Minutes
The West Virginia University Faculty Senate
Monday, June 10, 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.	Cassels, A.	Hostuttler, L.	Mays, M.	Sand-Jecklin, K.
Abraham, R.	Cohen, S.	Iskander, W.	Munasinghe, R.	Schreurs, B.
Ameri, S.	Cottrell, L.	Johnston, A.	Nichols, A.	Scott, H.
Anderson, J.	DiBartolomeo, L.	Kirby, B.	Nutter, R.	Sperow, M.
Anderson, K.	Etzel, E.	Kite, S.	Oberhauser, A.	Stack, S.
Atkins, C.	Ferrara, L.	Kleist, V.	Peace, G.	Stolzenberg, A.
Bastress, R.	Graber, S.	Kopriva, N.	Perone, M.	Tuninetti, A.
Bilgesu, I.	Graves, C.	Kuhlman, J.	Petronis, J.	Turton, R.
Boone, D.	Griffith, R.	Livengood, R.	Prudhomme, J.	Vona-Davis, L.
Bowen, E.	Harner, J.	Lofaso, A.	Reymond, R.	Woloshuk, J.
Brooks, R.	Harris, T.	Mandich, M.	Rose, T.	Wood, A.
Campbell, L.	Hileman, S.	Matak, K.	Ruscello, D.	

Members Excused:

Bergner, G.	Funk, A.	Knight, J.	Rockett, I.	Valenti, M.
Bryner, R.	Hartley, D.	Merrifield, J.	Ryan, K.	Veselicky, K.
Connors, J.	Holmes, M.	Miltenberger, M.	Sherlock, L.	Watson, J.
Elmore, S.	Hornsby, G.	Orlikoff, J.	Sherwin, M.	Weihman, L.
Fint-Clark, R.	Kershner, R.	Petty, T.	Tallaksen, R.	Wenger, S.
		Polak, J.		

Members Absent:

Anfinson, J.	Cronin, A.	Hashmi, M.	Meckstroth, R.	Putman, H.
Baldwin, C.	Curtis, R.	Huber, J.	Miller, M.	Reddy, R.
Barretto, G.	Davis, S.	Huffman, V.	Moritz, J.	Tower, L.
Blake, L.	Dino, G.	Kale, U.	Nelson, C.	Watson, D.
Brazaitis, M.	Famouri, P.	Kromar, R.	Osborne, E.	Whiteman, C.
Britten, R.	Finkel, M.	Lastinger, V.	Paternostro, M.	Wilcox, G.
Brock, R.	Fisher, M.	Lieving, G.	Perna, N.	Yang, H.
Carpenter, R.	Fuller, E.	Lorimer, D.		

Faculty Senate Officers Present:

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

2. Chair Mays moved for approval of the minutes from the Monday, May 13, 2013 meeting. Motion carried.

3. Chair Mays reported on the following issues:

   - A program was held prior to today's meeting for newly-elected Senators. He thanked Patricia Lee, Alan Stolzenberg, Lisa DiBartolomeo, and Lesley Cottrell for their presentations.

- He represented the Senate at commencement ceremonies where honorary degree candidates were recognized.
- As a result of the motion passed at the last Senate meeting concerning PEIA, he sent an inquiry to Barbara Fleischauer to start the process of engagement with legislators. The plan is to engage local legislators first and then send out the letter as it was approved to legislators statewide. Margie Phillips and Toni Christian will present the facts that motivated the letter at the ACF retreat at Blackwater Falls in July.
- Since the last meeting, there has been a flurry of activity connected with getting committees assigned.
- Although MOOCs received most of the attention, he believes incorporating support for faculty teaching into the mission of the newly-organized Extended Learning unit has the potential for the greatest positive impact on the day-to-day business of the University.
- The reception for past Senate chairs took place following the May Executive Committee meeting. Boyd Holtan discussed Senate history and issues that were relevant during his tenure.

4. Chair Mays reported that the following Faculty Senators were elected to serve on the 2013-2014 Senate Executive Committee:

   Robert Bastress, Law
   Ilkin Bilgesu, Statler College
   Lesley Cottrell, Medicine
   Sandra Elmore, WVU-Tech
   Virginia Kleist, B&E
   Judith Polak, Nursing
   Jean Woloshuk, Extension

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, Curriculum Revisions for BA in Elementary Education. Motion carried.

   Dr. Ruscello made a motion to take the following two annexes (Annex II-A and II-B) from the table. There were no objections.

   Annex II-A, Immunology and Medical Microbiology BS Degree. Motion carried.
   Annex II-B, Forensic Investigation BS Degree for WVU Tech. Motion carried.

   Annex III, BS in Energy and Environmental Management. Dr. Ruscello moved to table consideration of this proposal. There were no objections.
   Annex IV, Curriculum Changes for PETE Program. Motion carried.
   Annex V, Curriculum Changes for SEP Program. Motion carried.
   Annex VI, Capstone Request for CE 479. Motion carried.
   Annex VII, Capstone Request for MinE 484. Motion carried.
   Annex VIII, Capstone Request for DSGN 480. Motion carried.

Annex IX, Monthly Alterations Report, was submitted for information.
Annex X, Major in Hospitality and Tourism Management. Motion carried.

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

   Annex XI, GEC Actions. Motion carried.
   Annex XII, FYS Resolution. Motion carried
   Annex XIII, GEC Audits, was submitted for information.
   Annex XIV, 2012-13 Committee Report and 2013-14 Goals. Accepted.

7. Stephen Graber, Chair, Research Integrity Committee, submitted the following report for acceptance:

   Annex XV, 2012-13 Committee Report and 2013-14 Goals. Accepted.

8. Sophia Blaydes, Chair, Retired Faculty Committee, submitted the following report for acceptance:

   Annex XVI, 2012-13 Committee Report and 2013-14 Goals. Accepted.

9. Virginia Kleist, Chair, Service Committee, submitted the following report for acceptance:

   Annex XVII, 2012-13 Committee Report and 2013-14 Goals. Accepted.

10. James Harner, on behalf of the Student Evaluation of Instruction Committee, moved for approval of the following:

    Annex XVIII, 2012-13 Committee Report and 2013-14 Goals. Accepted.
    Annex XVIII-A, Recommendation for the Board of Governors. Motion carried following an amendment to replace all references to the Board of Governors with the Provost's Office.
    Annex XVIII-B, Center for Teaching and Learning. Motion carried following a minor change to clarify that this is a recommendation of the Senate, not of SEI.
    Annex XVIII-C, Name Change. The motion was amended to include the committee charge. Motion failed.

11. April Johnston, Chair, Student Instruction Committee, submitted the following report for acceptance:

    Annex XIX, 2012-13 Committee Report and 2013-14 Goals. Accepted.

12. Samuel Ameri, Chair, Student Rights and Responsibilities Committee, submitted the following report for acceptance:

    Annex XX, 2012-13 Committee Report and 2013-14 Goals. Accepted.

13. Marie Abate, Chair, Faculty Welfare Committee, submitted the following report for acceptance:

    Annex XXI, 2012-13 Committee Report and 2013-14 Goals. Accepted.

14. Jean Woloshuk, Chair, Committee on Committees, Membership and Constituencies, submitted the following reports for acceptance:

    Annex XXII, 2012-13 Committee Report. Accepted following the addition of Stan Cohen and Art Jacknowitz to the Faculty Welfare Committee membership list.
    Annex XXII-A, 2013-14 Goals. Accepted.

15. Beverly Kirby, Chair, Library Committee, submitted the following report for acceptance:

    Annex XXIII, 2012-13 Committee Report and 2013-14 Goals. Accepted.

16. The following Research and Scholarship Committee report was submitted for acceptance:

    2012-13 Committee Report and 2013-14 Goals. Accepted.

17. Roy Nutter, ACF representative. No report.

18. Robert Griffith, BOG representative, reported that:

    - The Board of Governors met last week at WVU-Tech in Montgomery.
    - The Board approved a new initiative, Academic Innovations, to be led by Sue Day-Perroots.
    - The campus-wide tobacco free policy takes effect July 1.
    - Most of this year's budget issues were driven by the $13.3 million cut in appropriations. Undergraduate tuition will increase by $183 per semester (6%) for in-state students and $382 per semester (4.55%) for out-of-state students. There will be no raises for staff or faculty, except for promotions. Costs for housing and dining services, which are mandated to be self-supporting, will also increase. Vice presidents are being directed to develop plans for a 10% budget cut for the 2014-15 academic year.

19. Chair-elect DiBartolomeo commended Chair Mays for his outstanding leadership, dedication, and grace under pressure; she presented him with a plaque and executive gavel.

20. New Business – James Harner presented proposed revisions to the current SEI instrument. He requested feedback regarding the proposal, which the committee plans to finalize in the fall.

20. Meeting adjourned at 4:51 p.m. to reconvene on Monday, September 9, 2013.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Dennis Ruscello, Chair, Faculty Senate Curriculum Committee
Date: May 20, 2013
Re: New Courses and Course Changes

Davis College of Agriculture, Natural Resources and Design
New Courses:

Design

DSGN 480. Designing Innovative Futures. 3-Hr. PR: ID 330 and DSGN 491A and DSGN 494. This capstone course provides an opportunity to analyze and synthesize information from previous coursework and internship experiences to develop professional proficiency levels in integrated design approaches. (Effective Term: Fall 2013) (CIP: 500401)

Rationale: As a capstone course, this course provides students with an opportunity to analyze and synthesize knowledge from their previous design courses in conjunction with knowledge gained from their minor and other focused coursework to reach a coherent understanding of the application of holistic design principles. Students will create portfolios, write papers, and give presentations that illustrate the integrated nature of the Design Studies major in relation to their professional goals.

DSM 130. Introduction to Design. 3-Hr. Introduction to design as a process of improving quality of life and a method of problem-solving using design thinking, design theory, and design applications in interdisciplinary contexts. (Effective Term: Fall 2013) (CIP: 500401)

Rationale: This course will provide the foundational information for Design Studies, Fashion Design & Merchandising, and Interior Design students to build upon throughout their design studies. It is a required course that all students will take in their first full year in the Division of Design & Merchandising. The course introduces design processes and design theory for use in analyzing the success of designs in a variety of contexts, and gives students an introduction to design thinking as a method of problem-solving. It also exposes students to a variety of trends and issues in multiple design disciplines.

Eberly College of Arts and Sciences
New Courses:

Forensic and Investigative Science

FIS 202. Crime Scene Invest Overview. 3-Hr. PR: FIS 201. An overview of the crime scene investigation process for the non-examiner. Course topics include: safety, evidence collection,

processing, and documentation. Virtual scenarios will serve as teaching aids. (Date Effective: Fall, 2013) (CIP: 430106)

Rationale: Crime Scene Investigation Overview provides non-examiner students with a fundamental understanding of crime scene investigation and the process as it relates to other professional fields. Crime scenes are the foundation for forensic investigation. Understanding where evidence is collected, how it is packaged, and how a scene is processed is the basis for all subsequent steps in the investigative process. Crime scene investigation can be thought of as the corner stone for forensic investigations; students must be comfortable with how to approach and properly document a crime scene before any other part of the forensic investigation can take place. This course covers topics such as the initial walk through, documentation, types of evidence encountered, and methods of collection and preservation. Crime scene simulations are incorporated into this course to allow the students to implement knowledge gained throughout the course. Although the primary focus of this course is to gain investigative skills as they relate to crimes, students will be able to utilize the methods and techniques of facing problems, answering questions, and applying general fact-finding skills that transcend any one curriculum.

FIS 306. Expert Testimony Perspectives. 3-Hr. PR: FIS 201. A comprehensive review of expert testimony that broadens perspectives of the role of the scientist in the courtroom as well as improving expert witness capabilities. (Date Effective: Fall, 2013) (CIP: 430106)

Rationale: This course provides students with an understanding of expert testimony while broadening their perspective of how to be a scientist in the legal arena. The course will help individuals understand the interworking of the scientist in the courtroom while also improving their expert witness capabilities on the stand. As many professions have the potential to require its members to testify as an expert witness, this topic is important for all professions and will complement the knowledge, skills, and abilities gained through any major program.

FIS 330. Principles of Forensic Photo. 3-Hr. PR: FIS 201. Introduces basic principles of forensic photography for the non-investigator. Includes the history of photography, theories behind photography, and techniques for photographing types of crime scenes and evidence. (Date Effective: Fall, 2013) (CIP: 430106)

Rationale: This course instructs students in the foundational principles and theories of photography. It creates associations between the knowledge gained and forensic-specific concepts; such as photographing crime scenes and various types of evidence. This course strikes a balance between photography concepts and how those ideas can be used when investigating crimes and documenting evidence. Unlike FIS 335-Forensic Photography, students will not be exposed to as much guided hands-on, practical application of the subject, but rather will obtain the theories and principles of the subject and implement them into projects and activities used to demonstrate their knowledge. This course will complement the knowledge, skills, and abilities gained through forensic courses. Photography as it relates to forensic science is a necessary part of the forensic curriculum and the knowledge gained could support certain aspects of other

majors (i.e. a journalist learning how to use their camera properly). As it is a specialized area of emphasis, this course is an elective for the Forensic and Investigative Science minor.

FIS 380. Soc Rel'n of For & Legal Profs. 3-Hr. PR: FIS 201. An introduction to the relationships among attorneys, experts, and law enforcement professionals: how individuals work together for the investigative process from the initial investigation to the courtroom. (Date Effective: Fall, 2013) (CIP: 430106)

Rationale: The Social Relationships of Forensic Scientists and Legal Professionals course serves as an overview of the interactions between attorneys, scientific experts, and law enforcement professionals from the time of the initial investigation to the courtroom. The student will be exposed to the various types of forensic experts and the differences between civil and criminal trial preparations. This course will offer insight to how the various participants in science and law work together for a common goal. The purpose is not to teach students how to conduct investigations but rather to build a sociological understanding of the legal system. Through case studies and readings, students will learn about the behind-the-scenes conflicts that shape forensic investigations at each stage of development. In particular, the course examines the backstage, social processes, and worksite exchanges through which attorneys and scientific experts adapt expert opinion to the details of particular cases. This course will complement the knowledge, skills, and abilities gained through any students' major.

FIS 485. Prof. Ethics in Forensic Science. 3-Hr. Foundational ethical concepts as they relate to forensic science and other associated professional cultures. Applied case-study examples are used to analyze ethical and moral boundaries of practice. (Date Effective: Fall, 2013) (CIP: 430106)

Rationale: WVU is a leader in providing training on ethics in forensic science to the professional community. This class, in accordance with university and laboratory standards of accreditation, is necessary for anyone entering the field of forensic science or related professional cultures. In addition, although the focus is on ethical matters in forensic science, the topic of ethics is important for all professions and will complement the knowledge, skills, and abilities gained through any major program. In the broader curriculum, this course will serve to fill a void in formal ethics content as required by accreditation standards, and it will allow students to evaluate situations and experiences provided in all other coursework.

Geology

GEOL 486. Environmental Isotopes. 3-Hr. PR: CHEM 111 or CHEM 115. Isotopes are excellent natural tracers and integrators of important environmental, geological and ecological processes. Topics include basic principles of stable isotope geochemistry and their applications in environmental sciences, hydrology, plant/animal ecology, climate reconstruction, and energy. (Effective Term: Fall 2013) (CIP 400601)

Rationale: Stable Isotope Analysis (SIA) is a transformative technology that has become a critical research tool in a wide variety of disciplines ranging from geology, biology, agriculture, forensics, archaeology, to environmental sciences. This is the first course on campus that offers instruction focused on stable isotopes and their applications. This will also serve as an additional elective for GEOL undergrads.

Physics

PHYS 452. Quantum Mechanics II. 3-Hr. PR: PHYS 451 and MATH 261. Angular momentum operators, including spin, and time-dependent perturbation theory. Applications of quantum mechanics, including the properties of atoms (hydrogen and multi-electron atoms), molecules, solids, identical particles (e.g. the black-body spectrum, Bose-Einstein condensation, and the free electron gas), and quantum effects of adiabatic changes. (Date Effective: Fall, 2013) (CIP: 400801)

Rationale: The single semester course of quantum mechanics does not cover many of the applied quantum mechanics topics needed by a physicist in the 21st century. This elective course expands upon the Introductory Quantum Mechanics course and covers both advanced quantum mechanics principles and a number of important applications of quantum mechanics.

Religious Studies

RELG 302. Studies in Islamic Scriptures. 3-Hr. Explores Islamic scriptures including the Qur'an and Hadith from the time of revelation through the modern era. Examines the historical, cultural, and religious settings of the texts along with theological concepts. (Effective Date: Fall 2013) (CIP: 380201)

Rationale: This course enhances the upper level course offerings in religious studies related to the new curriculum (which emphasizes the study of world traditions/texts). By focusing on Islamic texts, the course adds to the scope of religious thought available in the Program for Religious Studies. In particular, this course complements the two other upper-level scriptures courses (Studies in Christian and Hebrew Scriptures) currently in use. (RELG 302 will count towards both the religious studies major and minor).

Sociology and Anthropology

SOCA 459. Anthropological Thought. 3-Hr. Analyzes and critiques anthropology as a discipline through humanistic and scientific approaches drawn from archaeological, biological, linguistic, and cultural perspectives. Examines social and intellectual history, principal theories, methods, practices and ethical questions at an advanced undergraduate level. (Effective Date: Spring 2014) (CIP: 450201)

Rationale: This course will add to 400-level offerings in anthropology, which often integrate methods and theory at an advanced level. It is intended primarily to be offered in conjunction with writing and capstone requirements for anthropology AoE students in our joint Sociology and Anthropology degree program, but may also stand alone. The course integrates a social and intellectual history of the discipline, as well as covering some of the major theoretical, methodological, applied, and ethical dimensions of the field. It covers material from all four of anthropology's subfields (cultural, archaeology, biological, and linguistics), and thus prepares students for a diverse range of post-graduate educational and career paths.

