encouraged faculty to attend the event. Mr. Marlow said many universities across the state will be looking at this event as a role model for what they may want to do. TIAA-CREF representatives will be available to speak with faculty.
6. Professor Petty, Chair, Senate Curriculum Committee, moved for approval of Annex I, New Courses and Course Changes. Motion carried. The Alteration Report, listed in Annex II, was presented for information.
7. Professor DiBartolomeo, Chair, General Education Oversight Committee, moved for approval of Annex III, GEC Actions. Motion carried. GEC Audits, listed in Annex IV, was presented for information.
8. Sr. Associate Provost Dean said textbook affordability has been an issue within the country for some time. The federal government has looked at textbook affordability and the Higher Education

Opportunity Act (reauthorization for federal financial aid) now has new requirements for textbook adoptions. A state-wide task force met, which included Professor Steve Kite, and a report was submitted for Fall 2009. As a result of the meeting, the HEPC issued Series 51, and it became effective May 2010. One recommendation was that every institution of higher education adopts a textbook affordability policy. Policy 58 will be going to the Board shortly, and it will be submitted for public comment. The Sr. Associate Provost said the policy includes everything that WVU is currently doing but captures it in a language that keeps it consistent with HEPC requirements and the federal law. He asked that everyone read the policy and send him comments or suggested changes in language within the next week or two.

9. Professor Nutter, Advisory Council of Faculty representative, said the state budget was discussed at the last meeting. The state is still running on a 2009 budget, but it has been mentioned that there will be serious budget issues by 2012. Chancellor Noland said that there would not be a change in the state budget for the next decade. Also, the legislature will be consumed with the census and redistricting so nothing will happen this year.
10. Chair Stolzenberg introduced new Parliamentarian, Patricia Lee, from the College of Law.
11. The meeting adjourned at 4:55 to reconvene on Monday, November 8, 2010.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Todd Petty, Chair, Faculty Senate Curriculum Committee
Date: September 27, 2010
RE: New Courses and Course Changes

College of Human Resources and Education

Instructional Design

New Courses:

IDT 600. IDT Theories and Models. 3Hr. Introduces students to the knowledge base of Instructional Design and Technology. (Effective Term: Fall 2010) (CIP 130501)

Rationale: A foundations course is needed to introduce graduate students to the field of instructional technology, academically known as IDT, including historical development of instructional design models, learning theories, and technology-based interventions in education. IDT 600 is a required course in the IDT master's program and the IDT doctoral program.

IDT 630 Instructional Delivery Systems. 3 Hr. PR: IDT 620. Emphasis on the 4 elements of content development: presenting engagement, integration and assessment using open source systems. (Effective Term: Spring 2011) (CIP 130501)

Rationale: Students learn how to systematically develop online technology-based courses and curriculum programs. The IDT doctoral program has three competency areas, one of which is interconnectivity. This course is the third of three that address Interconnectivity.

IDT 640 Visual Literacy. 3 Hr. Introduce students to knowledge of how humans use visual and nonverbal communication, and how visuals can be used in educational settings. (Effective Term: Spring 2011) (CIP 130501)

Rationale: The IDT Doctoral Program has three competency areas, one of which is Software and Multimedia Design and Development. This course is the first of three to address the competency. Visual Literacy is a foundational course raising student awareness of different ways that humans use visuals and nonverbal communication to inform, persuade, and motivate, as well as educational settings. Students apply this knowledge in the design of educational materials, and in subsequent courses where print and digital materials are developed.

IDT 650 Multimedia Learning. 3 Hr. Understand the use and design of multimedia materials in educational settings. (Effective Term: Fall 2011) (CIP 130501)

Rationale: This course provides students with experiences to understand and effectively develop and use multimedia in educational settings. Principles of instructional design, cognitive psychology, graphic design, and multimedia design principles are applied.

IDT 660 IDT Authoring Systems. 3Hr. Design and development of online instruction through the use of current authoring systems. (Effective Term: Summer 2011) (CIP 130501)

Rationale: The IDT doctoral program includes three competency areas, one of which is Software and Multimedia Deployment. IDT 660 is the second of three courses to address this area. Much of online instruction and training uses authoring systems, which integrate the four elements of content development: presenting, engagement, integration and assessment. The courses explore the characteristics of current authoring systems. Students are given the opportunity to use web-based authoring tool. The primary emphasis is on the use of open source development tools for online learning.

IDT 670 Digital Tools and Web. 3 Hr. Review, use, and discussion of existing emerging web-based tools, and incorporate these tools in their instructional development. (Effective Term: Summer 2011) (CIP 130501)

Rationale: A course was needed to examine continually-changing digital and online tools for educational use and have students develop instruction where these tools are used.