College of Business and Economics

New Courses:

Management Information Systems

MIST 320. Managing Info Technology. 3-Hr. PR: Admission into the College of Business and Economics. This course provides students with an understanding of how information systems are used in business and how they impact (positively or negatively) the competitive position of organizations. (Effective Date: Fall 2013) (CIP: 520201)

Rationale: Currently, MIS students are required to take a similar course in the Management Department that is geared more towards Management majors (this is an artifact from when the MIS program was an area of emphasis in the Management major). This course will provide MIS majors with a more tailored introductory course that better prepares them for the MIS major. We have tested the course under a 493 number for two semesters with great success.

College of Law

New Course:

LAW 689-Z. Sem: Advanced Torts. 2-Hr. An examination of significant contemporary torts topics. Newer torts compensation systems and statutory substitutes for the traditional common law torts system will be covered. A substantial research paper is required. (Effective Date: Spring, 2014) (CIP: 220101)

Rationale: This course fulfills the need for an advanced, more concentrated study in torts law. It adds insight into the sophisticated functioning of the American tort system and prepares the student for specialized tort law practice. It also serves to further enhance research and writing skills.

College of Education and Human Services

New Courses:

Speech Pathology and Audiology

SPA 605. Seminars Clinical Practice 3. 1-Hr. P/F Grade. Examines professional issues in Speech-Language Pathology. (Effective Date: Summer 1, 2014) (CIP: 510203)

Rationale: In response to changes in the professional and accreditation standards, this seminar course was developed to assist graduate students in the development of the knowledge and skills necessary to become competent speech-language professionals. They will be exposed to different clinical assessment/treatment issues that are of importance to competent and ethical practices of the profession

SPA 607. Seminars Clinical Practice 4. 1-Hr. P/F Grade. Explores employment settings and service delivery in Speech-Language Pathology including medical and educational settings. (Effective Date: Summer 1, 2014) (CIP: 510203)

Rationale: In response to changes in the professional and accreditation standards this seminar course was developed to assist graduate students in the development of the knowledge and skills necessary to become competent speech-language professionals. Practice issues related to various work settings will be studied to ensure a breadth of clinical information necessary for professional practice that students receive.

School of Journalism
New Courses:

JRL 430. Social Media & Journalism. 3-Hr. PR: JRL 215. This lab course identifies and applies the principles behind social media applications such as blogs and networking sites. (Effective Date: Fall, 2013) (CIP: 090401)

Rationale: This course was offered as an experimental course, and it is a crucial part of our elective curriculum going forward. It offers students a more in-depth look at blogging, social media and other forms of interactive journalism (experience will be provided in most classes). As the influence of social media increases in our profession, the topics covered in this course are ever more important for our students to understand, both in terms of content production and dissemination, but also in terms of audience engagement.

JRL 432. Social Media Strategy. 3-Hr. PR: JRL 101 and (PR 215 or ADV 215 or ADV 201). This online course examines how social media channels can be utilized to meet the goals of corporate, non-profit, political and issue based outreach messaging. (Effective Date: Fall, 2013) (CIP: 090401)

Rationale: This course, as a part of a new SOJ minor curriculum in Social Media will be a required course designed to allow students to understand how social media channels can be utilized to meet the goals of corporate, non-profit, political and issue based outreach messaging.

JRL 433. Social Media Applications. 3-Hr. PR: JRL 101 and (PR 215 or ADV 215 or ADV 201). This online course examines how messages can be crafted for maximum success and reach in the social media landscape. (Effective Date: Fall, 2013) (CIP: 090401)

Rationale: This course, as a part of a new SOJ minor curriculum in Social Media, will be a required course designed to allow students to understand how to craft messages for maximum success within the social media landscape.

JRL 434. Social Media Campaigns. 3-Hr. PR: JRL 101 and (PR 215 or ADV 215 or ADV 201). This online course examines case studies where social media was used successfully in instances of promotion, outreach and crisis communication. (Effective Date: Fall, 2013) (CIP: 090401)

Rationale: This course, as part of a new SOJ minor curriculum in Social Media, will be a required course designed to examine case studies where social media was used successfully in instances of promotion, outreach and crisis communication.

JRL 530. Social Media & Journalism. 3-Hr. PR: Consent. This lab course identifies and applies the principles behind social media applications such as blogs and networking sites. (Effective Date: Fall 2013) (CIP 090401)

Rationale: This course was offered as an experimental course, and it is a crucial part of the elective curriculum going forward as it offers students a more in-depth look at blogging, social media and other forms of interactive journalism (which they get to experience in class). As the influence of social media increases in our profession, the topics covered are important for students to understand both in terms of content production and dissemination but also in terms of audience engagement.

STCM 439. Strategic Social Media. 3-Hr. PR: JRL 101 and PR 215 or ADV 215 or ADV 201. This online, majors only, course is an accelerated examination of the social media landscape with a focus on crafting messages and successful case studies. (Effective Date: Fall 2013) (CIP 090702)

Rationale: This course will be an upper level elective for SOJ majors who are unable to enroll in the school's new Strategic Social Media minor.

Course Change:

From:

JRL 528. Law of the News Media. 3-Hr. PR: Journalism seniors and graduate students; foundation courses for other sequences. The law as it affects the mass media. Considered areas

include: libel, privacy, public records, criminal pre-trial publicity, freedom of information and obscenity.

To:

JRL 528. Media Ethics and Law. PR: Consent. How ethics and law work together to help create and maintain the media environment. Examines ethical paradigms within a legal framework, with special emphasis on morality. (Effective Date: Fall 2013) (CIP 090401)

Rationale: Knowledge of media ethics and law are critical for students who wish to work in media environments. Understanding the relationship of a free press to democracy and First Amendment rights and responsibilities within U.S. legal constraints of libel, privacy, public records, criminal pre-trial publicity, freedom of information, copyright and obscenity, as well as the ethical considerations and philosophical frameworks related to gathering, interpreting and publicly reporting information, are necessary to function professionally, thoughtfully and responsibly in the public domain.

Statler College of Engineering and Mineral Resources
Course Change:

Civil Engineering

From:

CE 479. Integrated Civil Engineering Design. 3-Hr. PR: Senior standing. Integration of the Civil Engineering curriculum by comprehensive design experience to professional standards. Projects are performed in student groups under faculty supervision.

To:

CE 479. Integrated Civil Engineering Design. 3-Hr. PR: Senior standing and completion of one of CE 411, 415, 431, 447, 451, 453, 462, 463, 464, or 465 with at least a C. Capstone integration of the civil engineering curriculum by comprehensive design experience to professional standards. Projects are performed in student groups under faculty supervision. (2-Hr. lec., 2-Hr. lab.) Capstone Course. (Effective Date: Fall, 2013) (CIP: 140801)

Rationale: This course change includes a prerequisite change and changing the current 3-Hr. lecture format to a 2-Hr. lec., 2-Hr. lab. format. The lab part will allow a designated time for student groups to work on their group project assignment. This course is designated as the Capstone course for Civil and Environmental Engineering Majors.

New Course:

Mechanical and Aerospace Engineering

MAE 102. Introduction to MAE Design. 3 Hr. PR: ENGR 101 with a grade of C or better; Math 154 with grade of C or better or Math 155 with grade of C or better. CONC: Physics 111. Engineering problem solving techniques related to mechanical and aerospace engineering topics though teamwork, written and oral communications, and using the computer for algorithm development and computer aided design. Discussion of engineering professional and ethical behavior. (Effective Term: Spring, 2014) (CIP: 141901)

Rationale: The mechanical and aerospace engineering curricula are undergoing a major review and modification. These changes are based on the National Science Foundation Mechanical Engineering Curriculum recommendations (NSF Grant # CMMI-0647197), titled "The '5XME' Workshop: Transforming Mechanical Engineering Education and Research in the USA," that identified that mechanical engineers practicing in the US will need to have five times (the 5X) the skills compared to other mechanical engineers since many foreign-trained mechanical engineers will be one-fifth the cost of an equivalent US-based mechanical engineer. Major findings in this study are that design should be integrated throughout the curriculum and specialty emphasis areas offered to provide more depth in specific mechanical engineering areas. Additionally, the MAE Visiting Committee has recommended that more design be integrated into the curriculum. To incorporate more design into the MAE curriculum, MAE 102 is proposed to allow students at the freshman level who have identified aerospace and or mechanical engineering as their degree path to learn tools, analysis techniques, and terminology used in aerospace and or mechanical engineering. The MAE 102 course will parallel the ENGR 102 courses covering the same programming and team building tools so that students enrolled in MAE 102 can enter any engineering discipline within CEMR.

School of Medicine
Course Change:

Biology

From:

CCB 701. Oncogenes & Signaling Networks. 3-Hr. PR: BMS 730 or consent. This course is designed for upper level graduate students. Course will focus on cellular transformation, mitogenesis, tumor survival, motility and kinase signaling.

To:

CCB 701. Biochemical & Oncogenic Signaling. 3-Hr. This advanced course is designed for graduate students. It will focus on the biochemical and oncogenic methanisms of cellular signaling. Students will explore the experimental methodologies needed to understand the scientific literature in biochemistry and cancer. (Effective Term: Fall, 2013) (CIP: 260911)

Rationale: The course title is changing in anticipation of a course list with a new course BIOC 701 (same title). Advanced graduate students from Biochemistry and Cancer Cell Biology who register for BIOC 701 or CCB 701, will be combined to increase class enrollment and to share

teaching faculty from both graduate programs. The objectives and course content were created jointly by Biochemistry and Cancer Cell Biology faculty to include material on biochemical signaling pertinent to cell and cancer biology that meet the basic science knowledge and critical thinking skills required by both programs. We have dropped the prerequisite for this course to accommodate MD/PhD students who enroll.

School of Nursing
New Courses:

NSG 450. Alterations in Mental Health. 4-Hr. PR: NSG 310 and NSG 312 and NSG 320 and NSG 360. Theory and practice of professional nursing in response to complex alterations in psychosocial function and their impact on individuals, families, and communities. Classroom and clinical experiences. (Date Effective: Fall, 2013) (CIP: 511601)

Rationale: In the Bachelor of Science in Nursing (BSN) program, didactic and clinical courses are being combined into courses that have both didactic and clinical components. The combined didactic/clinical courses will provide a more integrated approach and will enhance the student's ability to think critically about patient care situations. Alterations in Mental Health will replace NSG 356 (didactic) and NSG 345 (clinical) in the basic BSN track. It will build on psychosocial concepts that have been introduced in previous nursing courses and apply them to the patient with psychopathology. This is an essential component of baccalaureate nursing programs in order to satisfy accreditation and licensure requirements.

NSG 704. Health Care Leadership. 3-Hr. PR: NSG 711. Critical analysis of leadership in the health care setting with development of skills needed to organize care and lead practice change. (Date Effective: Fall, 2013) (CIP: 511601)

Rationale: The objectives of this course are to prepare students who will perform at the highest levels of nursing practice. This course will focus on the role of doctorally prepared nurses in providing organizational and systems leadership within health care organizations. Leadership styles and frameworks and the Standards for Nursing Leadership serve as the foundation for situation analysis and development of a plan to lead in specific health care situations. As the Doctor of Nursing Practice degree prepares students to practice at the highest level of advanced practice nursing, this course provides students with leadership skills to guide that practice.

NSG 709. Health Care Informatics. 3-Hr. PR: NSG 707. Explore information technologies used in acute and outpatient health settings and describe methods of utilization of technology for practice improvement and patient outcomes management. (Date Effective: Fall, 2013) (CIP: 511601)

Rationale: The objectives for this course focus on health care information technology in the clinical setting. Roles of the advanced nursing practice leader in planning, designing, selecting and implementing information technology will be explored. The use of information obtained through technology in improving health care practices and evaluating patient care outcomes will

be studied. These are essential skills for the Doctor of Nursing Practice graduate, who is prepared to practice at the highest level of nursing practice in organizations.

NSG 710. Health Policy/Resource Management. 3-Hr. PR: NSG 711. The foundation for leadership in health policy development, implementation, and evaluation, with a focus on advocacy for nursing, social justice, and equity. Financial resource management for nursing leadership and policy/program implementation. (Date Effective: Fall, 2013) (CIP: 511601)

Rationale: The objectives of this course are to prepare students who will perform at the highest levels of nursing practice. This course will examine the roles of doctorally prepared nurse leaders in influencing policy development and implementation at a variety of levels (both macro and micro), considering the needs of multiple stakeholders, and the need for social justice, equity, and quality of care. Resource management that contributes to the achievement of organizational, policy, and nursing practice goals is emphasized. Policy and resource allocation and management skills are essential skills of the DNP graduate.

NSG 713. DNP Role Application. 1-Hr. Co-Req: NSG 742. Integration of Doctor of Nursing Practice role competencies at the highest level of nursing practice. (Date Effective: Fall, 2013) (CIP: 511601)

Rationale: The objectives of this course are to prepare students who will perform at the highest levels of nursing practice. This course provides an opportunity for integration of the evidence for the advanced practice role at the doctoral level. Students will analyze application of advanced practice role competencies including collaboration, team leadership, system-level communication, and other competencies in complex practice situations.

School of Pharmacy
New Course:

PHAR 718. Pediatric Pharmacotherapy. 2-Hr. PR: Second professional year standing or consent. Overview of common pathophysiology and pharmacotherapy principles in the pediatric population and selection of drug therapy to treat the pediatric patient. (Effective Date: Fall, 2013) (CIP: 512001)

Rationale: This is an elective in the PharmD curriculum for students interested in pediatric medicine. All students in the PharmD program are required to complete 10 hours of elective coursework. The School of Pharmacy strives to have electives available to students in a broad range of topics. Pediatrics is a topic that students have requested for several years.

College of Physical Activity and Sport Sciences
New Courses:

Physical Education

PE 212. Confident City Cycling. 1-Hr. Riding skills and crash avoidance maneuvers; how to control situations in traffic and ride confidently; bicycle maintenance; proper clothing and equipment selection; in classroom and on-bike instruction. (Effective Date: Summer II, 2013) (CIP: 131314)

Rationale: This course will give students the knowledge and skills to use a bicycle to gain fitness and as transportation in typical traffic situations. This course would provide another physical activity option that is a life-long form of physical activity.

PE 214. Beginning Lacrosse. 1-Hr. Introduce students to the basic skills and techniques involved in playing lacrosse. (Effective Date: Summer II, 2013) (CIP: 131314)

Rationale: This course is intended to increase the scope of activity classes offered in WVU's Basic Instruction Program. Lacrosse is growing in popularity in certain geographic areas of the US. A beginning level class provides the opportunity for any student to learn how to play this sport.

PE 215. Intermediate Lacrosse. 1-Hr. This course focuses on more advanced concepts and skills involved in the game of lacrosse for the experienced player. (Effective Date: Summer II, 2013) (CIP: 131314)

Rationale: This course is intended to increase the scope of activity classes offered in WVU's Basic Instruction Program. Lacrosse is growing in popularity in certain geographic areas of the US. An intermediate level lacrosse class provides an opportunity for students who have already played lacrosse at the high school level to continue to perfect the skills of the game.

PE 220. Striking and Fielding Games. 1-Hr. This Teaching Games for Understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing striking and fielding games. (Effective Date: Summer II, 2013) (CIP: 131314)

PE 221. Invasion Games. 1-Hr. This Teaching Games for Understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing games where one invades their opponent's territory. (Effective Date: Summer II, 2013) (CIP: 131314)

PE 223. Net and Wall Games. 1-Hr. This Teaching Games for Understanding (TGfU) course is designed to introduce the students to the rules, skills, and strategies involved in playing net and wall games.

Rationale: These courses are part of four Teaching Games for Understanding (TGfU) courses that will be offered through WVU's Basic Instruction Program. The emphasis of these TGfU courses is to focus on the common skills, tactics, and strategies across sports so that one is proficient in a variety of sports instead of just in one sport.

School of Public Health
New Course:

Social and Behavioral Health Sciences

SBHS 711. Research Translation for Health. 3-Hr. PR: SBHS 610. Principles, theories, and evidence-based methods of knowledge and research translation for health are discussed to facilitate student competence for translating research discoveries into policies and practices that promote health and prevent disease. (Effective Date: Fall, 2013) (CIP: 512201)

Rationale: This course will provide students with important skills and knowledge in Social and Behavioral Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows for students to gain skills and knowledge focused on facilitating competence for translating research discoveries into policies and practices that promote health and prevent disease.

Dear Committee:

The BA in Elementary Education program proposes changes to the existing program of study. The changes are adding and removing only existing courses. None of the courses being removed from the program of study will be dropped from the books, only from the course requirements of this specific program. The proposed changes reduce the number of hours required to earn the degree. The attached documents outline the proposed changes to the program of study and the rationales for all changes listed.

Please do not hesitate to contact me, the program coordinator, with questions or concerns.

Sincerely,

Dr. Stephanie Lorenze
Curriculum and Instruction/Literacy Studies
Stephanie.Lorenze@mail.wvu.edu
304.293.6723

Modifications to BA in Elementary Education

The BA in Elementary Education (major code 4588) is a program offered through the College of Education and Human Services' Department of Curriculum and Instruction. Students who complete necessary graduation requirements are eligible to apply for a WV teaching license, grades K-6. In response to state requirements, faculty, student, and parent feedback, and national trends, a small group of elementary education faculty at WVU met to evaluate the program and make modifications accordingly in order to enrich the student experience as part of the BA in Elementary Education teacher preparation program.

The program modifications detailed below will reduce the total number of credit hours required for graduation by 2 hours, with a new total of 125/126 hours. The one hour variance is dependent upon the student's choice in science electives. The capstone course for this program is EDUC 411. This course has already been approved as a capstone experience and is already included in the program's curriculum.

The practicum courses for this program include:
EDUC 311 and EDUC 312 in semesters 4 and 5 (both with 2 hours per week in the classroom)
EDUC 410 in semester 6 (with 4 hours per week in the classroom)
EDUC 411 in semester 7 (with 10 hours per week in the classroom

The clinical experience/full-time student teaching for this program occurs in the final semester as part of C&I 491.

Delete from required coursework (16 hours):

a) C&I 492: Professional Field Experience (4 hrs)

b) C&I 490: Teaching Practicum (6 hrs)

c) both electives (6 hrs)

Rationale: a) and b) There are essentially two sets of practica in the existing program (EDUC courses and C&I courses). With these courses, the field and clinical experience course hours total approximately 20% of the total credits required for graduation. This block of field experience/practica originally included required summer course work and travel. This change will allow for additional content and pedagogy courses which align with essential elementary educator characteristics, such as strong content knowledge. Additionally, these changes are in response to student and parent feedback regarding the former compressed nature of the summer course work of both courses. Student will continue to work in the field for 5 of the 8 semesters of study, one of these semesters including traditional student teaching at the elementary level. c) One of the electives will be replaced with RDNG 403: Literature for Children as is necessary for the Reading/Language Arts curriculum and aligns with national and state trends in literacy education.

Add to required coursework (9 hours):

a) CHPR 301: Elementary School Health Program (2 hrs)

b) C&I 426: Teach Rational Num/Prop: K-9 (3 hrs)

c) RDNG 403: Literature for Children (3 hrs)

d) WVUE 191 (1 hr)

Rationale: a) For CHPR 301, the current curriculum does not require any course in health. Health is a required standard and key assessment. This course is taught by another academic unit. Approval and support to include this course has been granted and is supported in a memo from Ruth Kershner. b) For C&I 426, additional work in the field of mathematics education (particularly with the focus on STEM and the newly adopted Common Core State Standards) will greatly benefit the students. c) For RDNG 403, this content is critical for the Reading/Language Arts block for elementary educators and aligns with state initiatives in the discipline. d) For WVUE 191, this is a university requirement.

Changes to required course work:

a) Increase C&I 491 from 7hrs to 9 hrs

b) Instead of students selecting ART 103 **OR** MUSC 182, change to:

Select 6 hours from the following:
ART 103: Materials and Procedures (3 hrs)
MUSC 182: Music in the Elementary School (3 hrs)
C&I 465: Dance/Movement in K12 Schools (3 hrs)

Rationale: a) For C&I 491, this change will simplify the block of hours to be taken during the last semester (student teaching semester). This increase of 2 hours is also a result of the deletions listed above. This course is currently listed as a variable credit hour course, simplifying this alteration. b) This change will help students to develop a stronger base in arts education. Many programs at peer institutions require focused study/coursework in the content areas of at least two of the four arts (dance, theatre, music, and art), others require study in all four areas. The inclusion of C&I 465 as an option includes meeting content and planning needs not only in dance/movement, but also in current health and wellness state standards. This also reflects state initiatives, such as LetsMove! WV. (ART and MUSC are part of the existing curriculum options.)

Memorandum: CHPR 301-Elementary School Health

To: Stephanie Morris Lorenze, EdD
Program Coordinator, BA Elementary Education
Clinical Assistant Professor
West Virginia University

From: Ruth Kershner EdD, RN, MCHES
Coordinator School Health
School of Public Health
West Virginia University

March 7, 2013

The purpose of this memorandum is to provide a letter of support for the inclusion of CHPR 301 Elementary School Health into the Bachelor of Education program. I understand the course will still be part of the Benedum 5 year program. I strongly support this initiative as I believe the literature and published data recognize the health issues affecting our children, which ultimately impacts their learning. Additionally, pre-service teachers with instruction in content and methods germane to health education are more likely to implement health instruction, utilize collaborative methodology, and experiential teaching methods applicable to school health.

Please advise if I can provide more information. I can be reached at rkershner@hsc.wvu.edu

Ruth Kershner

4 Year BA Elementary Education Course Sequence

SOCA 105 or POLS 103 PSYC 101 ENG 101 GEOG 102 BIO 101/103, 102/104, or 105/106 WVUE 191 (1 hr) **17 hours**	ENG 102 MATH 126 HIST 179 or 180 Science elective (3 or 4 hrs) PSYC 241 or CDFS 110 **15-16 hours**
World Literature elective HIST 152 or 153 MATH 232 Science elective (3 or 4 hrs) RDNG 403 EDUC 100 (1 hr) **16-17 hours**	MATH 233 ART 103, MUSC 182, or C&I 465 CHPR 301 (2 hrs) EDUC 200 EDUC 301 EDUC 311 (1 hr) **15 hours** **2 hr/week placement**
EDUC 312 (1 hr) EDUC 400 EDUC 430 SPED 304 EDUC 460 ART 103, MUSC 182, or C&I 465 **16 hours** **2 hr/week placement**	EDUC 410 (2 hrs) EDUC 401 EDUC 440 EDUC 450 RDNG 422 C&I 426 **17 hours** **4 hr/week placement**
EDUC 411 (4 hrs) EDUC 461 SPED 460 C&I 414 C&I 497 **16 hours** **10 hr/week placement**	C&I 491 (9 hrs) C&I 497 **12 hours** Student teaching

Total 125/126 credit hours (depending on science electives)

***All courses are 3 credit hours unless otherwise noted.**

PROPOSAL

TO ESTABLISH A BACHELOR OF SCIENCE DEGREE In

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

to be offered by the

DEPARTMENT OF MICROBIOLOGY, IMMUNOLOGY AND CELL BIOLOGY

Contents:

WestVirginiaUniversity
Robert C. Byrd Health Sciences Center

Memo

Date: May 29, 2013

To: Elizabeth Dooley, Ph.D.
Associate Provost, Undergraduate Programs

From: John B. Barnett, Ph.D.
Chair, Microbiology, Immunology and Cell Biology

By the submission of these documents, I formally request the creation of a new undergraduate degree, Bachelor of Science in Immunology and Medical Microbiology. Included in this request are the documents indicated in the 'WVU Policy and Procedure for Creation and Approval of Degree Programs, Majors, Minors, Areas of Emphasis, Teaching Specializations and Undergraduate and Graduate Certificate Programs at WVU." Also attached is a letter of endorsement by Dr. Arthur Ross, Dean, School of Medicine.

The driver of this request is to provide an additional career option for West Virginians. The biotechnology industry is growing world-wide and West Virginia's ability to share in this growth economically will depend on the availability of qualified skilled personnel to attract the biotechnology industries to locate or relocate in WV. The curriculum will be designed to be modern, cutting edge and pertinent to available job opportunities. The graduates with this degree will be exceptionally well qualified to be employed in this industry. This program will also serve as a feeder of exceptional candidates to the professional and graduate programs at WVU. Data on job prospects as well as an example job opportunity in a federal laboratory is also included in the document.

INTRODUCTION

Every day of our lives, we are exposed to microbes such as bacteria, viruses, and parasites. For the most part we suffer no disease or symptoms from these organisms, and they often go un-noticed. The single system in the body that allows life to continue in the face of these assaults is the immune system. The immune system is the network of cells and their biological processes that enable the body to recognize diseased cells or the invasion by microorganisms (bacteria, viruses, parasites, and prions) and eliminate them. The scientific discipline called Immunology is the study of this system, and Medical Microbiology is the study of the disease states induced by the invasion of microorganisms. Collectively, these two disciplines address how humans and other mammals respond to infectious disease. These scientific disciplines have become the cornerstone for many industries - including the biotechnology, pharmaceutical and medical and public health industries. These are all areas of particular emphasis and are being targeted for further development in West Virginia.

EDUCATIONAL OBJECTIVES:

The Bachelor of Science degree in Immunology and Medical Microbiology will prepare students from diverse backgrounds to serve as professionals that are knowledgeable about the immune system of humans and other mammals, how the immune system functions, and the consequences of its malfunction on the health of the host. Knowledge of the immune system will be fully integrated with an excellent understanding of the diversity of microorganisms that cause disease in humans and other mammals and mechanisms of disease pathogenesis. Graduates will possess the laboratory skills and knowledge needed to assess the functional status of the immune system and to safely cultivate and identify microorganisms that cause disease in mammals. Graduates will be qualified to pursue several professional career paths in private industry, state and federal government, and academic institutions. The degree can also provide a strong foundation to progress to advanced studies leading to a Masters or professional degree.

RELATIONSHIP OF THE OBJECTIVES TO THE MISSION OF WVU:

The Bachelor of Science degree in Immunology and Medical Microbiology directly fulfills many of the stated objectives in the Strategic Plan for WVU, the WVU Health Sciences Center and the WVU School of Medicine. It will be a financially viable, new, innovative and dynamic educational program that provides a unique opportunity to earn a degree in Immunology and Medical Microbiology for both in-state and out-of-state undergraduate students. Its learner-centered curriculum will integrate both classroom and hands-on laboratory experiences. Graduates of the program will provide the state of West Virginia with a well-trained healthcare and research workforce who have the education and experience to work in a variety of occupations that require knowledge in immunology, medical microbiology and related disciplines.

DESCRIPTION OF THE PROGRAM:

The Bachelor of Science in Immunology and Medical Microbiology degree program is designed to provide a thorough understanding of the basis of the normal human and other mammalian immune systems and how it functions to protect the body from infectious agents, tumor insults and the consequences of a malfunctioning immune system. Immunology course work will include didactic courses that begin with the basic concepts of the immune system as it functions to protect the host against microbial infections and pathological insults and expands on these basic concepts through courses focused on cellular and molecular immunology. Portions of the didactic courses will examine mechanisms of abnormal or non-functional immune responses, including immunodeficiency diseases, allergy, transplant immunity and autoimmunity. Immunology laboratory courses will introduce students to current methods for measuring the functional status of the components of the immune system. Course work in medical microbiology will build on courses in basic biology and genetics of bacteria, viruses, fungi and parasites. Advanced courses will cover the mechanisms of how microbes cause disease in the mammalian host and host-pathogen interactions. Laboratory sessions will teach cultivation and identification of microorganisms together with the biosafety regulations

necessary for proper handling of microbes. In addition, students will learn assays used to assess virulence factors in bacteria that contribute to disease. Together, the didactic and laboratory coursework will provide the necessary skills for graduates to assist in the discovery of new knowledge about pathogenic mechanisms.

QUALITY ASSURANCE STANDARDS AND ASSESSMENT FOR CONTINUING QUALITY:

The assessment plan for the program will be formative and summative. Formative assessments will include: 1) student performance at the level of a 2.5 GPA in all coursework attempted and passing all courses for the major with a grade of "C" or better; 2) student evaluations of instruction (SEI) to be delivered to all courses, 3) peer evaluations of teaching, and 4) annual curriculum committee reviews, including input from students. The draft curriculum of the Baccalaureate of Science in Immunology and Medical Microbiology requires a minimum of 46 hours to a maximum of 49 hours in Immunology and Medical Microbiology required courses. A minimum of 128 total hours required for graduation, however, in some instances the total number of earned credit hours may exceed this total depending on the electives chosen.

Summative evaluations will be conducted as follows: 1) Exit interviews will be conducted with senior graduates of the Immunology and Medical Microbiology program to provide feedback from students on quality of program, employment opportunities, and job placement; 2) a database of graduate information will be kept to follow graduates of the program and on an annual basis, efforts will be made to contact graduates from the program to update their post-graduate information; 3) graduates will be surveyed at 1 and 3 years to determine how they felt the program met their needs for employment or graduate education; and 4) an Internal Advisory committee consisting of members from across WVU that will meet annually and an External Advisory committee from institutions in the region with comparable programs, e.g., University of Pittsburgh, that meet every 2 years is proposed. The External Advisory board will also include employers or prospective employers of the graduates. The program advisory boards will review assessment information and make recommendations as appropriate.

OTHER INSTITUTIONS IN WEST VIRGINIA OFFERING SIMILAR PROGRAM:

No university within the State of West Virginia (WV) offers either a BS or BA degree program in Immunology and Medical Microbiology. Of the ten major universities in surrounding states, four offer BS or BA degree programs in Microbiology or Microbiology and Immunology. None of these four programs, however, is housed in a School (College) of Medicine at a Health Sciences Center that can provide the level of emphasis and advanced understanding of the mammalian immune system that the program at WVU will offer. The Davis College of WVU offers a degree in 'environmental microbiology' but this program does not offer the immunology component or the emphasis on medical microbiology in mammalian systems that our proposed program will encompass. **See Appendix B for a list**

SOCIETAL, OCCUPATIONAL, RESEARCH AND PUBLIC SERVICES THAT WILL BE MET BY THIS PROGRAM: *(as well as anticipated student demand for the program)*

A detailed discussion of the potential employment opportunities is provided in Appendix B

Graduates of the Immunology and Medical Microbiology Bachelor of Science degree program, through their unique training, will be well-suited for various educational or career options. They will be qualified to work as immunologists or microbiologists in many diverse fields - including biotechnology research and industry, the pharmaceutical industry, the medical industry, the public health arena and various federal and state government agencies. In addition, successful graduates of this program will be well prepared for advanced graduate or professional school education and training.

The WVU Biomedical Sciences Graduate Program and other biological-oriented graduate programs will benefit from the cellular and molecular biology orientation of this undergraduate degree program. Graduate applicants who have completed this program will be well versed in knowledge of pathogenic microbes and how they can cause disease. They also will possess keen study skills that will allow them to succeed at the graduate level – many of whom will likely be interested in pursuing their graduate degree at WVU. In addition, this program will prepare

its graduates for various opportunities in a variety of professional degree programs – including public health, medicine, dentistry, and pharmacy.

A major impact will be to provide a much needed, yet presently lacking, educational resource to students and their families in the state of West Virginia as well as to out-of-state students in adjoining and nearby states. The anticipated student demand for such a program is likely to be significant, given the development of statewide emphasis on developing resources to enhance the health career and biomedical research training in West Virginia, particularly through the West Virginia Higher Education Policy Commission (WV HEPC). Also, the development of efforts to increase industries in the state are specially focused on targeting the biotechnology, medical and pharmaceutical industries. These efforts are being addressed in conjunction with enhanced education programs supporting training opportunities for these industries. These programs will provide an important outlet and opportunities for many West Virginia students to obtain the background needed to succeed in biomedical academic research and other professional health-related careers. This Bachelor of Science in Immunology and Medical Microbiology degree program will prove to be a critical mechanism to grow and sustain this statewide effort to support biotechnology, medical, pharmaceutical and public health educational and training resources – its graduates will contribute to the workforce and leadership for these statewide industries. As these industry-related infrastructures expand, they will serve as resources for increased employment opportunities and other economic resources influencing the state's workforce.

ADDITIONAL RESOURCES NEEDED TO OFFER PROGRAM:

In the first two years of the program, no additional resources will be required. However, as the program grows, additional faculty will be required to provide the breadth and depth that the curriculum will demand. Classroom space as well as teaching laboratory space has been determined to be adequate to handle any increase in enrollment at the WVU Health Science Center (HSC) campus.

PROPOSED IMMUNOLOGY & MEDICAL MICROBIOLOGY (IMMB) CURRICULUM

The four year curriculum is provided in outline form in Appendix D. The minimum number of credits required for the degree is 128 hours as shown in the following table. In some instances the total number of credit hours may exceed this depending on which elective is chosen in the senior year.

The course descriptions in the form suitable for the catalog follow the outline of the curriculum. These courses are listed with the prefix "IMMB" as a request to change the name of the department to "Immunology and Medical Microbiology" has been requested by the accompanying memo.

ANSWER TO DR. DOOLEY'S QUERY (IN HER MEMO OF JUNE 18, 2012) ABOUT THE NUMBER OF REQUIRED CREDIT HOURS

We have re-evaluated the curriculum and have now standardized the listing indicating that a minimum of 128 hours are required for the degree. The earlier listing of a range was based on our uncertainty of the number of hours for some of the electives. We solved this problem by listing the minimum number of hours that an elective may carry. The minimum of 128 hours is slightly higher than the WVU Faculty Senate approved minimum of 120 hours, but we feel that this curriculum requires the higher number to provide a comprehensive curriculum required to produce a quality graduate.

APPENDIX A

From: Elizabeth Dooley <Elizabeth.Dooley@mail.wvu.edu>
Sent: Monday, June 18, 2012 9:21 PM
To: Barnett, John
Cc: Ross, Arthur; Sheil, James; Worth, John; Mandich, MaryBeth; Schafer, Rosana; Miller, Tammy S.; Watson, Valerie; Shirley Robinson
Subject: RE: Request for approval, intent to plan

Dr. Barnett.

Thank you for preparing a detailed intent to plan document. Overall I support the request, and approve the intent to plan an undergraduate degree in immunology and medical microbiology.

When preparing the final proposal, I suggest you make clear career opportunities for those students who pursue this degree. While you state the agencies, you do not describe jobs and or fields. At a minimum, you should provide examples.

In addition to the above, provide a description of the curriculum, courses and the 4- year matriculation plan.

Based on the information provided, it appears students can meet all the major program requirements and the current General Education Curriculum requirements (55 - 63 + 42) and satisfy the 120 minimum credit hours, graduation requirement, recently approved by the WVU Faculty Senate. If I am correct, you should consider adopting the minimum requirement.

You should also explain, in the full proposal, or provide a justification for having a range - minimum of 55 hours to a maximum of 63 hours.

If you have additional questions, please let me know.

Elizabeth A. Dooley, Ed.D.
Associate Provost for
Undergraduate Academic Affairs

APPENDIX B: Universities in WV and surrounding states with similar degree programs & enrollment statistics

Within the State of WV

All known universities and colleges in the state of WV were surveyed (by accessing their websites), for a degree program identical or similar to the program proposed herein. No university or college in the State of WV offered a bachelor's (BS or BA) degree in immunology or medical microbiology. The WVU Davis College offers a BS degree in Environmental Microbiology. This degree does not provide any immunology and the emphasis of microbiology portion of this degree is environmental and agriculture. Thus, we can state that no identical or similar undergraduate degree program exists in the State.

Within Ohio, Kentucky, Pennsylvania, Maryland & Virginia

The following table lists similar, although not identical, programs in the major universities in the States listed above. The process of acquiring these data is in progress and the table is incomplete.