IDT 715 School Networks. 3 Hr. Hands-on exploratory course in the design, development and deployment of a school network. Explore the issues of design, policy and security by building and deploying your internet server. (Effective Term: Fall 2011) (CIP 130501)

Rationale: The IDT doctoral degree requires competency in three areas: interconnectivity, instructional design, and software/multimedia design and deployment. IDT 715 is the first of three courses addressing interconnectivity, which includes both personal connections and technical requirements in educational settings. This course provides students with experience in developing a school network as well as the policies for use and security.

IDT 720 Instructional Systems Design. 3 Hr. PR: EDP 640. The systems approach is used to design instruction, applying the principles of instructional design. (Effective Term: Spring 2011) (CIP 130501)

Rationale: The IDT doctoral program includes three competency areas: interconnectivity, instructional design, and software and multimedia design and deployment. This course is the second of three courses that supports the instructional design competency. This course uses the systems approach to the design of instruction, applying the principles of instructional design learned in EDP 640 Instructional Design. Students investigate the nature of dynamic systems and apply basic tools to communicate about dynamic complexities and interdependences. Students explain the use of these tools in terms of theoretical learning foundations, as well as practical applications of systems models for the design of instruction.

Special Education

SPED 615. Internship: MSE 5-Adult. 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 1 to 12. (Effective Term: Spring 2012) (CIP 131001)

Rationale: In the 5 Year Teacher Education Program's program option that leads to additional endorsement in Multicategorical Special Education Grades 5 – Adult, there has not been a separate course for internship in this area, so no oversight, supervision or assessment by the SPED faculty was possible. EDUC 401 was eliminated from this program last year (so no increase in credits overall) to

add this new course to serve as the culminating experience so students can demonstrate and faculty can assess their knowledge and skills for teaching students with mild/moderate disabilities at the secondary level.

SPED 366. Transition Planning. 3 Hr. PR: SPED 304. Assessment, planning and programs to promote transition to post-secondary education and employment for students with special needs through individual transition plan process. (Effective Term: Spring 2012) (CIP 131001)

Rationale: SPED 366 is a new course that will address transition planning and programs to promote better life outcomes for students with disabilities. This course will replace SPED 402 so there will be no overall increase in credit hours. SPED 402 will be deleted a future date after all students who need to meet current requirements have taken that course.

Educational Psychology

EDP 619. Survey Research Methods. 3 Hr. PR: EDP 612 or EDP 613. Course addresses how to design, implement, and analyze surveys for the purposes of Social Sciences Research. (Effective Term: Fall 2011) (CIP 421801)

Rationale: Given the Social Sciences focus within the College of Human Resources & Education, many students utilize surveys as a means for collecting dissertation and/or thesis data. This course helps doctoral and master's level students develop skills for constructing effective surveys and evaluating the appropriateness of pre-existing surveys for their research.

School of Medicine

Emergency

New Courses:

EMCP 505. Environmental Emergencies. 2 Hr. PR: PA-C, NP, DO, MD degree, or by consent. Management of environmental emergencies is emphasized. Clinical presentation, diagnostic evaluation, and treatment options are covered for a variety of environmental-induced disorders. (Effective Term: Fall 2011) (CIP 519999)

Rationale: This course is designed for physician assistants, nurse practitioners, and physicians who would like to expand their knowledge of Emergency Medicine Topics. Since there are no other program-specific prerequisites, this course may be taken in isolation or as part of the Emergency Medicine Certificate Program. In addition, this course may be taken in any sequence that the student chooses. A thorough knowledge base of environmental emergencies is essential for emergency providers that practice in the emergency department. Although this course covers a broad range of topics related to environmental emergencies, the topics that are encountered with higher frequency are stressed, including: hypothermia, hyperthermia/heat stroke, insect bites (including spider bites), and electrical injuries.

EMCP 506. Toxicology/Dermatology Emerg. 2 Hr. PR: PA-C, NP, DO, MD Degree, or by consent. Management of toxicologic and dermatologic emergencies is covered. Pathophysiology, clinical

presentation, diagnostic evaluation, and treatment options are emphasized. (Effective Term: Fall 2011) (CIP 519999)

Rationale: This course is designed for physician assistants, nurse practitioners, and physicians who would like to expand their knowledge of Emergency Medicine Topics. Since there are no other program-specific prerequisites, this course may be taken in isolation or as part of the Emergency Medicine Certificate Program. In addition, this course may be taken in any sequence that the student chooses. Having a thorough knowledge base on effective clinical management of toxicologic and dermatologic emergencies is essential for the emergency medicine practitioner. This course is intended to provide the emergency practitioner with the ability to evaluate and treat patients that present to the emergency department with common, as well as uncommon toxicologic/dermatologic disorders.