UNIVERSITIES IN SURROUNDING STATES	BS degree	Number Enrolled	grads/yr	trend
Pennsylvania State University, Dept Biochem & Molec Biology	YES	NA*		
Ohio State University, Dept Microbiology	YES	313 (total)		Increasing
University of Maryland, Dept Cell Biol & Molec Genetics (M&I Speciality)	YES	NA		
University of Pittsburgh, Dept Biol. Sc.	YES	NA		
Duquensne University, Pittsburgh	NO	NA		
University of Virginia	NO	NA		
Virginia Commonwealth	NO	NA		
University of Kentucky	NO	NA		
George Washington University	NO	NA		
Georgetown University	NO	NA		

None of these undergraduate degrees were housed in a School (College) of Medicine and had an immunology and medical microbiology emphasis.

*NA – data was requested but not provided by the program

Appendix C: Market demand survey

We believe that the following data from the US Department of Labor indicates that there will be a strong demand for graduates with this degree at the Bachelors of Science level. These data do not provide projections for graduates with advanced degrees, i.e., M.S., Ph.D., DDS or M.D. degrees. Graduates of the proposed program will have ample job opportunities with wages high enough to maintain a high standard of living.

Employment partners

Mylan Pharmaceuticals
WV Department of Public Health
Federal Laboratories, such as

- NIOSH (Morgantown & Cincinnati)
- Centers for Disease Control (Atlanta)
- National Institutes of Health (Bethesda & branches across the USA)
- US Department of Agriculture
- Food and Drug Administration

Note: Federal laboratories hire through "USAJobs" (www.usajobs.gov) – Appendix 1 provides an example job opportunity advertised on this website. Graduates of this degree program would qualify for this employment opportunity.

Employment Opportunities for West Virginians with this degree

research laboratories / institutions
pharmaceutical / industrial chemical
food processing companies
hospitals and other medical institutions
health maintenance organizations
water testing / treatment industries
geological and agricultural firms
beverage / brewing industries
microbiology consulting firms
environmental monitoring companies
biotechnology firms
technical supply companies
diagnostic laboratories
cosmetic industries
mining companies
veterinary institutions
bottled water companies
bioremediation companies
research laboratories
quality testing laboratories
blood transfusion and banking services
fish and wildlife industries

Net employment increase estimates

The following statistics are from the US Department of Labor and are for graduates with a BS degree (not graduate or professional degree).

Current employment (2008 data)

Biological technicians	79,500
Environmental science and protection technicians, including health	35,000
Forest and conservation technicians	34,000
Agricultural and food science technicians	21,900

These positions represent ~21% of all science technician employment

Job Outlook (2008 data) – (http://www.bls.gov/oco/ocos115.htm)

"Overall employment of science technicians is expected to grow by 12 percent during the 2008–18 decade, about as fast as the average for all occupations. The continued growth of scientific and medical research—particularly research related to biotechnology—will be the primary driver of employment growth, but the development and production of technical products should also stimulate demand for science technicians in many industries.

"Employment of biological technicians should increase by 18 percent, faster than average, as the growing number of agricultural and medicinal products developed from the results of biotechnology research boosts demand for these workers. Also, an aging population and continued competition among pharmaceutical companies are expected to contribute to the need for innovative and improved drugs, further spurring demand. Most growth in employment will be in professional, scientific, and technical services and in educational services."

Earnings

Occupational Employment and Wages, May 2010
(http://www.bls.gov/oes/current/oes194021.htm)

National estimates for this occupation:

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
72,940	2.5 %	$20.07	$41,740	0.6 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$11.99	$14.77	$18.76	$24.10	$30.24
Annual Wage (2)	$24,930	$30,730	$39,020	$50,120	$62,890

Industry profile for this occupation:

Industries with the highest published employment and wages for this occupation are provided.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	19,950	0.70	$19.93	$41,450
Scientific Research and Development Services	19,940	3.25	$21.52	$44,760
Federal Executive Branch (OES Designation)	12,170	0.60	$17.47	$36,330
Pharmaceutical and Medicine Manufacturing	6,620	2.35	$22.59	$46,980
Architectural, Engineering, and Related Services	3,560	0.28	$18.13	$37,710

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Scientific Research and Development Services	19,940	3.25	$21.52	$44,760
Pharmaceutical and Medicine Manufacturing	6,620	2.35	$22.59	$46,980
Colleges, Universities, and Professional Schools	19,950	0.70	$19.93	$41,450
Federal Executive Branch (OES Designation)	12,170	0.60	$17.47	$36,330
Medical and Diagnostic Laboratories	650	0.29	$18.39	$38,250

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Offices of Physicians	520	0.02	$28.41	$59,080
Pharmaceutical and Medicine Manufacturing	6,620	2.35	$22.59	$46,980
Drugs and Druggists' Sundries Merchant Wholesalers	90	0.04	$21.96	$45,680
Management of Companies and Enterprises	100	0.01	$21.60	$44,920
Scientific Research and Development Services	19,940	3.25	$21.52	$44,760

Typical job example (excerpt) from USAJOBS for the program graduates

Job Title: Medical Technologist (Microbiology/BSL3)
Department: Department of the Army
Agency: U.S. Army Medical Command
Job Announcement Number: NCMD13360326830318D
SALARY RANGE: $47,448.00 to $61,678.00 / Per Year
OPEN PERIOD: Friday, January 25, 2013 to Thursday, February 07, 2013
SERIES & GRADE: GS-0644-09
POSITION INFORMATION: Full Time - Permanent
WHO MAY APPLY: United States Citizens
JOB SUMMARY:
Civilian employees serve a vital role in supporting the Army mission. They provide the skills that are not readily available in the military, but crucial to support military operations. The Army integrates the talents and skills of its military and civilian members to form a Total Army.
About the Position: (redacted to save space)

DUTIES:
You will serve as a Medical Technologist in the Microbiology Section/BSL3 of a clinical laboratory with responsibility for performing a variety of procedures including complex analyses and infrequently requested tests in all subspecialties of Microbiology to include bacteriology, mycology, parasitology, mycobacteriology, immunology, molecular diagnostics, and/or virology; evaluating abnormal results; calibrating, standardizing, adjusting and maintaining instruments; and setting up and monitoring quality control. You will process specimens using equipment, instruments, or techniques that are necessary to prepare them for specific analysis; control physical conditions; and respond to time factors to insure that the physiologic state of the specimen is maintained. You will provide supervision and instruction for other medical technologists and military and civilian technicians when required.

QUALIFICATIONS REQUIRED:

Minimum Qualifications:

A. Degree: medical technology, chemistry, or biology that included or was supplemented by at least: 16 semester hours of biological science of which one course was in **microbiology** and one course was in **immunology**. (NOTE: If there is no mention of immunology or immunobiology in the course title, the requirement for a course in immunology may be met by any course that covers the following topic areas: (1) definition and relationships of antigens and antibodies; (2) host-antigen interactions; (3) bursal and thymic influences on lymphoid cells; and (4) humoral and cellular response mechanisms.) The remaining biology courses must have been in general biology, zoology, or any of the areas listed below under "Evaluation of Education and Experience;" AND 16 semester hours of chemistry of which one course was in organic or biochemistry. The remaining chemistry courses must have been in general chemistry, qualitative analysis, qualitative chemistry, quantitative chemistry, physical chemistry, analytical chemistry, or any of the areas listed below under "Evaluation of Education and Experience;" AND 3 semester hours of college mathematics.

IMMUNOLOGY & MEDICAL MICROBIOLOGY (IMMB) CURRICULUM

FRESHMAN YEAR
First Semester

ENGL 101: Composition and Rhetoric [GEC 1]	3
MATH 155: Calculus 1 [GEC 2A] *	4
CHEM 115/117: Fund of Chemistry [GEC 2B] *	4
GEC 2B Requirement	4
University 101 [GEC 6]	1
Semester Credits:	**16**

Cumulative credits:16

Freshman year
Second Semester

ENGL 102: Composition & Rhetoric [GEC 1]	3
MATH 156: Calculus 2 [GEC 2A] *	4
CHEM 116/118: Fund of Chemistry. [GEC 2B] *	4
GEC 2B Requirement	4
IMMB 150: Microbiology Colloquium I	2
Semester Credits	**17**

Cumulative credits: 33

SOPHOMORE YEAR
First Semester

CHEM 233: Organic Chemistry	3
CHEM 235: Organic Chemistry Laboratory	1
BIOL 219: The Living Cell	4
GEC 2B Requirement	4
GEC 3-9 elective	3
IMMB 200: Immunology Colloquium I	2
Semester Credits	**17**

Cumulative credits: 50

Sophomore Year
Second Semester

CHEM 234: Organic Chemistry.	3
CHEM 236: Organic Chemistry Laboratory	1
GEC 2B Requirement	4
IMMB 250: Microbiology Colloquium II	2
AEM 341 General Microbiology	4
GEC 3-9 elective	3
Semester Credits:	**17**

Cumulative Credits: 67

GEC course inventory	
GEC 1	6
GEC 2	16
GEC 3-9	22
Total	**44**

Approved GEC 2B Courses (to be chosen with the approval of the student's advisor)
BIOL 115 Principles of Biology - 4
BIOL 117 Introductory Physiology – 4
PHYS 101 Introductory Physics I – 4
PHYS 103 Introductory Physics II – 4
PHYS 111 General Physics I – 4
PHYS 112 General Physics II - 4

JUNIOR YEAR
First Semester

BIOC 339: Introduction to Biochemistry	4
IMMB 300: Immunology Colloquium II	2
IMMB 301: Basic Medical Microbiology	4
IMMB 302: Principles of Immunobiology	3
GEC 3-9 elective	3
Semester Credits:	**16**

Cumulative Credits: 83

Junior Year
Second Semester

BIOL 324: Molecular Genetics	3
IMMB 310: Bacterial Pathogenesis	4
IMMB 320: Cellular Immunobiology	3
IMMB 350: Microbiology Colloquium III	2
GEC 3-9 elective	3
GEC 3-9 elective	3
Semester credits:	**18**

Cumulative credits: 101

SENIOR YEAR
First Semester

STAT 215: Intro to Probability & Statistics	3
IMMB 400: Senior Colloquium I	1
IMMB 405: Scientific Integrity	1
IMMB 410: Microbial Genetics	3
IMMB 420: Molecular Immunobiology	5
IMMB 494: Seminar	1
GEC Elective 3-9	3
Semester Credits:	**17**

Cumulative credits: 118

Senior Year
Second Semester

IMMB 450: Senior Colloquium II	1
IMMB 496W: Senior Thesis	3
GEC Elective 3-9	3
IMMB 470: Medical Virology	3
Elective (IMMB approved)	2-4
Semester (required) credits:	**12**

Cumulative **required credits**: 130

COURSES APPROVED FOR ELECTIVES
AEM 445/449: Food Microbiology (3) Lab (1)
AEM 401: Environmental Microbiology (4)
AEM 408: Applied Water Microbiology (3)
BIOL 310: Advanced Cellular/Molecular Biology (3)
IMMB 327: Medical Parasitology (2)
IMMB 460: Contemporary Issues for Majors (3)
IMMB 491: Professional Field Experience (2)
PATH 310: Medical Mycology (1)

*May also count for GEC 2 requirements

IMMUNOLOGY AND MEDICAL MICROBIOLOGY COURSE DESCRIPTIONS

IMMB 150. Microbiology Colloquium I. 2 Hr. II Faculty-led discussions and workshops to introduce students to the study of medical microbiology.

IMMB 200. Immunology Colloquium I. 2 Hr. I Faculty-led discussions and workshops to introduce students to the study of immunology.

IMMB 250. Microbiology Colloquium II 2 Hr. II Faculty-led discussions and workshops to introduce students to the study of medical microbiology.

IMMB 300. Immunology Colloquium II. 2 Hr. I Faculty-led discussions and workshops to introduce students to the study of immunology.

IMMB 301. Basic Medical Microbiology. 4 Hr. I. Combined lectures and laboratory exercises on immunology, pathogenic microorganisms, and clinical laboratory techniques.

IMMB 302. Principles of Immunobiology. 3 Hr. I. Study of the basic concepts underlying the mechanisms of innate and adaptive immunity.

IMMB 310. Bacterial Pathogenesis. 4 Hr. II Pathogenic bacteriology with an emphasis on the mechanisms of pathogenesis. Topics include microbial adherence, motility, toxin production and mechanisms, and normal flora and disease.

IMMB 320. Cellular Immunobiology. 3 Hr. II Emphasis is on contemporary issues in understanding the cellular elements that impact immune responses.

IMMB 350. Microbiology Colloquium III. 2 Hr. II Faculty-led discussions and workshops to introduce students to the study of medical microbiology.

IMMB 400. Senior Colloquium I. 1 Hr. I and II Student-led discussions and workshops on advanced topics in immunology and microbial pathogenesis.

IMMB 405. Scientific Integrity. 1 Hr. I. Review and discussions on current immunology and medical microbiology literature. Seniors are required to lead one journal club discussion before graduation.

IMMB 410. Microbial Genetics. 3 Hr. I. Molecular aspects of mutation, gene transfer mechanisms, genetic mapping, and genetic control using bacteria and bacteriophage systems as models.

IMMB 420. Molecular Immunobiology. 5 Hr. I. Lectures and laboratory focused on the study of the structure and function of the families of molecules employed by the immune system to recognize and initiate the immune response.

IMMB 450. Senior Colloquium II. 1 Hr. II. Seminars presented by senior students covering contemporary topics in immunology and medical microbiology. Senior students are required to present one seminar before graduation.

IMMB 460. Comtemporary Issues for Majors. 3 Hr. II Detailed coverage of major issues of contemporary research in immunobiology

IMMB 470. Medical Virology. 3 Hr. II. Molecular biology of viruses that are important both biologically and medically. Includes a basic introduction to replication and genetics as well as current topics in molecular virology.

IMMB 491. Professional Field Experience. 2 Hr. I and II. Professional field experience to provide experience in the techniques used in academic or commercial-partner laboratories.

IMMB 494. Seminar. 1 Hr. I. Seminars covering contemporary topics in immunology and medical microbiology.

IMMB 496W. Senior Thesis. 3 Hr II Essays and oral presentations by senior students covering contemporary topics in immunology and medical microbiology. Senior students are required to present one seminar before graduation.

May 29, 2013

TO: Arthur Ross
Dean
School of Medicine

FM: Joan Gorham
Associate Dean for Academic Affairs
Eberly College of Arts and Sciences

RE: School of Medicine Proposal to Establish a B.S. Degree Program in Immunology and Medical Microbiology

We have had opportunity to discuss details of the School of Medicine proposal for a new Bachelor of Science degree program in Immunology and Medical Microbiology with Drs. John Barnett, MaryBeth Mandich and others. These discussions have confirmed the following:

1. The projected enrollment in the new degree program at WVU is ~35 students;
2. BIOL 115 and BIOL 117 are pre-requisites for BIOL 219 and will be a necessary part of the Immunology and Medical Microbiology majors' programs of study;
3. The School of Medicine and Department of Microbiology, Immunology and Cell Biology are committed to collaborative communication with the Eberly College, and its Biology, Chemistry, and Physics departments, to anticipate and plan for enrollment demand;
4. The School of Medicine and Department of Microbiology, Immunology and Cell Biology are committed to providing Eberly College students access to enrolling in IMMB lecture courses, again based on collaborative planning and communication among units.

We appreciate the productive and collegial conversations among interested parties. The Eberly College supports the proposal for this new undergraduate degree program.

c: Robert Jones
Richard Thomas
Kung Wang
Earl Scime
John Barnett
MaryBeth Mandich

WestVirginiaUniversity

School of Medicine

June 3, 2014

MEMORANDUM

TO: Dennis Ruscello, PhD, Chairperson
Senate Curriculum Committee

FROM: MaryBeth Mandich, PhD
Associate Dean, Professional & Undergraduate Degree Programs

RE: Proposed Curriculum, undergraduate degree
Immunology & Medical Microbiology

This memo is to notify you of changes in the proposed degree curriculum for the School of Medicine proposal for a new major in immunology and medical microbiology, which is currently under review by the Senate. As you know, the Davis College expressed concerns over our proposal. We have discussed their concerns and have agreed to the following changes in the proposal. None of these changes is substantive and hopefully will not incur further review by your committee.

- We have agreed to ADD AEM 341 (General Microbiology) as a major requirement
- We have agreed to ADD AEM 445/449: Food Microbiology (3) Lab (1) and AEM 401 Environmental Microbiology (4) to our list of approved electives
- We have agreed majors from the Davis College be allowed to take our courses on a permit basis

In order to make these changes, the curriculum is changed as follows:

- Instead of two semesters of IMMB approved electives at 2 credits each, we have moved the approved elective to one semester at variable credits of 2-4 (degree requirement=2)
- We have removed IMMB 460 (our proposed course) from major requirements to approved electives

This actually cuts total degree requirements from the 131 credit hours approved by your committee to 130.

As the attached sheet indicates, we have fulfilled all university GEC requirements within the curriculum.

In exchange, the Davis College has committed to consistent availability of AEM 341, lecture and laboratory for our students, especially in the spring semester, beginning spring 2015. They are aware an additional laboratory section may be needed in the future.

We are hopeful this proposal may be voted upon at the Faculty Senate meeting on Monday. Thanks for all your help.

Cc: John Barnett, PhD, Chairperson, Department of Microbiology, Immunology & Cell Biology
Alan Sexstone, PhD, Professor, Davis College
Gary Bissonnette, PhD, Professor, Davis College
Barton Baker, Director, Department of Applied & Environmental Microbiology

Professional Programs

Robert C. Byrd Health Sciences Center
8707G Health Sciences South
PO Box 9225
Morgantown, WV 26506-9225

Phone: 304-293-1320
Fax: 304-293-7105

Proposal for a

New Degree Program

at

WVU Tech

B.S. in Forensic Investigation

College of Business, Humanities and Social Sciences

West Virginia University Institute of Technology

Part I. Program Description and Objectives

A. Program Background and Objectives

The Department of Social Sciences and Public Administration in the College of Business, Humanities and Social Sciences at West Virginia University Institute of Technology requests permission to offer a Bachelor of Science degree in Forensic Investigation.

The Forensic Investigation curriculum explores the application of scientific methods and philosophy to legal investigations both civil and criminal. Students explore the role that science plays in recognizing, documenting, and harvesting evidence at crime scenes, and how this evidence is evaluated in a courtroom setting. The program recognizes that field investigators require a breadth of knowledge. Students are encouraged to explore minors in psychology, political science, sociology, criminal justice or the natural sciences.

The educational objective is to graduate majors who have an understanding of the language, history and traditions of criminal and civil investigation; possess the social and scientific skills necessary for interpersonal inquiry; and have leveraged a broad liberal-arts foundation for continuing academic and professional advancement. Graduates of this program will be qualified for entry-level field investigation positions and for pursuit of advanced degrees in graduate or professional schools.

As part of the process for developing this program, a faculty member from WVU Tech met with the forensic science director at WVU and the associate dean of the Eberly College of Arts and Sciences. The distinctions between the WVU Tech Forensic Investigation (FRNX) program and the Forensic Science (FIS) program at WVU were discussed. Specifically how the forensic investigation mission of educating field investigators differs from the laboratory preparation of the WVU forensic science program. As a result of those discussions, distinct courses were created for the WVU Tech program to ensure the selective enrollment and pre-requisite requirements in the WVU program were respected. In addition course names were chosen to differentiate them from similar FIS courses.

B. Program Identification

It is recommended that the CIP code of 43.0106 be applied to the Forensic Investigation, B.S. program.

C. Program Features and Curriculum

The curriculum of the program emphasizes breadth of knowledge and the development of analytical skills. Familiarity with fundamental theories and practices within the social and natural sciences, enhanced communication skills, and an understanding of the limits and uses of forensic techniques form a base from which the student develops either a plan for entry into a graduate program or a career path. The program emphasizes the historical evolution of investigative techniques and terminology and the

use of scientific methods to reconstruct the recent past. The program is appropriate for those planning a career as investigators as well as current practitioners. The curriculum combines classroom instruction, hands-on laboratory and practical field applications, and practicum experience. Students have the flexibility to select courses tailored for future graduate school admissions. Among the notable program's features are a course in research methods, a senior thesis, and a capstone practicum externship that places the student in a supervised setting for professional competence development. A sample matriculation sequence is provided in Appendix I.

- The major will require 120 credit hours. Course syllabi may be found in Appendix IV. The following components make up the curriculum:

- Satisfaction of the university GEC requirements.

- Completion of the Forensic Investigation Core curriculum, which consists of foundational knowledge for investigators, documentation skills, crime scene and evidence analysis, legal parameters of investigation, interviewing and court room testimony. Specifically this entails the following non-elective courses:

    - 34 hours of Forensic Investigation specific courses
        - FRNX 101 (Intro to Forensic Investigation)
        - FRNX 201 (Fingerprint Evidence w/ lab)
        - FRNX 202 (Advanced Fingerprint Evidence)
        - FRNX 301 (Investigative Photography)
        - FRNX 311 (Trace and Blood Spatter Evidence)
        - FRNX 312 (Firearms and Tool-marks)
        - FRNX 315 (Interviewing Theory and practice)
        - FRNX 314 (Crime Scenes)
        - FRNX 316 (Medicolegal Death Investigation)
        - FRNX 484 (Sr Seminar in Forensic Investigation)
        - FRNX 487 (Senior Thesis)
    - 6 credit-hour-minimum (240 contact hours) practicum
        - HUMS 489 (Practicum)
    - 9 hours of Criminal Justice courses
        - CMJS 120 (Survey of Criminal Justice)
        - CMJS 245 (Criminal Law)
        - CMJS 320 (Courts and Judicial Systems)
    - 8 hours of Chemistry
        - CHEM 111 (Survey of Chemistry I)

        - CHEM 112 (Survey of Chemistry II)

            or

        - CHEM 115 (Fundamentals of Chemistry)
        - CHEM 116 (Fundamentals of Chemistry)
    - 3 hours of Physical Science
        - PHSC 101 (Introductory Physical Science)
    - 6 hours of Political Science
        - POLS 102 (Introduction to American Government) or POLS 220 (State and Local Government)
        - POLS 313 (American Constitutional Law)
    - 3 hours of Psychology
        - PSYC 101 (Introduction to Psychology)
    - 3 hours of Sociology
        - SOCA 101 (Introduction to Sociology)
    - 3 hours of Research Methods
        - SOCA 311 (Social Research Methods or PSYC 202 (Research Methods in Psychology)
    - 3 hours of Statistics
        - STAT 211 (Elementary Statistical Inference) or ECON 225 (Elementary Business & Economic Statistics)
- Completion of fifteen (15) hours of restricted electives. These electives are selected with advice from the student's advisor. They allow the student to tailor an undergraduate program for graduate school admissions or for greater exposure to investigative courses.

ACCT 420 Fraud Examination
BIOL 111 Gen. Biology
BIOL 112 Gen. Biology
BIOL 303 Genetics
CMJS 133 Juvenile Justice
CMJS 134 Substance Abuse Policy
CMJS 410 Criminal Investigations
CHEM 233 Organic Chemistry
CHEM 234 Organic Chemistry II
CHEM 235 Org. Chem. Lab
CHEM 236 Org. Chem. Lab
CHEM 310 Instrumental Analysis
CHEM 313 Inst. Analysis Lab
COMM 100 Principles of Human Communication
FRNX 224 AFIS
FRNX 323 Digital Evidence,
FRNX 324 Forensic Anthropology
FRNX 325 Questioned Documents
FRNX 326 Investigative Intelligence
FRNX 327 Sexual Assault Investigations
FRNX 422 Cold Case Investigations
SOCA 232 Criminology
SOCA 302 Deviant Behavior
POLS 400 Terrorism and National Security
HUMS 489 additional practicum hours up to a total of 12.

- Maintenance of a minimum of 2.0 GPA in each Forensic Investigation Course attempted.
- Maintenance of a minimum 2.0 GPA overall.
- Completion of 15 clock hours of department approved community service.

D. Program Outcomes

Program objectives:

Upon graduation, students of the Forensic Investigation Program will be prepared to:

1. Enter the workforce in a broad range of investigative agencies at the federal, state, county, and local levels.
2. Gain acceptance into graduate programs in the area of Forensic Investigation, law, sociology, and related fields.

Learning Outcomes

Upon graduation, students of the Forensic Investigation Program will understand forensic and investigation culture, be proficient in analytical and scientific reasoning, communicate effectively, conduct themselves in an ethical manner, and possess technical skills vital to the profession. More information on each outcome follows, and Appendix II contains a rubric mapping outcomes to courses.

1. Forensic and Investigative Culture

Graduates will have an understanding of the language, history, and traditions of the forensic discipline and the investigative professions.

a. Identify and define “key” terms utilized within the forensic and investigation discipline.

b. Describe the applicable historical development of forensic science in the context of major theories involved in the forensic discipline.

c. Analyze the operations, policies, and procedures within the forensics and the judicial system.

d. Effectively research issues, trends, and history of the forensics field/discipline.

2. Analytical and Scientific Reasoning

Graduates will be able to think critically and solve problems in an investigative situation.

a. Apply the principles of chemistry, physics, and mathematics in the solution of forensics problems.

b. Demonstrate creativity and synthesis skills in the solution of open-ended problems.

c. Devise experiments, to use principles of experimental design, collect data effectively, evaluate data using appropriate statistical tools, and draw sound conclusions from the analysis.

3. Communication

Graduates will be able to communicate in an interviewing, investigative and legal setting orally and in writing.

a. Effectively communicate ideas, plans, and research in verbal and written form.

b. Defend opinions in an adversarial environment.

c. Gain new knowledge and/or enhance skills through independent learning.

d. Develop strategies for assessing the credibility of legal statements.

e. Develop strategies for increasing the quantity and quality of information obtained during a forensic interview.

f. Work effectively as an individual and as a team member.

g. Develop cultural literacy to better understand how culture shapes belief and behavior.

4. Ethics

Graduates will have an appreciation of the ethical, legal and regulatory issues impacting the decision-making process.

a. Apply professional codes of conduct to resolve ethical dilemmas.

b. Recognize ethical dilemmas within the forensics system and interpret the proper course(s) of action.

5. Technical Skills

Graduates will have the skills necessary to conduct investigative work.

a. Students will be able to recognize evidence.

b. Students will be able to process a scene utilizing current protocols.

c. Students will be able to document and preserve evidence.
d. Students will be able to collect information from human sources.
e. Students will understand the limits and scope of information that can be obtained from scientific processing.

Assessment plan

Among the components of the program's assessment plan are student exit and employer surveys, which appear in Appendices VIII and XI. The narrative below offers more information on assessing program objectives

1. **Assessment of program objectives:**

Objective 1: Enter the workforce in a broad range of investigative agencies at the federal, state, county, and local levels.

Direct method: Contact students to determine their employment status.

Indirect methods:

1. Exit interviews with seniors regarding their plans after graduation.
2. Informal contacts with investigation agencies and alumni.

Objective 2: Gain acceptance into graduate programs in the area of Forensic Investigation, law, sociology, and related fields.

Direct method: Contact students to determine their acceptance into a graduate program.

Indirect methods:

1. Exit interviews with seniors regarding their plans after graduation.
2. Informal contacts with alumni.

2. **Assessment of program learning outcomes:**

Learning outcome 1: Graduates will have an understanding of the language, history, and traditions of the forensic discipline and the investigative professions.

Direct method:

Examination

1. The examination will be developed by the program faculty.
2. The examination will be administered in the Senior Seminar each spring semester.

Indirect method:

1. Assignments in classes (such as papers) that relate to the "investigative culture" and require the student to communicate in those terms.

Learning outcome 2: Graduates will be able to think critically and solve problems in an investigative situation.

Direct method:

Completion of mock exercises that immerse students in investigative scenarios.

Learning outcome 3**:** Graduates will be able to communicate in an interviewing, investigative and legal setting orally and in writing.

Direct methods:

1. A Capstone portfolio (required for FRNX 484 – Senior Seminar) will demonstrate the student's writing ability. Files of student portfolios will be maintained in the department's archives.
2. Completion of a research proposal in SOC 311(Social Research Methods), PSYC 202 (Research Methods in Psychology), and FRNX 487 (Senior Thesis) will demonstrate the student's writing ability. Files will be maintained in the department's archives.
3. Students must complete FRNX 315 Investigative interviewing with a C or better.

Indirect methods:

1. Academic papers are required in several courses in the Forensic Investigation Program and students are provided with feedback on their papers.
2. In some classes, students have the opportunity to receive feedback on their paper prior to final submission.
3. Students who need to improve their writing skills are encouraged to utilize the services of the WVU Tech Writing Lab.

Learning outcome 4**:** Graduates will have an appreciation of the ethical, legal and regulatory issues impacting the decision-making process.

Direct methods:

1. Research Methodology presented as part of the FRNX 487 Senior Thesis will demonstrate ethical considerations.

2. Writing assignments in FRNX 315 Investigative Interviewing and other courses will demonstrate the students ethical thought processes.

Indirect Methods:

1. Mock scenarios embedded throughout the curriculum will provide opportunities for the student to demonstrate this outcome.

Learning outcome 5**:** Graduates will have the skills necessary to conduct investigative work.

Direct methods:

A. Self-evaluation from the student through exit surveys (See Appendix IX for a draft exit survey).

B. Surveys with the graduate's place of employment or practicum site. (See sample survey Appendix VII modeled after WVU's Chemical Engineering Survey.)

C. Review of the senior portfolio created in FRNX 484 Senior Seminar.

Indirect methods:

Faculty performance will be evaluated by students, peers, and department chair. Student's evaluations will be conducted in each course every semester with quantitative and qualitative feedback. Department chairs will visit each classroom and evaluate each faculty member in the area of teaching. All faculty members undergo a peer evaluation yearly at the end of the calendar year.

A map of learning outcomes to core courses is provided in Appendix II.

E. Program Delivery

Forensic Investigation is designed as a traditional on-campus program delivered at the WVU Tech campus in Montgomery. The introductory course, FRNX 101, may be developed for an on-line delivery modality following the introduction of the program.

Part II. Program Need and Justification

A. Relationship to Institutional Goals/Objectives

The program fits well within the mission of the West Virginia University Institute of Technology “to prepare students for careers (in engineering and science; and in business, humanities, and social sciences) and to enrich the socioeconomic and cultural lives of its students and members of the communities of Southern West Virginia. “ Beyond the career-oriented skills that the students learn, the program attracts students of diverse backgrounds and interests, which will enrich the culture of the Montgomery campus.

B. Existing Programs

Few institutions offer a baccalaureate in-seat Forensic Investigation program, and none in West Virginia currently offer a baccalaureate program like that proposed in this document. Most universities offer laboratory and technician programs that differ sharply from the focus of the proposed WVU Tech program. In addition to the WVU main campus, examples include Marshall University (Forensic Chemistry) and Fairmont State University (Forensic Science). Glenville State University and WVU at Parkersburg offer criminal justice majors with an emphasis in investigative science and technology. Appendix V contains information on out-of -state colleges and universities.

C. Program Planning and Development

Upon completing an analysis of existing programs, employment opportunities, and student interest, the faculty in the WVU Tech Department of Social Sciences and Public Administration developed the curriculum and proposal for the proposed Forensic Investigation Program. The department chair met with the Dean of the College of Business, Humanities, and Sciences and the campus Associate Provost on several occasions for the purpose of reviewing resources and infrastructure requirements. The curriculum was approved by the College Curriculum Committee, the WVU Tech Academic Affairs Committee, and Campus CEO.

In preparation for this program, a WVU Tech faculty member met with the director of the WVU Forensic Science program in Morgantown and discussed the goals, objectives, and curriculum of a new program on the Montgomery campus. The Forensic Investigation program (FRNX) to be offered at WVU Tech differs from the Forensic and Investigative Science (FIS) program on the main Morgantown Campus in that the focus of the Tech program is field and scene work, whereas the FIS program is primarily laboratory focused. To minimize confusion between the two programs and to honor the restricted enrollment requirements for the FIS program, unique courses were created for the FRNX program, and course names were chosen that distinguish between them.

The program fits well within WVU Tech’s existing curricula and draws from the established Criminal Justice curriculum. By selecting the appropriate courses from the restricted electives pool, students are able to complete a minor in Criminal Justice within the 120 hours required for the Forensic Investigation Major.

D. Clientele and Need

A Forensic Investigation program will generate high enrollment, compliment the Criminal Justice program, and require minimal new resources for implementation. WVU Tech has seen enrollment declines in recent years, and a niche program that is attractive to out-of-state students adds to the cultural diversity of the campus and contributes to the institution's sustainability. As evidenced by WVU's Forensic Science program and MSU's Forensic Investigation program, forensic oriented studies draw from an international pool of students.

Interest from prospective students is significant based in part on feedback from admissions counselors attending recruiting fairs and inquiries from students desiring to enter the program on the Tech campus. In the 2012 fall semester, WVU Tech accepted a request from the West Virginia Higher Education Policy Commission and subsequently approved by the Higher Learning Commission to offer a teach-out plan for Mountain State University (MSU) students allowing them to complete their degrees. Twenty students transferred to WVU Tech from MSU in the fall 2012 semester. In addition, MSU donated equipment and supplies in support of the Tech program. The publicity from the teach-out plan resulted in thirty-one new (first time) students seeking admission to WVU Tech in fall 2013 (as of January 2013) for the purpose of pursing a degree in Forensic Investigation.

Employment Opportunities

The Bureau of Labor Statistics estimates the need for 2400 new crime scene technicians ($52k median pay), 58,700 Police/Detectives ($55k median pay) and 7000 new investigators ($42k median pay) between 2010 and 2020 (www.bls.gov).The National Academy of Sciences and the U.S. Department of Justice have issued reports criticizing the current educational state of forensic practitioners and calling for a more professionalized service by moving away from the current apprenticeship model.(1,2) "Certain forensic disciplines appear to have important manpower shortfalls, including crime scene processing, digital evidence analysis, latent fingerprint examination, firearms examination, document analysis, and toxicology. " - National Institute of Justice. (2006). *Status and Needs of Forensic Science Service Providers: A Report to Congress*. Retrieved from https://www.ncjrs.gov/pdffiles1/nij/213420.pdf on 10/1/2012.

Program Impact

The main impact that the Forensic Investigation B.S. program will have on other programs at WVU Tech is to increase enrollment in such support courses as the sciences, mathematics, statistics, English, criminal justice, history, and social science classes. While it is difficult to predict how many new students may be added, it is anticipated that the program will help to increase the overall enrollment and improve the division's finances. With a faculty-student ratio of 11:1, nearly every department has excess capacity and will be able to accommodate additional students without the necessity of hiring more faculty.

E. Cooperative Agreements

WVU Tech will be able to establish articulation agreements with several community colleges allowing a seamless transfer of credits into the Forensic Investigation program. Some examples include Central Ohio Technical College and Columbus State Community College. The Department of Social Sciences and Public Administration maintains agreements with numerous local and regional employers, which may provide internship/externship opportunities for students enrolled in the program.

F. Alternatives to Program Development

No alternatives were considered.

Part III. Program Implementation and Projected Resource Requirements

A. Program Administration

The Forensic Investigation program will reside in the Department of Social Sciences and Public Administration, which is part of the WVU Tech College of Business, Humanities and Sciences (BHSS). The Department offers majors in Criminal Justice, Health Services Administration, and Public Service Administration. The academic administrative structure includes the department chair, college dean, campus associate provost, and campus CEO. Academic and curriculum issues will be addressed on the WVU Tech campus by the department faculty, BHSS College Curriculum Committee, and WVU Tech Academic Affairs Committee. The dean, the associate provost, and the CEO must endorse changes prior to final approval, especially in cases with resource implications. The dean and the associate provost manage the academic decision making processes.