EMCP 507. Chest/Abdominal Emergencies. 2 Hr. PR: PA-C, NP, DO, MD degree, or by consent. Emergency management of gastrointestinal, thoracic and respiratory emergencies is covered. Pathophysiology, clinical presentation, diagnostic evaluation, and treatment options are emphasized. (Effective Term: Spring 2011) (CIP 519999)

Rationale: This course is designed for physician assistants, nurse practitioners, and physicians who would like to expand their knowledge of Emergency Medicine topics. Since there are no other program-specific prerequisites, this may be taken in isolation or as part of the Emergency Medicine Certificate Program. In addition, this course may be taken in any sequence that the student chooses. Having a thorough knowledge base on the effective clinical management of chest and abdominal emergencies is essential for the emergency medicine practitioner. This course is intended to provide the emergency practitioner with the ability to evaluate and treat patients that present to the emergency department with common, as well as uncommon disorders involving the chest and abdomen.

EMCP 508. Renal/Endocrine/Immune Emerg. 2 Hr. PR: PA-C, NP, DO, MD degree, or by consent. Emergency management of renal, urogenital, endocrine, metabolic and immunologic disorders are covered. Pathophysiology, clinical presentation, diagnostic evaluation and treatment options are emphasized. (Effective Term: Spring 2011) (CIP 519999)

Rationale: This course is designed for physician assistants, nurse practitioners, and physicians who would like to expand their knowledge of Emergency Medicine topics. Since there are no other program-specific prerequisites, this course may be taken in isolation or as part of the Emergency Medicine Certificate Program. In addition, this course may be taken in any sequence that the student chooses. Having a thorough knowledge base on effective clinical management of renal/genitourinary, metabolic/endocrine, and immunologic emergencies is essential for the emergency medicine practitioner. This course is intended to provide the emergency practitioner with the ability to evaluate and treat patients that present to the emergency department with common, as well as uncommon, renal/genitourinary, metabolic/endocrine, and immunologic disorders.

OTH 310. Critical Reasoning in OT. 3 Hr. An introduction to critical reasoning analysis, and review relevant to OT. Students will critically analyze research articles and editorials specific to OT, in combination with additional writing assignments. Course fulfills the WVU writing (“W”) requirement. (Effective Term: Fall 2011) (CIP 512306)

Rationale: This course is designed as a discipline specific critical analysis and formal writing course. Occupational Therapy is a health care profession that relies significantly on research based information and evidence-based practice. Graduates are required to be knowledgeable in analysis of research relevant to client care. In addition, graduates need to be skilled in the assessment of OT health care professional literature in order to be competitive and interactive in professional practice. Graduates need to employ critical reasoning, logical thinking, problem solving, and creativity in evaluating clients, designing treatment protocols, and treating their clients/patients. This course will serve as foundation for the development of those analytical and writing skills. OT programs are required by their accrediting body to engage students in formal research – to that end, students in the OT program conduct their own research projects (either individually or in pairs). This necessitates that students write research proposals, scientific literature reviews, and all other components of a research article.

College of Creative Arts

Music

New Course:

MUSC 120. History of Musical Theatre. 3 Hr. This Course explores American Musical Theatre, one of this country's primary contributions to world culture, covering its origins, components, and its major creative figures. (Effective Term: Spring 2011) (CIP 500901)

Rationale: This course will be an important addition to the offering for non-music students. A vital part of American musical culture, the Musical has altered the path of both popular and classical music. The study of this portion of the art form has too long been absent from the offerings for non-music students. This course will be submitted for GEC 5 & 9 (pending approval).

School of Journalism

Public Relations

New Courses:

JRL 500. Introduction to Graduate Studies. 1 Hr. PR: (For accelerated masters program students only. Regular master's program students must take JRL 600). Designed to orient students to graduate study. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This course is identical to JRL 600 (Introduction to Graduate Studies). It was created specifically for students in our accelerated master's program, which allows select undergraduate students to earn a master's degree in five years. These students would take JRL 500 in the fall of their senior year. Jonathan Cumming and Liz Dooley in the Provost's Office recommended and approved the creation of an identical 500-level course because undergraduates are not allowed to take 600-level courses. JRL 600 would be retained as a class for students in the traditional master's program.

JRL 504. Mass Media & Society. 3 Hr. PR: (For Accelerated masters program students only. Regular master's program students must take JRL 604). Study of mass media's role in society. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This course is identical to JRL 604 (Mass Media & Society). It was created specifically for students in our accelerated master's program, which allows select undergraduate students to earn a master's degree in five years. These students would take JRL 504 in the spring of their senior year. Jonathan Cumming and Liz Dooley in the Provost's Office recommended and approved the creation of an identical 500-level course because undergraduates are not allowed to take 600-level courses. JRL 604 would be retained as a class for students in the traditional master's program.

JRL 520. Adv Journalistic Writing & Research. 3 Hr. PR: (For accelerated masters program students in our accelerated master's program only. Regular master's program students must take JRL 620). Study of advanced journalistic writing and research techniques. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This course is identical to JRL 620 (Advanced Writing & Research). It was created specifically for students in our accelerated master's program, which allows select undergraduate students to earn a master's degree in five years. These students would take JRL 520 in the spring of their senior year. Jonathan Cumming and Liz Dooley in the Provost's Office recommended and approved the creation of identical 500-level course because undergraduates are not allowed to take 600-level courses. JRL 620 would be retained as a class for students in our traditional master's program.

College of Business and Economics

Economics

New Course:

ECON 411. Moral Foundations of Capitalism. 3 Hr. PR: ECON 201 and ECON 202. Introduction to the moral foundations of capitalism. Compare and contrast alternative ethical systems using economic analysis when relevant. (Effective Term: Fall 2011) (CIP 520601)

Rationale: Economics, relative to other social sciences, stresses the virtues of free markets. For economics majors and minors, this course will give them a normative perspective on capitalism that will complement the positive economic analysis in their other classes. Also, this class will highlight the ethical systems that are implicit in much economic welfare analysis and introduce students to alternative ethical systems relevant to evaluating capitalism.

Memorandum

To: Faculty Senate Executive Committee

From: Jennifer Orlikoff, Chair-Elect,
Senate Curriculum Committee

Date: 27 September 2010

RE: Monthly Alterations Report

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

ARHS	101	500101	<p>Action: Change course name and catalog description.</p> <p>Old: ARHS 101. Appreciation of the Visual Arts. 3 hr. The course encompasses the study of outstanding work of the visual arts from past times to present: (1) sources of the creative impulse, and (2) relationship of art to the civilization producing it.</p> <p>New: ARHS 101. Landmarks of World Art. 3 hr. Introduction to the study of art history from prehistory to the present in which major landmarks of world art and architecture are considered as aesthetic objects, cultural documents and within their socio-historical contexts.</p>	<p>Rationale: Action requested is a change in course title and catalog description. No change to content or to expected learning outcomes. Reason for the change of title is that the current title does not reflect or appropriately indicate the approach to art history used in the course. The nomenclature, art appreciation, typically indicates the course is divided into three sections covering: the formal elements of art and principles of style and design; artistic media; and generally a third or less is dedicated to the history of art. This course should be re-titled to signify that a specifically art historical approach is used and that the course material meets its GEC designation of #3 (The Past and its Traditions) and #5 (Artistic Expression).</p>	201101
CHE	417	140701	<p>Action: Change in course name.</p> <p>Old: CHE 417. Separation Processes. 3 hr. PR: CHE 312. Analysis and design of diffusional separation operations. Solution of mathematical models of binary and multi-component separations, equipment selection, energy consumption, and selection of appropriate thermodynamic models. Computer-aided design is emphasized.</p> <p>New: CHE 417. Advanced Separation Processes. 3 hr. PR: CHE 312. Analysis and design of diffusional separation operations. Solution of mathematical models of binary</p>	<p>Rationale: A change in course name is needed because the integration of the WVU Tech courses into STAR caused the Tech Chemical Engineering curriculum to have two courses with the same name (CHE 312 and CHE 417). No other change in the course is</p>	201101

			and multi-component separations, equipment selection, energy consumption, and selection of appropriate thermodynamic models. Computer-aided design is emphasized.	to be made. This course is only offered at WVUIT.	
FRCH	100	160901	<p>Action: Modify pre-requisite wording and add placement test score in Banner: PR: Score of less than 279 on placement test or consent</p> <p>Old: FRCH 100. Intensive Elementary French. 6 Hr. PR: Score of F1 on placement test or no prior study of the language or departmental consent. Equivalent of FRCH 101 and 102 combined into one course.</p> <p>New: FRCH 100. Intensive Elementary French. 6 Hr. PR: Appropriate score on the Departmental Placement Test or departmental consent. Equivalent of FRCH 101 and 102 combined into one course. Course presumes no prior knowledge of the language.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F1” on the placement test but can recognize an actual score.</p>	201101
FRCH	101	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score: PR: Score of less than 279 on placement test or consent</p> <p>Old: FRCH 101. Elementary French 1. 3 Hr. PR: Score of F1 on placement test or no prior study of the language or departmental consent. Introduction to the sound and writing systems of the language, with emphasis on listening, speaking, reading, and writing within an authentic cultural context. (Course presumes no prior knowledge of the language.)</p> <p>New: FRCH 101. Elementary French 1. 3 Hr. PR: PR: Appropriate score on the Departmental Placement Test or departmental consent. Introduction to the sound and writing systems of the language, with emphasis on listening, speaking, reading, and writing within an authentic cultural context. (Course presumes no prior knowledge of the language.)</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F1” on the placement test but can recognize an actual score.</p>	201101
FRCH	102	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score PR: FRCH 101 or score of less than 340 on placement test</p> <p>Old: FRCH 102. Elementary French 2. 3 Hr. PR: FRCH 101 or a score of F2 on the placement test. Continuation of French 101</p> <p>New: FRCH 102. Elementary French 2. 3 Hr. PR: FRCH 101 or appropriate score on the Departmental Placement Test or departmental consent. Continuation of French 101</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F2” on the placement test but can recognize an actual score.</p>	201101
FRCH	200	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score PR: FRCH 102 or FRCH 100 or score of less than 394 on placement test</p> <p>Old: FRCH 200.. Intensive Intermediate French. 6 Hr. PR: FRCH 102 or FRCH 100 or score of F3 on the placement test. FRCH 203 and FRCH 204 combined into one course. Capstone course for FRCH 101 through FRCH 204. Sequence and foundation for advanced French study. Emphasis on written and oral communication within an authentic cultural context.</p> <p>New: FRCH 200. Intensive Intermediate French. 6 Hr. PR: FRCH 102 or FRCH 100 or appropriate score on the Departmental Placement Test. FRCH 203 and FRCH 204 combined into one course. Last course in the basic French curriculum sequence and foundation for advanced French study. Emphasis on written and oral communication within an authentic cultural context.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F3” on the placement test but can recognize an actual score..</p>	201101