B. Program Projections

Students may be admitted into the program as freshman or by transfer from accredited institutions of higher education by meeting WVU Tech's admission requirements for entry into a baccalaureate program. See Appendix VII for admission standards. An estimate of the size of the Forensic Investigation program is approximately 125 full-time students (all paying full tuition and fees) within five years. The estimate is based in part on interest expressed by numerous students attending Tech and by the popularity of similar programs at institutions offering similar forensic programs. Projected enrollment in the first year is anticipated at 25 students, second year 55, and by the fifth year 125. Appendix VI provides information on anticipated enrollment and student credit hour productivity.

C. Faculty Instructional Requirements

WVU Tech's current teaching load for full-time faculty is 24 credit hours per year in addition to scholarly and service activities. Adjunct faculty may be expected to teach without the additional service and scholarship expectations. It is within these expectations that the following requirements are estimated.

WVU Tech currently has one full-time forensic investigation faculty member and one adjunct (.50 FTE). In order to implement a baccalaureate program, one additional full-time, tenure-track position in Forensic Investigation and two or three adjuncts (1.00 FTE) will be necessary. Faculty requirements may be met according to the following timeline:

Year 1:	Existing full-time faculty member and 1 adjunct
Year 2:	Existing full-time faculty member and 1 adjunct
Year 3 and after:	Two full-time faculty members and 2-3 adjuncts (1.00 FTE)

Eighty-seven hours of the one-hundred-twenty hour curriculum will be supported by existing courses and faculty. WVU Tech's current student to faculty ratio of 11:1 allows the institution to absorb the additional students. Within three or four years following the introduction of the program and as enrollment projections have been met, however, additional faculty in criminal justice and in English may be required to support the program.

D. Library Resources and Instructional Materials

Forensic Journals and other selected database resources currently in the WVU (Morgantown) Library will meet the needs of the WVU Tech program. Additional subscription fees are expected. Among them are the Journal of Forensic Science ($550 per year) and the CRC Textbook database–ForensicNetBase ($2850 per year for two concurrent users). The Journal of Forensic Identification is currently held within a Criminal Justice Proquest subscription. The WVU Tech Vining Library and the main campus library will work out arrangements making resources available to Tech faculty and students. These costs are reflected in Appendix VI.

E. Support Service Requirements

Current classroom facilities provide adequate space and equipment for collateral support of the proposed Forensic Investigation B.S. program. The program requires a dedicated laboratory/studio of approximately 2,500 square feet and outdoor field site for crime scene simulation. Both types of facilities are currently available. Two classrooms, COBE G17 and COBE G18 are currently dedicated. A 4000 square foot residence on campus has been approved for use as a crime-scene house. 10 digital cameras at a total cost of $3500 will be necessary for full implementation of the program. The cost of these cameras is reflected in Appendix VI. Mountain State University donated equipment (cameras, crime-scene equipment, etc.) and supplies that presently supports the teach-out plan and may support a permanent WVU Tech program.

Since the Forensic Investigation program will be included in the Department of Social Sciences and Public Administration, no additional administrative or secretarial personnel are required. It should also be noted that the department discontinued the Industrial Relations and Human Resources (IR/HR) B.S. program effective fall 2013, which will allow the administrative support, secretarial services, and funding for adjuncts to be reallocated in support of Forensic Investigation. Appendix VI offers details on the plan.

F. Operating Resource Requirements

Operation of the Forensic Investigation B.S. program will rely, to a large extent, on existing WVU Tech resources, service, and personnel. New resources required to support the program include 2.0 FTE faculty (one full time, tenure track position and 2-3 adjuncts) and current expense dollars (department operating budget). The details regarding these needs are shown above in Heading C (Faculty Instructional Requirements) and Appendix VI.

Most new costs associated with personnel will be incurred in the last three years of the program. In year 1 and year 2, the current faculty member and adjunct will continue to provide courses for the program. In AY 2015-2016 as enrollment targets are met, one full-time new forensic faculty position and two or three adjuncts will be added to offer specialized courses. Through aggressive marketing, it is anticipated that the growth in student enrollment will more than offset the costs associated with the addition of one new position and adjunct faculty.

G. Source of Operating Resources

Operating resources will be derived from the WVU Tech central budget, re-allocation of resources from the discontinued IR/HR program, and, in the case of on-going laboratory expenses, from a proposed special fee of $100 per student enrolled in forensic laboratory courses. While it is difficult to estimate the incremental enrollment increase, it is anticipated that as the program attains its enrollment targets it will not only offset the additional operating costs, but also will add to the financial assets of the institution. See Appendix VI for more details. In addition, an expectation for tenure-track faculty will include procurement of external funding sources.

H. Anticipated Enrollment

As stated under Heading B above, the program is expected to attract 125 new students within five years. It is anticipated that approximately 22 students should graduate beginning in year 4. WVU Tech expects to enroll 30 students in the fall of 2013. As a reference, a similar program at Mountain State University had 200 traditional in-seat students in 2007.

I. Admissions Criteria

The criteria for admission into the Forensic Investigation major are admission into the College of Business, Humanities and Social Sciences at WVU Tech. Any student enrolled in the College of Business, Humanities and Social Sciences may enroll in the Forensic Investigation Major.

May 30, 2013

TO: Faculty Senate Curriculum Committee

FM: Joan Gorham
Associate Dean for Academic Affairs
Eberly College of Arts and Sciences

RE: WVU Tech Proposal to Establish a B.S. Degree Program in Forensic Investigation

Keith Morris, Patrick Buzzini, and I have had opportunity to discuss details of the WVU Tech proposal for a new Bachelor of Science degree program in Forensic Investigation with Stephen Brown, Andrew Wheeler, and Carolyn Long at WVU Tech, and to review with the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences (AAFS) their expectations regarding accreditation. Based on these discussions, WVU Tech and WVU have agreed to the following:

1. In accord with FEPAC expectations, WVU and WVU Tech agree that the following text will be included in catalog and website copy for both WVU-Morgantown and WVU Tech programs:

While WVU Institute of Technology is a division of West Virginia University, WVU Tech offers some programs that are separate and distinct from the WVU main campus in Morgantown. The WVU main campus offers a B.S. program in Forensic and Investigative Science (FIS) http://forensics.wvu.edu/. The WVU Tech campus offers a B.S program in Forensic Investigation (FRNX) http://academics.wvutech.edu/forensic-investigation. These are separate and distinct programs. The WVU-Morgantown FIS program's accreditation through the American Academy of Forensic Sciences (AAFS) does not encompass the WVU Tech FRNX program. WVU Tech courses labeled FRNX will not transfer into the WVU-Morgantown FIS program.

[On the respective program websites, the hyperlink for that program would not be necessary]

2. WVU-Tech and its College of Business, Humanities & Social Sciences, and the Eberly College of Arts and Sciences and its Forensic and Investigative Science program, are committed to continuing, open communication on topics of interest across the two programs.

We appreciate the collegial conversations among interested parties. The Eberly College and FIS Program support the proposal for this new undergraduate degree program at WVU Tech.

c: Carolyn Long
Stephen Brown
Andrew Wheeler
Keith Morris
Robert Jones

Proposed New Curriculum

B.S. in Energy and Environmental Management

Division of Resource Management

Davis College of Agriculture, Natural Resources, and Design

Submitted by:
The Agricultural and Resource Economics Program

Contact Person: Gerard D'Souza, Professor
gdsouza@wvu.edu
3-5490

May 9, 2013

Signatures:

Approved by (print or type): _____

Signature: _____ Date: _____

(Curriculum Committee Chair, Division of Resource Management)

Approved by (print or type): _____

Signature: _____ Date: _____

(Director, Division of Resource Management)

Approved by (print or type): _____

Signature: _____ Date: _____

(Curriculum Committee Chair, Davis College of Agriculture, Natural Resources, and Design)

Approved by (print or type): _____

Signature: _____ Date: _____

(Dean, Davis College of Agriculture, Natural Resources, and Design)

DIVISION OF RESOURCE MANAGEMENT
DAVIS COLLEGE OF AGRICULTURE, NATURAL RESOURCES, AND DESIGN

Title of Major: Energy and Environmental Management (*E*Quad*)

Introduction:

The Division of Resource Management in the WVU Davis College of Agriculture, Natural Resources & Design is proposing a new undergraduate major with a curriculum comprised of course work from four distinct areas of expertise, all of which have been identified as being important to the future of West Virginia, the region and nation. *Energy and Environmental Management* is proposed as a new major under the existing BS in Resource Management. This degree program entails a comprehensive synthesis of the following four areas: Energy, Environment, Entrepreneurship and Economics (*E*Quad* for short). Development of this curriculum is supported by a $159,000 grant from the Claude Worthington Benedum Foundation to faculty members in the Division, one of the few if not the only times that private, external funding was provided to support curriculum development. Benedum (http://www.benedum.org/) is a non-profit foundation that makes grants to support educational, economic development, and related initiatives in the WV and Southwestern PA areas.

Justification:

1. Educational Goals and Objectives and Relationship to WVU Mission:

- To provide a strong foundation for those students interested in pursuing a career focusing on the business and entrepreneurial aspects of the growing energy and environmental sector. Students completing this major will be prepared for employment in the private sector, governmental agency employment, consulting, and for entrepreneurial ventures of their own design. Selected students, upon completion of this degree, may find it desirable to obtain a graduate degree to further expand their career opportunities.

- To better prepare students to conceive, develop and implement entrepreneurial ventures of their own design; to provide them with the analytical framework, tool-kit and problem-solving skills to better function in a complex and changing energy, economy, and environment. In fact, to provide students with practical skills, a business plan competition focusing on technology-related issues particularly as they relate to energy, innovation and the environment will be included as part of this curriculum.

- To ultimately create a program that produces graduates who comprehend the big picture about the energy industry, and who will strengthen existing and foster new connections between WVU students and the energy industry as well as the federal and state agencies that regulate it. Thus, a vital part of the curriculum will include internships with energy-related industries and/or regulatory agencies. This internship initiative has been specifically funded, in part, by the Benedum Foundation.

- Additionally, in order to promote and support both the business plan competition and the internship initiative, and in order to assure that the curriculum is responsive to the employment needs of both the public and private energy and environment sectors, Benedum has funded the establishment of an *E*Quad* Advisory Board. This advisory board will be comprised of representatives from private industry, governmental regulatory agencies, industry coalitions, WVU Extension, as well as faculty and administration and will be an ongoing source of curriculum support, curriculum evaluation, and potential additional programmatic funding.

- E*Quad will be representative of WVU's stated goal of promoting study in and mastery of science, technology, engineering and math (STEM), while placing those disciplines in an economic and entrepreneurial context. STEM based requirements for this major will include: a minimum of Introduction to Calculus (MATH 150) for math, at least two GEC 2b science courses with a laboratory, and applied science courses to fulfill the Environment component of E*Quad.

2. Description of Program Content:

   The proposed catalog description is presented in Attachment I. Attachments II and III show a matrix of courses in each of the four E*Quad areas and a suggested four year plan of study, respectively. Attachment IV contains communications with other academic units which have signed off on increased enrollment in their courses via inclusion as restrictive electives for this major.

3. Assessment Plan:

   Our plan will include both formative and summative components. The former will include performance measures such as GPA, SEI, peer evaluation of teaching, and student input. The latter component will involve periodic surveys of Capstone internship employers as well as employers of E*Quad graduates to assess the preparedness of students. The curriculum will subsequently be adjusted for observed deficiencies. In addition, the Advisory Board will provide students and faculty advisors with suggestions for curriculum improvement and additional performance measures to enhance program

quality. This should ensure that there will be constant feedback on student preparedness and improvement in the curriculum.

3. Other Institutions in WV Offering Similar Programs:

   No university or college in West Virginia offers a similar degree combing energy and environmental management with entrepreneurial and economic concepts into one degree. Environmental Science or Studies degrees are offered at Davis & Elkins College, Marshall, and Shepherd Universities. However, none of these degrees covers the breadth proposed in this degree.

4. Anticipated Student Demand:

   We expect that within a three year period, between 75 and 100 majors will be enrolled in this program, with approximately 25 students at each classification (freshman, sophomore, etc.). We make this projection based on expressions of student interest in energy and entrepreneurial topics in our current courses and major (e.g., Environment and Natural Resource Economics (ENRE)). Note that we are not proposing to replace the ENRE major; instead, E*Quad will be a new major alongside ENRE (and Agribusiness Management) under the existing BS in Resource Management, in the process broadening our undergraduate offerings.

5. Need for Additional Resources:

   No additional physical or capital resources are anticipated. The E*Quad major will be implemented with existing faculty and course offerings. Specifically, it will integrate existing courses from law, environmental protection, entrepreneurship, energy, finance, management, economics, communications, accounting, geology, forestry, agronomy, marketing, biology and engineering. As such, it will result in higher enrollments in these courses, although some of these majors will come from currently undeclared majors and transfer from other majors across WVU.

ATTACHMENT I - CATALOG DESCRIPTION

Energy and Environmental Management Major *(E*Quad)*

The objective of this major is to examine the interdisciplinary relationships involved in the business of energy production and utilization along with associated environmental management, regulatory and policy issues. This major will provide a strong foundation for students interested in pursuing a career in the growing energy and environmental sectors of the economy, whether in private business, government, consulting, or for entrepreneurial ventures of their own design. Upon completion of this degree, students are expected to understand how to coordinate the management of these resources across regulatory, institutional and socio-economic structures. Selected students, upon completion of this degree, may find it desirable to obtain a graduate degree to further expand their career opportunities.

Course Requirements	**Credit Hours**
General Education Curriculum	
1) Communication (ENGL 101 & 102 OR ENGL 103)	3-6
2) Basic Math and Sciences	
Groups A, B and C (Must include two four-credit hour courses, each with a laboratory)	14-15
3) The Past and Its Traditions	3
4) Contemporary Society	3
5) Artistic Expression	3
6) The Individual in Society (incl WVUE or equiv)	4
7) American Culture	3
8) Western Culture	3
9) Non-Western Culture	3
GEC Total	39-43
Required Coursework ARE 199 (1 hr), 201 (3), 382 (3), 421 (4), and 445 (3) RESM 440 and 441 *or* 442 (3 hrs), 480 (3), 491 (2+3), and 494 (1) Writing (W) course (3 hrs)	29
Restricted Electives Student will select at least three courses from restricted elective topics of: Economics, Energy, Entrepreneurship, and Environment	36
Free Electives	12-16
Total	**120**

NOTES ON CATALOG DESCRIPTION

Requirements for the Major: Courses to provide a fundamental understanding of each of the 4 E's (Energy, Environment, Entrepreneurship, and Economics), including ARE 382 (Ag & Natural Resource Law, including coverage of legal, regulatory, and policy issues), ARE 421 (Rural Enterprise Development, including business planning and entrepreneurship), ARE 445 (Energy Economics), ARE 482 (Enterprise Operation Law, including coverage of legal issues relating to natural resource use), ARE 199 (Orientation, to the degree, requirements, curriculum options, student responsibilities and opportunities), ARE 201 (Principles of Resource & Energy, a problem-solving approach dealing with various aspects of the energy supply line), RESM 440 (Foundations of Applied GIS, part of their tool-kit), RESM 441 or 442 (GIS course lab), RESM 480 (Environmental Regulation), RESM 491 (two-semester Internship Capstone), and RESM 494 (two-semester Seminar).

Restricted Electives: Will build on above-listed required coursework. At least three courses will be selected in consultation with the advisor in each of the following four areas. These courses can be selected from among the following choices in each area. Note that, except for ENGR 101 (Engineering Problem Solving I), all courses are to be at least at the 200 level.

Restricted Elective List:

1. *Economics (REQUIRED AREA: minimum of 3 courses)*

ARE 220	Introductory Environmental and Resource Economics.
ARE 410	Environmental and Resource Economics
ARE 450	Agricultural, Environmental & Resource Policy
ECON 202	Principles of Macroeconomics
ARE 401	Applied Demand Analysis or ECON 301 Intermediate Micro-Economic Theory
ECON 302	Intermediate Macro-Economic Theory

2. *Energy (REQUIRED AREA: minimum of 3 courses)*

DSGN 340	Design for Energy Efficiency
DSGN 470	LEED Green Building Systems
ENGG 101	(Intro to Engineering for non-engineering majors) – New Course
WDSC 444	Bio-Based Energy Systems
RESM 450	Land Use Planning Law

3. *Entrepreneurship (REQUIRED AREA: minimum of 3 courses)*

AGEE 421	Agricultural and Natural Resource Communications
ARE 204	Agribusiness Management or BUSA 320 Survey of Management
ARE 431	Marketing Agricultural Products or BUSA 330 Survey of Marketing
ARE 461	Agribusiness Finance or BUSA 340 Survey of Finance

4. Environment (REQUIRED AREA: minimum of 3 courses)

ARE 450	Agricultural, Environmental & Resource Policy
AGRN 455/ENVP 455	Reclamation of Disturbed Soils
ENVP 355	Environmental Sampling and Analysis
ENVP 455	Reclamation of Disturbed Soils
ENVP 415	Hazardous Waste Training
ENVP 460	Environmental Impact Assessment
GEOG 205	Natural Resources
GEOG 207	Climate and Environment
GEOG 415	Global Environmental Change
WMAN 200	Restoration Ecology

Courses to be modified:

RESM 491. Professional Field Experience. 5 hr. (This is a variable-credit course, which will be divided into two components: a 2-hour course and a 3-hour course during consecutive summers or semesters. Given that it is a variable-credit course, and as per confirmation from the Registrar's Office, students can register for this course more than once and receive credit as well as a grade each time it is taken).

ENGR 101. Engineering Problem Solving I (existing course, a section of which will be oriented toward E*Quad and/or other non-engineering majors). 3 hr.
(included in the attachments is an e-mail indicating that we have a commitment from the Statler College to offer this section).

An alternative, more student-friendly view of the requirements and restricted electives is shown in the matrix contained in Attachment II.