FRCH	203	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score PR: FRCH 102 or FRCH 100 or score of less than 394 on placement test</p> <p>Old: FRCH 203. Intermediate French 1. 3 Hr. PR: FRCH 102 or score of F3 on placement test.</p> <p>New: FRCH 203. Intermediate French 1. 3 Hr. PR: FRCH 102 or appropriate score on the Departmental Placement Test.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F3” on the placement test but can recognize an actual score.</p>	201101
FRCH	204	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score PR: FRCH 203 or score or score of less than 493 on placement test</p> <p>Old: FRCH 204. Intermediate French 2. 3 Hr. PR: FRCH 203 or score of F4 on placement test. This is the last course in the basic French curriculum sequence and serves as the foundation for advanced French study. Emphasis on written and oral communication within an authentic cultural context.</p> <p>New: FRCH 204. Intermediate French 2. 3 Hr. PR: FRCH 203 or Appropriate score on the Departmental Placement Test. This is the last course in the basic French curriculum sequence and serves as the foundation for advanced French study. Emphasis on written and oral communication within an authentic cultural context.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner because it does not recognize an “F4” on the placement test but can recognize an actual score.</p>	201101
FRCH	274	160901	<p>Action: Modify pre-requisite wording for banner; add placement test score PR: FRCH 203 or score of less than 493 on placement test</p> <p>Old: FRCH 274. Virtual Vendee. 3 Hr. PR: FRCH 203. Taught on-line in conjunction with WVU-Vendee. Can count as FRCH 204 or as elective for French major/minor. French culture through vodcasts, readings, and writings. Taught in French.</p> <p>New: FRCH 274. Virtual Vendee. 3 Hr. PR: FRCH 203 or Appropriate score on the Departmental Placement Test Taught on-line in conjunction with WVU-Vendee. Can count as FRCH 204 or as elective for French major/minor. French culture through vodcasts, readings, and writings. Taught in French.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner by including the placement test score.</p>	201101
FRCH	293	160901	<p>Action: Modify pre-requisite wording for banner PR: Consent</p> <p>Old: FRCH 293 A-Z. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.</p> <p>New: FRCH 293 A-Z. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.</p>	<p>Rationale: The pre-requisite language of “consent” needed to be added to banner.</p>	201101
FRCH	301	160901	<p>Action: Modify pre-requisite wording for banner PR: FRCH 204 or FRCH 274 or score of more than 492 on placement test</p> <p>Old: FRCH 301. Language Through Civilization. 3 Hr. PR: FRCH 204. Development of oral and written communicative skills in the context of the origins, development, and contributions of French and Francophone civilizations.</p> <p>New: FRCH 301. Language Through Civilization. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of oral and written communicative skills in the context of the origins, development, and contributions of French and Francophone civilizations.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner by adding the placement test score and FRCH 274 as an option to fulfill pre-requisite.</p>	201101
FRCH	302	160901	<p>Action: Modify pre-requisite wording for banner PR: FRCH 204 or FRCH 274 or score of more than 492 on placement test</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner by</p>	201101

			<p>Old: FRCH 302. Language Through Culture. 3 Hr. PR: FRCH 204. Development of oral and written communicative skills in the context of contemporary values, institutions, and contributions of the French and Francophone world.</p> <p>New: FRCH 302. Language Through Culture. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of oral and written communicative skills in the context of contemporary values, institutions, and contributions of the French and Francophone world.</p>	adding the placement test score and FRCH 274 as an option to fulfill pre-requisite.	
FRCH	303	160901	<p>Action: Modify pre-requisite wording for banner PR: FRCH 204 or FRCH 274 or score of more than 492 on placement test</p> <p>Old: FRCH 303. Structure and Communication. 3 Hr. PR: FRCH 204. Development of communicative competencies with emphasis on French language structures, speaking, and writing within an authentic cultural context.</p> <p>New: FRCH 303. Structure and Communication. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on French language structures, speaking, and writing within an authentic cultural context.</p>	Rationale: The pre-requisite language needed to be clarified for banner by adding the placement test score and FRCH 274 as an option to fulfill pre-requisite.	201101
FRCH	304	160901	<p>Action: Modify pre-requisite wording for banner PR: FRCH 204 or FRCH 274 or score of more than 492 on placement test</p> <p>Old: FRCH 304. Advanced Readings. 3 Hr. PR: FRCH 204 Development of communicative competencies with emphasis on authentic texts and documents from the French-speaking world.</p> <p>New: FRCH 304. Advanced Readings. 3 Hr. PR: FRCH 204 or FRCH 274 or adequate score on the Departmental Placement Test. Development of communicative competencies with emphasis on authentic texts and documents from the French-speaking world.</p>	Rationale: The pre-requisite language needed to be clarified for banner by adding the placement test score and FRCH 274 as an option to fulfill pre-requisite.	201101
FRCH	401	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent. Undergraduate students only.</p> <p>Old: FRCH 401. Oral Expression. 3 Hr. PR: Six hours of upper-division French. Intensive practice of oral skills with emphasis on discussion, debate, recitation, reading aloud, etc.</p> <p>New: FRCH 401. Oral Expression. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent. Course not open to graduate students. Intensive practice of oral skills with emphasis on discussion, debate, recitation, reading aloud, etc.</p>	Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.	201101
FRCH	402	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent</p> <p>Old: FRCH 402. Phonetics and Pronunciation. II. 3 Hr. PR: 12 Hr. of French or equiv.</p> <p>New: FRCH 402. Phonetics and Pronunciation. II. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent.</p>	Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.	201101

FRCH	421 (old course number 331)	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 303 and (FRCH 301 or FRCH 302 or FRCH 304)) or (FRCH 304 and (FRCH 301 or FRCH 302 or FRCH 303)) or consent. Undergraduate students only. Also, change the course number from 331 to 421.</p> <p>Old: FRCH 331. Survey of Literature 1. 3 Hr. PR: Six hours of upper-division French. A cultural and historical survey from its beginnings to the end of the eighteenth century.</p> <p>New: FRCH 421. Survey of Literature 1. 3 Hr.PR: 6 hours at the 300-level, including either FRCH 303 or FRCH 304 or consent. Course not open to graduate students. A cultural and historical survey from its beginnings to the end of the eighteenth century.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner, and to move the course to the 400-level because the pre-requisites are consistent with other 400-level courses and not a 300-level course.</p>	201101
FRCH	422 (Old course number 332)	160901	<p>Action: Modify pre-requisite wording for banner PR: (FRCH 303 and (FRCH 301 or FRCH 302 or FRCH 304)) or (FRCH 304 and (FRCH 301 or FRCH 302 or FRCH 303)). Undergraduate students only. Also, change the course number from 332 to 422.</p> <p>Old: FRCH 332. Survey of Literature 2. 3 Hr. PR: Six hours of upper-division French. A cultural and historical survey from the beginning of the nineteenth century to the present.</p> <p>New: FRCH 422. Survey of Literature 2. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 303 or FRCH 304 or consent. Course not open to graduate students. A cultural and historical survey from the beginning of the nineteenth century to the present.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner, and to move the course to the 400-level because the pre-requisites are consistent with other 400-level courses and not a 300-level course.</p>	201101
FRCH	431	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent</p> <p>Old: FRCH 431. French Civilization. 3 Hr. PR: 6 hours of upper-division French. A survey of major themes, movements, ideas, and figures in the development of French civilization from prehistory to the twentieth century.</p> <p>New: FRCH 431. French Civilization. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent. A survey of major themes, movements, ideas, and figures in the development of French civilization from prehistory to the twentieth century.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.</p>	201101
FRCH	432	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent</p> <p>Old: FRCH 432. Contemporary Culture. 3 Hr. PR: 12 Hours of French.</p> <p>New: FRCH 432. Contemporary Culture. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.</p>	201101
FRCH	450	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent</p> <p>Old: FRCH 450. French Cinema. 3 Hr. PR: 6 hr. of upper-division French. Film literacy, vocabulary, and technique in the context of French cinema. Emphasis may vary among origins, poetic realism, surrealism, film noir, nouvelle vague, current</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.</p>	201101