ATTACHMENT II – COURSE MATRIX FOR E*QUAD

This proposed major integrates four areas: **E**nergy, **E**nvironment, **E**conomics, and **E**ntrepreneurship (**E*Quad).** This major will provide a strong foundation for those interested in pursuing a career in the growing energy/environmental sector of the economy. This major will employ an interdisciplinary approach, drawing on faculty of several divisions in the Davis College and faculty from other WVU colleges. Students completing this coursework will be prepared for employment in the private sector, governmental agency employment, consulting, and for entrepreneurial ventures of their own design. The matrix below reflects a combination of required and restricted electives that a student can take for the E*Quad major. As part of the restricted electives, students have to select at least 3 courses at the 200 level or beyond from each of the four "**E"** areas listed below.

ENERGY	**ENVIRONMENT**	**ENTREPRENEURSHIP**	**ECONOMICS**
ARE 187: ENERGY RESOURCE ECONOMICS (*Required*) ARE 445: ENERGY ECONOMICS (*Required*) DSGN 340: DESIGN FOR ENERGY EFFICIENCY DSGN 470: LEED GREEN BUILDING SYSTEMS ENGR 101: ENGINEERING PROBLEM-SOLVING (new section to be created for non-majors) WDSC 444 (BIO-BASED ENERGY SYSTEMS) RESM 450: LAND USE PLANNING LAW	ARE 382: NATURAL RESOURCE LAW (*Required*) ARE 445: ENERGY ECONOMICS (*Required*) RESM 480: ENVIRONMENTAL REGULATION (*Required*) RESM 440: FOUNDATIONS OF APPLIED GIS + LAB (RESM 441 OR 442) (*Required*) ARE 450: AG, ENV, RESO POLICY ARE 493L: LAND USE PLANNING AGRN 455: SOIL RECLAMATION ENVP 355: ENV SAMPLING & ANALYSIS ENVP 415: HAZARDOUS WASTE TRAINING ENVP 455: SOIL RECLAMATION ENVP 460: ENV IMPACT ASSESSMENT GEOG 205: NATURAL RESOURCES GEOL 207: CLIMATE & ENVIRON GEOG 415: GLOBAL ENV CHANGE WMAN 200: RESTORATION ECOLOGY	ARE 421: ENTERPRISE DEVELOPMENT (*Required*) ARE 482: ENTERPRISE OPERATION LAW (*Required*) AGEE 421: AGRICULTURAL AND NATURAL RESOURCE COMMUNICATIONS ARE 204 or BUSA 320: MANAGEMENT ARE 431 or BUSA 330: MARKETING ARE 461 or BUSA 340: FINANCE	ARE 150: INTRODUCTORY MICROECONOMICS (*Required*) ARE 445: ENERGY ECONOMICS (*Required*) ARE 450: AG, ENV, RESO POLICY ARE 220: INTRODUCTORY ENVIRONMENTAL AND RESOURCE ECONOMICS ARE 410: ENV & RESOURCE ECONOMICS ECON 202: INTRODUCTORY MACROECONOMICS ARE 401: APPLIED DEMAND ANALYSIS or ECON 301: INTERMEDIATE MICROECONOMIC THEORY ECON 302: INTERMEDIATE MACROECONOMIC THEORY

PREREQUISITE COURSES: Course work in introductory calculus, physics, accounting, and economics are prerequisites for courses required for this major.

INTEGRATIVE COURSE ACROSS ALL FOUR AREAS (Required): ARE 210 (Principles of Resource & Energy)

ORIENTATION & INTERNSHIP COURSES (Required): **A**RE 199 (Orientation), RESM 491 (Internship/Capstone), and RESM 494 (Seminar)

ATTACHMENT III – EXAMPLE PLAN OF STUDY FOR E*QUAD

The following is a suggested sequence of courses required for the major and courses meeting the WVU General Education Curriculum (GEC). Although there are no required GEC courses, some of the courses suggested below may meet GEC requirements and also serve as prerequisites for courses required for the E*Quad major. The actual plan of study for each student is determined in consultation with and approval of the academic advisor.

First Year

Fall:	
ENGL 101 (Composition and Rhetoric) [GEC 1]	3
MATH 150 (Applied Calculus) [GEC 2A] *	3
BIOL 101 & 103 (General Biology)[GEC 2B]*	4
ARE 187 (Energy Resource Economics) [GEC 4]*	3
WVUE 191 (Freshman Orientation)	1
Total	14

Spring:	
PHYS 101 (Introductory Physics) [GEC 2B]*	4
PLSC 206 (Principles of Plant Science) [GEC 2C]*	4
ARE 150 (Intro Ag & Agribusiness Economics) [GEC 6]*	3
GEC Objective: Pick one 3 - 9	3
Total	14

Second Year

Fall:	
ENGL 102 (Composition and Rhetoric) [GEC 1]	3
ARE 199 (Orientation)	1
ARE 110 (Agribusiness Accounting) *Pre-requisite for ARE 421	3
GEC Objective: Pick One 3 - 9	3
Energy ENGR 101 (Engineering Problem Solving—for non-majors)	3
Total	13

Energy RESM 450 (Land Use Planning Law)	3
Economics ARE 220 (Intro. Environmental/Resource Econ)	3
Environment GEOG 205 (Natural Resources)	3
Economics ECON 202 (Principles of Macroeconomics) (GEC 8)*	3
Free Elective	3
Total	15

Third Year

Fall:

ARE 421 (Rural Enterprise Development) 4
Required course

ARE 382 (Agriculture & Natural Resource Law) 3
Required course

Entrepreneurship
ARE 431 (Marketing Ag. Products) 3

Energy
DSGN 340 (Design for Energy Efficiency) 3

RESM 440/441 (Foundations of Applied GIS) 3
Required course

RESM 491 (Intro. Internship between sophomore and junior years) (Required) 2

Total 18

Spring:

RESM 480 (Environmental Regulation) 3
Required course

GEC Objective: 3
Pick One 3 - 9

Environment
ENVP 415 (Haz. Waste Training) 3

Entrepreneurship
AGEE 421 (Agri/Natural Resource Communication) 3

Free Elective: 3

Total 15

Fourth Year

Fall:

Economics
ARE 401 or Econ 301 3
(Applied Demand Analysis or Intermediate Microeconomics)

GEC Objective: 3
Pick One 3 - 9

ARE 445 (Energy Economics) 3
Required course

RESM 491 (Capstone taken in summer between junior and senior years)(Required) 3

Free Elective 3

Total 15

Spring:

RESM 494 (Seminar) 1
Required course

ARE 201 (Prin. Resource & Energy) 3
Required course

ARE 410 (Environmental & Resource Econ) 3
Writing course

Entrepreneurship
ARE 461 (Agribusiness Finance) 3

Environment
ARE 450 (Agriculture, Environmental & Resource Policy) 3

Free Elective: 3

Total 16

*** May also count in meeting GEC requirements.**

Credit hour totals for above suggested sequence:

GEC 1	**6**
GEC 2	**15**
GEC 3 - 9	**22**
Required	**29**
Restricted Electives	**36**
Free Electives	**12**
TOTAL	**120**

ATTACHMENT IV – EMAIL AND LETTER CORRESPONDENCE FOR SIGN-OFF OF RESTRICTED ELECTIVE COURSES

Listing of Correspondence

Course(s)	Approval from:
BUSA 330 and 340	Karen France, Associate Dean
DSGN 340 and 470	Chris Haddox (Instructor)
ECON 202, 301, and 302	Clifford Hawley (Department Chair)
ENVP 155, 355, 415, 455, & 460; ARGN 455	Barton Baker (Division Director)
WDSC 444	Kaushlendra Singh (Instructor)
WMAN 200	Jim Anderson (Instructor)
ENGG 101	Jim Smith (Instructor, via Fonda Holehouse)
GEOG 205, 207, and 415	Steve Kite (Department Chair)

WestVirginiaUniversity
College of Business and Economics

September 26, 2012

Alan Collins
Professor and Assistant Director
Division of Resource Management
Davis College of Agriculture, Natural Resource and Design
West Virginia University

Dear Professor Collins: Alan

We received your request for information regarding whether the College of Business and Economics (B&E) could ensure that we would be able to accommodate the enrollment demand for BUSA 330, Survey of Marketing, and BUSA 340, Survey of Finance, associated with your new Energy, Environment, Entrepreneurship and Economics (EQuad) degree program.

B&E has the resources to accommodate your forecasted number of students (i.e., less than 20) taking each course (BUSA 330 and BUSA 340), provided your students are encouraged to preregister on or shortly after their designated priority dates. The courses are restricted by classification, meaning freshmen and sophomores are excluded from registering for them during the regular academic year. Because of the high demand for enrollment in the course by students pursuing the Minor in Business Administration and other programs requiring restricted electives in business administration, it will be necessary for the EQuad majors to register for them promptly on or shortly after their designated priority dates. The courses are offered as mass lecture each regular term (BUSA 330 in the spring and BUSA 340 in the fall) as well as on-line in the summer semester.

Please let me know if you require additional information.

Best,

Karen R. France
Associate Dean, Academic Affairs

Office of the Dean
Phone: 304-293-7600
Fax: 304-293-5652
www.be.wvu.edu
PO Box 6025
Morgantown, WV 26506-6025

Hey Alan,

Geez...I thought for sure I had gotten back to you after we talked about this on the field trip to Nic and Sera's house. Sorry!! Yes.....it would be fine to have students from the EQuad take my courses DSGN 340 and DSGN 470.

I assume this won't happen for a few semesters...until final approval for the EQuad program is obtained...correct? I ask only for classroom size planning purposes.

OK...shout as needed.

Chris

J. Chris Haddox, LEED AP,
Visiting Assistant Professor, Sustainable Design
Division of Design & Merchandising
West Virginia University
704M Allen Hall Box 6124
Morgantown, WV 26505

Alan,

I am in receipt of your Sept 14, 2012 letter regarding your new degree program (acronym EQuad) and your September 19, 2012 letter regarding the new degree program with acronym ENRE. Both letters outline the increases that you expect in enrollments in various Economics classes.
I write to say that in both cases the increases in enrollment that you outlined can be accommodated by Economics.
Sincerely,
Cliff Hawley

Dr. Clifford B. Hawley
Professor and Chair,
Department of Economics
West Virginia University
Morgantown, WV 26506-6025
tele: 304-293-7865
fax: 304-293-5652 (call first)
email: CBHawley@mail.wvu.edu

WestVirginiaUniversity

Davis College of Agriculture, Natural Resources and Design

October 4, 2012

TO: Alan Collins

FROM: Barton S. Baker

SUBJ: (EQuad) Course Demand

The Division of Plant and Soil Sciences anticipates that the additional students expected to take courses in the Division should EQuad be approved can be accommodated. None of the courses from Plant and Soil Sciences listed as restricted electives: ENVP 155, ENVP 355, ENVP 415, ENVP 445, ENVP 460, and AGRN 455 had maximum enrollment when last taught.

Division: 304-293-4817
Faculty: 304-293-6023
Fax: 304-293-2960

Division Plant and Soil Sciences
PO Box 6108
Morgantown, WV 26506-6108

Dr. Alan Collins:

I understand that you have listed the course, WDSC 493B (WDSC 444) as an elective in the newly proposed major in Energy, Environment, Entrepreneurship, and Economics (EQuad). I fully support this great initiative of the new major. I am glad to confirm that the additional enrollment demand from the new major for the above listed course will be met.

Thank you,

Sincerely,

Kaushlendra Singh

_____

Kaushlendra Singh, PhD

Assistant Professor of Wood Science and Technology (Bioenergy and Biofuels)

Division of Forestry and Natural Resources

West Virginia University, Morgantown, WV

Phone Number: (304) 293-7643

_____

Dr Collins:

I am happy to allow WMAN 200 (Restoration Ecology) to be included in the new proposed major in Energy, Environment, Entrepreneurship, and Economics (EQuad). I strongly support this program and look forward to having additional students enrolled.

Please let me know if I can be of additional assistance.

Best,

Jim Anderson

James T. Anderson, Ph.D.
Director, Environmental Research Center & Professor, Wildlife Ecology and Management
Davis-Michael Professor of Forestry and Natural Resources
Program Coordinator, Wildlife & Fisheries Resources Program
West Virginia University
PO Box 6125; 312A Percival Hall
Morgantown, WV 26506-6125
jim.anderson@mail.wvu.edu
(304) 293-3825 Office
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http://wildlife.wvu.edu/

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www.wvnaturalhistory.org

-------- Original message --------
From: Fonda Holehouse <FLHolehouse@mail.wvu.edu>
Date: 04/30/2013 12:55 PM (GMT-05:00)
To: wvuprof@aol.com
Subject: Fwd: Re: Jim, (groupwise forward)

Fonda:

I am of course willing to teach an introductory class on engineering to non-engineers. It will takes several weeks if not months to organize and get approvals for such an offering. I need more information and we need to create a formal program with sign posts to get all of this done properly without any backlash or push back. Please advise when we can get together to lay out that strategy.

Jim

****

The stewardship of Innovation and Leadership determines the rate of advancement of a society; the lack thereof, its decay.

****
James E. Smith, Ph. D., CEng, FIMechE, FSAE, FASME
Professor and Director
Center for Industrial Research Applications
Mechanical and Aerospace Engineering Department
College of Engineering and Mineral Resources
PO BOX 6106
339 Engineering Sciences Bldg.
West Virginia University
Morgantown, WV 26506-6106
(304) 293-3264
fax (304) 293-6689

Please visit my blog:
http://www.mountaintopinnovation.com/

>>> Fonda Holehouse 4/30/2013 10:56 AM >>>
Jim,

following up quickly with the request for a letter regarding engineering 101. We are under the gun as the committee meets on Thursday and we must have something indicating we have the ability to offer this class. Is there any way you could at least provide an email that indicates you will be willing to do this?

Fonda

Dr. Alan Collins, Professor and Assistant Director
Division of Resource Management
P.O. Box 6108
West Virginia University
Morgantown, WV 26506

Dear Alan,

The Department of Geology and Geography is supportive of the B.S. in Energy and Environmental Management as proposed by the Division of Resource Management in the WVU Davis College of Agriculture, Natural Resources, and Design.

The specific three Geography courses listed out of 10 on the "Restricted Elective List *4*. *Environment (REQUIRED AREA: minimum of 3 courses)"*: GEOG 205 Natural Resources, GEOG 207 Climate and Environment, and GEOG 415 Global Environmental Change are popular offerings and their inclusion on this elective list may cause these courses to reach maximum enrollment earlier in the registration period. However, we anticipate the annual demands from students in the Energy and Environmental Management program (~30% of 25-30 students per year projected in the program after three years) will not alter the availability of these courses to students within the Environmental Geoscience or Geography majors nearly as much as the intrinsic growth in the two ECAS majors (both are in the top three most rapidly growing majors in our college).

While there is overlap in some of the energy and environment content of the program with the existing Environmental Geoscience B.A. degree in our Department, we find that the Energy and Environmental Management program focus on entrepreneurship and economics set the programs apart as synergistic rather than redundant. We would encourage students in the Energy and Environmental Management who wish to have an even broader perspective to take additional geography and geology offerings.

We also believe the new Energy and Environmental Management curriculum will differ significantly from any potential Environmental Geoscience B.S. we might propose in the near future, and that our endorsement of the Energy and Environmental Management in no way hinders or precludes the Department of Geology and Geography proceeding with a more science-and-math based Environmental Science B.S. proposal.

Finally, although the Energy and Environmental Management curriculum would not meet existing math and science criteria for a B.S. degree in the Eberly College, a survey of requirements of other B.S. programs in the Davis College indicates the program is in line with many other B.S. degrees in that college and, presumably, other B.S. degrees in agricultural colleges throughout the country.

In summation, we welcome an Energy and Environmental Management degree and look forward to its contributions to the energy and environment "mountain of excellence" at WVU.

J. Steven Kite, Chair

Department of Coaching & Teaching Studies
Curriculum Change Document

The Coaching & Teaching Studies department in the College of Physical Activity and Sport Sciences is proposing the following changes to the undergraduate Physical Education Teacher Education (PETE) program be approved by the curriculum committee.

Rationale for change:

The BS in Physical Education Teacher Education is a dual certification program. Upon completing this degree, students are dual certified to teach either health education in grades 5-12 or physical education or health education in grades preK-adult. As a result, students complete 144 credit hours over 9 semesters. The proposed changes will result in a 2 credit hour reduction.

After reviewing the most recent national standards for beginning physical education teachers and its NCATE/NASPE accreditation data, PETE faculty believe several curriculum changes were warranted. The assessment data allowed the program to review the strengths and weaknesses of students meeting the national standards. We are proposing the addition of three new courses (i.e., PET 244 Motor Learning, PET 455 Teaching Disc Games, PET 355 Teaching Aquatics), the modification of several existing courses (i.e., PET 233 Pedagogy, PET 349 Fitness Education, PET 453 Teaching Dance in PE, PET 477 Adapted PE Practicum, PET 452 Outdoor Activities, PET 488 K-12 Student Teaching) to cover topics in more depth, and then the deletion of three courses (i.e., PET 206 Behavioral Principles, PET 487 Elementary Student Teaching, and GEC #6 UNIV 101/191) will allow the program to offer a state-of-the-art curriculum in physical education teacher education.

Proposed changes by semester:

1st Semester (changed from 19 credits to 18 credits)

- Students are required to complete at least one biological science course that deals with human/animal biology (GEC #2). To fulfill this requirement, we will be advising students to complete BIOL 102/104. No change in credit hours with this modification.
- Students are required to complete PET 167 (3 credits) and GEC #6 UNIV 191 (former known as UNIV 101; 1 credit). PET 167 has been revised to include the University core objectives so UNIV 191 will be dropped from the program.

2nd Semester (changed from 18 credits to 17 credits)

- PET 175 Motor Development & Learning (3 credits) will be modified to PET 175 Motor Development (2 credits). The content deleted from the course will become a separate course.

3rd Semester (credit hours remain at 16)

- PET 206 Behavioral Principles (2 credits) will be dropped. PET 244 Motor Learning will be added in its place for 2 credit hours.

4th Semester - C & I Theory Block (changed from 17 credits to 16 credits)

- PET 233 Pedagogy (5 credits) will be modified to 4 credits. The reduction in credit hours and contact time will be reflected in modifications to the existent course field experience.