			<p>movements. May be repeated with permission. Taught in French.</p> <p>New: FRCH 450. French Cinema. 3 Hr. PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent. Film literacy, vocabulary, and technique in the context of French cinema. Emphasis may vary among origins, poetic realism, surrealism, film noir, nouvelle vague, current movements. May be repeated with permission. Taught in French.</p>		
FRCH	461	160901	<p>Action: Modify pre-requisite wording for banner PR:(FRCH 301 and (FRCH 302 or FRCH 303 or FRCH 304))or (FRCH 302 and (FRCH 301 or FRCH 303 or FRCH 304)) or consent</p> <p>Old: FRCH 461. Commercial French 1. 3 Hr. PR: 6 hr. of upper-division French. Development of advanced speaking, reading and writing skills appropriate for business contexts within the French-speaking world.</p> <p>New: FRCH 461. Commercial French 1. 3 Hr.PR: 6 hours at the 300-level, including either FRCH 301 or FRCH 302 or consent. Development of advanced speaking, reading and writing skills appropriate for business contexts within the French-speaking world.</p>	<p>Rationale: The pre-requisite language needed to be clarified for banner with specific course information instead of “six hours of upper-division French,” which is too vague for banner.</p>	201101
FRCH	470	160901	<p>Action: Modify pre-requisite wording for banner PR: Consent</p> <p>Old: FRCH 470. Culture En Direct. 3 Hr. PR: 6 hr. of upper-division French. Study of French civilization through visits of cultural monuments and sites, and interaction with native informants in France. Themes covered include national and historical identity of France. Course offered only through study abroad.</p> <p>New: FRCH 470. Culture En Direct. 3 Hr. PR: 6hrs of 300-level French and consent. Study of French civilization through visits of cultural monuments and sites, and interaction with native informants in France. Themes covered include national and historical identity of France. Course offered only through study abroad.</p>	<p>Rationale: The pre-requisite language of “consent” needed to be added to banner.</p>	201101
FRCH	471	160901	<p>Action: Modify pre-requisite wording for banner PR: Consent</p> <p>Old: FRCH 471. Communication En Direct. 3 Hr. PR: 6 Hr. of upper- division French. Development of written and oral communication skills through a series of classroom activities and/or outside of class assignments. Course work involves interaction with native informants. Course offered only through study abroad.</p> <p>New: FRCH 471. Communication En Direct. 3 Hr. PR: 6 hrs. of 300-level French and consent. Development of written and oral communication skills through a series of classroom activities and/or outside of class assignments. Course work involves interaction with native informants. Course offered only through study abroad.</p>	<p>Rationale: The pre-requisite language of “consent” needed to be added to banner.</p>	201101
LAW	701	220101	<p>Action: Reactivate a previously existing course.</p> <p>Old: LAW 701. International Human Rights. 3 cr. An examination of historical, philosophical and legal issues in defining, understanding, and enforcing fundamental rights in a world of conflict and diversity.</p> <p>New: LAW 701. International Human Rights. 3 cr. An examination of historical, philosophical and legal issues in defining, understanding, and enforcing fundamental rights in a world of conflict and diversity.</p>	<p>Rationale: The request to reactivate this course is being made because it is important to the law curriculum.</p>	201101

PNGE	400	142501	<p>Action: Add PNGE 400 as a pre-requisite.</p> <p>Old: PNGE 400. Petroleum Engineering Ethics. 1 Hr. PR: Senior standing. Introduction to petroleum and natural engineering ethics and moral issues concerning safety in engineering practice as well as those arising for engineers employed by corporations. Professionalism and professional registration.</p> <p>New: PNGE 400. Petroleum Engineering Ethics. 1 Hr. PR: PNGE 450 or consent. Introduction to petroleum and natural engineering ethics and moral issues concerning safety in engineering practice as well as those arising for engineers employed by corporations. Professionalism and professional registration.</p>	<p>Rationale: The addition of PNGE 450 as a prerequisite more explicitly defines the required knowledge prior to registering for this course. Additionally, this change corrects the typing error in the course description.</p>	201101
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Action: Course Drops

FRCH 331 Survey of Literature 1
FRCH 332 Survey of Literature 2

Memorandum

Date: September 27, 2010

To: Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on August 30 and recommended the following course for Faculty Senate approval:

Approved New GEC Course Additions:

SOCA 221, Families and Society (Obj. 4 & 6)

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: September 27, 2010

To: Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

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

The GEC Oversight Committee met on August 30 and September 20 and passed the following courses for GEC Audit:

Writing Requirement Successful Audits:

ARHS 360, Art History: Baroque

ARHS 375, Art History: Nineteenth Century

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)

DRAFT

**West Virginia University
Board of Governors
Policy 58**

TEXTBOOK AFFORDABILITY

Section 1. General

- 1.1. **Purpose.** – The purpose of this policy is to establish a process for the selection, adoption, use, and sale of textbooks and other supplementary course materials in compliance with the Higher Education Opportunity Act (“HEOA”), West Virginia Code §18B-10-14, and Higher Education Policy Commission (“HEPC”) Title 133, Series 51.
- 1.2. **Authority.** – The HEOA codified at 20 USCS § 1015b, W. Va. Code § 18B-10-14, HEPC Series 51 (133 WVCSR 51), and WVU BOG Policy #45.
- 1.3. **Scope.** –This policy shall apply to all units, colleges, and divisions under the jurisdiction of the West Virginia University Board of Governors (“Board”).
- 1.4. **Effective Date.** – November XX, 2010

Section 2. Policy

2.1 Textbook Affordability Committee

- 2.1.1 The President of West Virginia University (“University”) or his/her designee shall establish a permanent Textbook Affordability Committee (“Committee”) consisting of faculty, students, administrators and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and Board on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.
- 2.1.2 The Board shall meet annually with the Committee to receive any recommendations or reports the Committee may have generated and copies of any such recommendations and reports shall be transmitted to the Chancellor of the HEPC (“Chancellor”).

2.2 Textbook Affordability Committee Duties

- 2.2.1 The Committee shall be responsible for developing guidelines for use by the faculty in the selection of textbooks and supplementary course materials that ensure both that 1) appropriate, high quality course materials are selected, and 2) give students timely access to the most affordable materials.

- 2.2.2 By November 1 of each year, the Committee shall report to the Chancellor, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 2.4.1 of this policy.

2.3 Textbook Selection Guideline Requirements

- 2.3.1 The guidelines for textbook selection shall, at a minimum:

2.3.1.1 Commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted, or selection of basic textbooks where earlier editions are easily and appropriately utilized in the courses;

2.3.1.2 Commit, to the maximum percent practicable, to the number of used books the bookstore will repurchase from students at the end of each semester and to a range of percentage repurchase prices based on the new textbook price;

2.3.1.3 Provide firm deadlines, to the maximum extent practicable, for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester;

2.3.1.3.1 For those deadlines not met, there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester, to the maximum extent practicable;

2.3.1.3.2 That mechanism should include, but is not limited to, such measures as default selection for certain textbooks, continuing to use the previous textbook, or having the chair or dean select the textbook. Any such textbook default selection must be strictly enforced and faculty shall not be allowed to change the selection.

2.3.1.4 Provide that textbook publishers soliciting any employee of the Board to select textbooks or supplemental course materials provide that employee, in writing:

2.3.1.4.1 The price of the textbook and supplemental course materials;

- 2.3.1.4.2 The copyright dates of the three previous editions, if any;
- 2.3.1.4.3 A description of any substantial content revisions from the previous editions;
- 2.3.1.4.4 Whether the textbook is available in other lower cost formats and, if so, the price to the University and the general public;
- 2.3.1.4.5 The price of textbooks unbundled from supplemental course materials; and
- 2.3.1.4.6 The same information, to the extent practicable, for custom textbooks;
- 2.3.1.5 Provide that no employee shall select or assign a textbook or supplemental course materials if the publisher has not supplied the information, in writing, required by Section 2.3.1.4 of this policy;
- 2.3.1.6 Prohibit any employee of the Board from requiring for any course a textbook that includes his or her own writing or workbook if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in or removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar materials which is published independently from the textbook; and
- 2.3.1.7 Prohibit any employee of the Board from receiving any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course materials, provided, however, that an employee may receive royalties or other compensation for such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional materials but may not resell those items.

2.4 Textbook Information Availability

- 2.4.1 A listing of all textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore.
- 2.4.2 The listing shall be posted in a central location on campus communicated to the student body, on the electronic course schedule or through a link to the campus bookstore's website, in every campus bookstore, and on the University's website

prior to course enrollment each semester for all required or recommended textbooks and supplemental course materials.

- 2.4.3 The listing shall include the International Standard Book Number (ISBN) or if the ISBN number is not available, then the author, title, publisher and copyright date; edition number; retail price and any other relevant information regarding each textbook or supplemental course materials. If such disclosure is not practicable, then the designation shall be "To Be Determined."
- 2.4.4 Any written course schedule shall reference the information available on the electronic course schedule and include the internet address to obtain such material.
- 2.4.5 Any policies or provisions for the rental of textbooks, the purchase of used textbooks, textbook repurchase or buy back, and alternative content delivery programs shall be posted on the University's website or through a link to its bookstore's website and electronic course schedule.
- 2.4.6 The University will make available, as soon as practicable upon the request of the college bookstore, the University's course schedule for the subsequent academic period and for each course offered, the information required by Section 2.4.3 for each college textbook or supplemental course materials required or recommended, the number of students enrolled in such course, and the maximum student enrollment for the course.

2.5 Bookstore Operation

- 2.5.1 All moneys derived from the operation of the bookstore shall be paid into a special revenue fund as proscribed by section two, article two, chapter twelve of the West Virginia Code and shall first be used to replenish stock and then to pay operating and maintenance expenses of the bookstore.
- 2.5.2 All revenue the University receives from a private entity for bookstore operation shall be utilized for non-athletic scholarships.
- 2.5.3 Prices charged shall not be less than the prices fixed by fair trade agreements and include, in addition to the price paid by the bookstore, a handling charge to cover expenses incurred for personal and other services, supplies and equipment, storage, and operating expenses.

2.6 Policy Review

- 2.6.1 This policy shall be reevaluated periodically to comply with any future state and federal mandates.