5th Semester – Elementary School Block (changed from 16 credits to 17 credits)

- PET 349 Fitness Education for 2 credit hours will be changed to 3 credit hours. The increased credit hour will be used to cover the current course content in greater detail over a longer time-frame. This will allow for a slower rate of coverage and increased opportunity for review based on student needs. The alterations to course description are minimal.

6th Semester – Middle School Block (credit hours remain at 18)

- No changes

7th Semester – Secondary School Block (changed from 18 credits to 19 credits)

- PET 453 Folk Dance for 2 credits will be modified to PET 453 Teaching Dance in PE for 1 credit. The course has been re-designed to follow the same format as the other PCK classes.
- PET 455 Teaching Disc Games for 1 credit will be added to the curriculum.
- Currently, students are required to complete 2 credit hours in aquatics through the completion of one or more of the following:
    - PE 173 Beginning Swimming (1 credit)
    - PE 173 Intermediate Swimming (1 credit)
    - PE 176 Advanced Swimming (1 credit)
    - PE 175 Lifeguard Training (2 credits)
    - PET 324 Water Safety Instructor (2 credits)

  This requirement will be modified to all students completing PET 355 Teaching Aquatics for 1 credit which will also follow the same format as the other PCK classes (for a reduction of 1 credit hour in this requirement).
- PET 477 Special Physical Education Lab for 1 credit will be modified to PET 477 Adapted PE Practicum for 3 credits. The increased credit hours will be used to cover the current course content in greater detail. The alteration in title reflects current education trend in language.

8th Semester – Capstone Semester (changed from 8 credits to 9 credits)

- PET 452 Outdoor Activities for 2 credit hours will be modified to a 3 credit hour course. The master plan calls for PET452 to receive additional content in cycling and leisure aquatic activities.

9th Semester – Student Teaching (changed from 14 credits to 12 credits)

- PET 487 Elementary Student Teaching for 3 credit hours will be dropped.
- PET 488 Secondary Student Teaching for 3 credit hours will be modified to PET 488 K-12 Student Teaching for 4 credit hours. The student teaching experience is required for national accreditation and state certification purposes. Due to logistical constraints, the program has moved from two 3-credit student teaching placements (6 credits total) in physical education

(PET 487 and 488) to a single placement (PET 488 course alteration).

Department Chair: Valerie Wayda Date: December 20, 2012
(indicates program & department approval)

UG Curriculum Committee Chair: Bob Wiegand Date: January 16, 2013
(Graduate changes)

Associate Dean: on-leave

Dean: Dana Brooks Date: January 16, 2013

cc: Carol Straight
Robin McKinney

West Virginia University
College of Physical Activity and Sport Sciences
Curriculum Change Document

The Department of Sport Sciences in the College of Physical Activity and Sport Sciences is proposing the following changes to the Sport and Exercise Psychology program be approved by the curriculum committee (for undergraduate changes) or the graduate council (for graduate changes).

Proposed change/s:
1) Drop a 200+ level psychology required elective from the program curriculum.

2) Make SEP 415 (newly approved course) a required course in the curriculum that would be listed as a requirement of "SEP 420, SEP 415, or SEP 493 (Choose one)".

3) Remove PET 206 and ACE 369 from the list of approved courses to fill a coaching requirement within the curriculum, and

4) Drop SEP 211 as a required course in the curriculum.

Rationale for change/s:
1) Presently, SEP students are required to complete 15 credits of psychology courses. These courses are PSYC 101, PSYC 241, PSYC 251, PSYC 281, and a 200+ level PSYC course. Through a review of the required psychology courses for this major, we are finding that only 12 credits are commonly required for students who want to attend graduate school. These 12 credits include PSYC 101, PSYC 241, PSYC 251, PSYC 281. If there were more appropriate PSYC courses for our students to take within our discipline, we would consider using them as required electives, but none are available.

2) We have recently hired a new faculty member with the goal of improving the exercise/physical activity portion of our curriculum. This faculty member has developed an innovative class (SEP 415) that we have added to the required curriculum. Students may now choose this course among a group of courses (SEP 420, 415 or 493). Students who are interested in exercise psychology would take SEP 415, and those interested in sport psychology would take SEP 420 (performance enhancement). The SEP 493 option would serve students with specific interests that may cover other sport or exercise topics.

3) Currently, students in the SEP major are required to select one of three courses to fulfill a coaching requirement (ACE 256, PET 206, or ACE 369). We would like to remove the options of PET 206 and ACE 369 from this list. PET 206 will no longer be offered after this academic year and after reviewing the other two courses (ACE 256 and 369) we feel as if ACE 256 best serves our students and the goal of having them learn about coaching. Consequently, we will have our students enroll in ACE 256 exclusively to complete the coaching requirement. Further, we have only had 2 students complete SEP 369 to fulfill this requirement in the past 5 years.

4) As we have continued to refine the purposes of our professional issues courses (SEP 210-213) the SEP faculty have decided that of these four courses, three have a definite purposes which aligns with the long term goals of our undergraduate program, and SEP 211 appears to be somewhat redundant to the other

classes and does not provide the students with additional information/advancement. More specifically, SEP 210 provides students with an introduction to the field of sport and exercise psychology, SEP 212 prepares students for graduate school and the graduate school application process, and SEP 213 prepares students for the job search process and the job market. SEP 211 does not have a specific purpose and is currently redundant with SEP 210. As such the faculty would like to remove SEP 211 from our curriculum so students will only be required to take SEP 210, 212, and 213 from our professional development/practice group of courses.

Department chair _____ Date_____
(indicates program & department approval)

Curriculum committee chair _____ Date _____
(undergraduate changes)
or
Graduate council chair _____ Date _____
(Graduate changes)

Associate Dean _____ Date _____

Dean _____ Date _____

cc: Carol Straight
cc: Robin McKinney

Jack,

I've presented your proposal to our Director of Undergraduate Training and our Associate Chair-- all three of us are in support.

Tracy

Sent from my iPad

On Aug 29, 2012, at 5:19 PM, "Jack Watson" <Jack.Watson@mail.wvu.edu> wrote:

Dr. Morris,

My name is Jack Watson. I am the Chair of the Department of Sport Sciences here at WVU. I am writing this letter to ask for your approval to make a change to the curriculum of the Sport and Exercise Psychology (SEP) program within my department. Presently, SEP students are required to complete 15 credits of psychology courses for their degrees. These courses are PSYC 101, PSYC 241, PSYC 251, PSYC 281, and a 200+ level PSYC elective. We would like to drop the 200+ level PSYC elective course from our list of requirements, and only require our students to complete the other four classes. Basically, we have found that the PSYC 200+ elective course is getting more and more difficult for our students to find, as the Psychology program is major restricting these courses, or offering few options. Further, those courses that are currently not major restricted at the 200+ level are not often appropriate for SEP students or do not apply to our major. Because of this, we have had to complete several substitution forms for students to take other courses.

Given this information, I was hoping that you wouldn't mind if we made this change. Please let me know your thoughts.

Sincerely,
Jack Watson

****
Jack C. Watson II, Ph.D., CC-AASP
President-Elect, Association for Applied Sport Psychology
Professor and Chair, Department of Sport Sciences
West Virginia University
College of Physical Activity and Sport Sciences
P.O. Box 6116
Morgantown, WV 26506-6116

304-293-0873
Fax: 304-293-4641
****

Proposed NEW Catalog Copy for Program

Required Courses in Sport and Exercise Psychology

Pre-requisite coursework to apply to SEP major. These courses are major requirements:

- Student must complete the following courses with a "B" or better: SEP 271, SEP 272, SEP 210.
- Student must complete the following with a "C" or better: BIOL 102/BIOL 104, PSYC 101, SOCA 101, ENGL 101.
- Students must also have a 2.25 cumulative GPA to apply once these pre-requisite courses are completed and have completed an application for the SEP program on file.

NOTE: All students enrolled in sport and exercise psychology program must earn a grade of "C" or better in applied and foundation requirements unless otherwise noted. A minimum of 2.25 and formal application are required for admission.

Completion of General Education Curriculum

GEC #1 Communication		
ENGL 101	Composition And Rhetoric	3
ENGL 102	Composition And Rhetoric	3
GEC #2 Basic Science		
BIOL 102 & BIOL 104	General Biology and General Biology Laboratory	4
Nine additional hours - student's choice in GEC 2		7
GEC #3 The Past and Its Tradition		
Student's choice		3
GEC #4 Contemporary Society (SEP 373 can meet this requirement)		
GEC #5 Artistic Expression		
Student's choice		3
GEC #6 The Individual in Society		
(SEP 272 can meet this requirement) WVUE 191 or equivalent	First Year Seminar	1
GEC #7 American Culture (SEP 271 can meet this requirement)		
GEC #8 Western Culture		
Student's choice		3

GEC #9 Non-Western Culture		
Student's choice		3
Applied Area Requirements		
SEP 210	Professional Issues	1-3
SEP 212	Prof Issues Sport Psych 3	1-3
SEP 213	Prof Issues Sport Psych 4	1-3
SEP 271 & SEP 272	Sport in American Society and Psychological Perspectivs-Sprt	6
SEP 373	African Americans in Sports	3
SEP 374	Sport Studies Research	3
SEP 383	Exercise Psychology	3
SEP 385	Social Psychology of Sport	3
SEP 425	Psychlgcl Aspects-Sport Injury	3
PET 175	Motor Development	3
ATTR 121	Sport Injury Control/Managment	3
EXPH 364	Kinesiology	3
EXPH 365	Exercise Physiology 1	3
COUN 303	Intro to Helping Professions	3
Select one of the following:		3
ACE 256	Principles/Problems-Coaching	
Select one of the following:		3
SEP 493	Special Topics	
SEP 420	Sport Performance Enhancement	
SEP 415 Physical Activity Promotion		
Foundation Requirements		
PSYC 101	Introduction to Psychology	3
PSYC 241	Intro to Human Development	3
PSYC 251	Intro to Social Psychology	3
PSYC 281	Intro to Abnormal Psychology	3
SOCA 101	Introduction to Sociology	3
One three-hour sociology elective 200-300 level		3
Electives		16-17
Pre-Requisite Courses to Apply to Major		
With a grade of B or better:		
SEP 271	Sport in American Society	3
SEP 272	Psychological Perspectivs-Sprt	3
SEP 210	Professional Issues	1-3

or SEP 211	Prof Issues Sport Psych 2	
With a grade of C or better:		
BIOL 102 & BIOL 104	General Biology and General Biology Laboratory	4
ENGL 101	Composition And Rhetoric	3
PSYC 101	Introduction to Psychology	3
SOCA 101	Introduction to Sociology	3
Total Hours		145-156

* SEP 170 is for athletes only.

Students must complete 50 hours of community service over four years (http://cce.wvu.edu) to register.

Suggested Plan of Study

First Year

Fall	Hours	Spring	Hours
PSYC 101	3	SOCA 101	3
ACE 256	3	SEP 272	3
Choose one of the following:	3	BIOL 102 & BIOL 104	4
MATH 126A		ENGL 101	3
MATH 126B		PET 175	3
MATH 126C		SEP 210	1-3
Elective	3		
Elective or GEC	3		
	15		17-19

Second Year

Fall	Hours	Spring	Hours
SEP 271	3		
GEC Objective 3	3	Elective ENGL 102	3
GEC Objective 2 (Science)	3	GEC Objective 2	3
GEC Objective 5	3	GEC Objective 8	3
PSYC 241	3	PSYC 251	3
		Elective	3
	15		15-18

Third Year

Fall	Hours	Spring	Hours
Elective	3	SEP 212	1-3
PSYC 281	3	Elective	3
Sociology elective 200-300 level	3	SEP 425	3
SEP 373	3	SEP 383	3
SEP 385	3	ATTR 121	3
EXPH 364	3	Minor Course	3
	18		16-18

Fourth Year

Fall	Hours	Spring	Hours
SEP 474	3	SEP 213	1-3
COUN 303	3	SEP 420 or Minor Course	3
GEC Objective 9	3	EXPH 365	3
SEP 415	3	Minor Course	3
SEP 415 or Minor Course	3	Minor Course	3
	15		13-15

Total credit hours: 128

West Virginia University – College of Physical Activity and Sport Sciences
Sport and Exercise Psychology Undergraduate Program, updated Spring 2013

PRE-Major – All requirements must be completed prior to admission to the SEP Major, but are major requirements.

Course	Course Name	Hours	Required Grade	Semesters Offered			Grade?
SEP 271	Sport in American Society	3	B	Spring	Summer	Fall	
SEP 272	Psychological Perspectives of Sport	3	B	Spring	Summer	Fall	
SEP 210	Professional Issues	1	B	Spring	Summer	Fall	
BIO 102/104	Biology 2 and Biology 2 lab	3/1	C	Spring	Summer	Fall	
PSYC 101	Introduction to Psychology	3	C	Spring	Summer	Fall	
SOCA 101	Introduction to Sociology	3	C	Spring	Summer	Fall	
ENGL 101	Composition	3	C	Spring	Summer	Fall	
➔ 2.25 Cumulative GPA required to apply to the program once these courses are completed ➔ An application to the SEP program can be completed following any semester							

SEP Major Coursework

Course	Course Name	Hours	Required Grade	Semesters Offered			Grade?
SEP 212 and 213	Professional Issues (1 credit each)	2	C	Spring	Summer	Fall	
SEP 373	African American in Sports	3	C		Summer	Fall	
SEP 474	Sport Psychology Research Methods (Capstone)	3	C		Summer	Fall	
SEP 383	Exercise Psychology	3	C	Spring	Summer	Fall	
SEP 385	Social Psychology of Sport	3	C	Spring	Summer	Fall	
SEP 425	Psychological Aspects of Sport Injury	3	C	Spring	Summer		
SEP 415, SEP 420 or SEP 493	Sport Performance Enhancement or Physical Activity Promotion Sport Psychology Seminar	3 3 3	C C C	Spring Spring	Summer	 Fall Fall	
COUN 303	Introduction to Helping Professions	3	C	Spring	Summer	Fall	
ATTR 121	Injury Control and Management	3	C	Spring	Summer	Fall	
PET 175	Motor Learning and Development	3	C	Spring		Fall	
EXPH 364	Kinesiology (junior standing required)	3	C	Spring		Fall	
EXPH 365	Exercise Physiology (junior standing)	3	C	Spring	Summer	Fall	
ACE 256	Principles and Problems of Coaching	3	C	Spring	Summer	Fall	
PSYC 241	Introduction to Human Development	3	C	Spring	Summer	Fall	
PSYC 251	Introduction to Social Psychology	3	C	Spring	Summer	Fall	
PSYC 281	Introduction to Abnormal Psychology	3	C	Spring		Fall	
SOCA 200-399	Sociology elective, advisor approved	3	C	Spring	Summer	Fall	

Graduation Requirements

- ➔ Each student must:
- ➔ Earn a total of 128 credit hours (major requirements, GEC classes, and electives)
- ➔ Complete General Education objectives 1-9 (see reverse side of this sheet for GEC options)
- ➔ Complete 50 hours of community service over four years (http://cce.wvu.edu)
- ➔ Apply for graduation in the semester in which they plan to graduate

West Virginia University – College of Physical Activity and Sport Sciences
Sport and Exercise Psychology Undergraduate Program, updated Spring 2013

General Education Curriculum

(all majors at WVU must complete all nine objectives)

WVU's curriculum includes requirements for classes from 9 GEC objectives. The courses listed as suggested for meeting Objectives 4, 6, and 7 also count for the major program.

1. Objective 1 (Communication) – 6 hours (English 101+**) and English 102
2. Objective 2 (Basic Math and Science) – 13-15 hours

   - **BIOL 102/104** can meet a portion of this GEC requirement. The remaining Objective 2 courses can be selected by the student in consultation with the academic advisor.

   -**MATH 126 or higher and STAT 211** are suggested for students planning to pursue a graduate degree.

3. Objective 3 (The Past and Its Traditions) – 3 hours
4. Objective 4 (Contemporary Society) – 3-4 hours (SEP 373 can meet this requirement)
5. Objective 5 (Artistic Expression) – 3 hours
6. Objective 6 (The Individual in Society) – 4 hours (SEP 272 can meet requirement) And WVU191 or Equiv.
7. Objective 7 (American Culture) – 3 hours (SEP 271 can meet this requirement)
8. Objective 8 (Western Culture) – 3 hours
9. Objective 9 (Non-Western Culture) – 3 hours

See http://courses.wvu.edu for a listing of all GEC options, and for each semester's updated schedule of classes

Proposed NEW Catalog Copy for Program

Required Courses in Sport and Exercise Psychology

Pre-requisite coursework to apply to SEP major. These courses are major requirements:

- Student must complete the following courses with a "B" or better: SEP 271, SEP 272, SEP 210.
- Student must complete the following with a "C" or better: BIOL 102/BIOL 104, PSYC 101, SOCA 101, ENGL 101.
- Students must also have a 2.25 cumulative GPA to apply once these pre-requisite courses are completed and have completed an application for the SEP program on file.

NOTE: All students enrolled in sport and exercise psychology program must earn a grade of "C" or better in applied and foundation requirements unless otherwise noted. A minimum of 2.25 and formal application are required for admission.

Completion of General Education Curriculum

GEC #1 Communication		
ENGL 101	Composition And Rhetoric	3
ENGL 102	Composition And Rhetoric	3
GEC #2 Basic Science		
Nine additional hours - student's choice in GEC 2		7
GEC #3 The Past and Its Tradition		
Student's choice		3
GEC #4 Contemporary Society		
GEC #5 Artistic Expression		
Student's choice		3
GEC #6 The Individual in Society		
WVUE 191 or equivalent	First Year Seminar	1
GEC #7 American Culture		

GEC #8 Western Culture		
Student's choice		3
GEC #9 Non-Western Culture		
Student's choice		3
Applied Area Requirements		
SEP 210	Professional Issues	1-3
SEP 212	Prof Issues Sport Psych 3	1-3
SEP 213	Prof Issues Sport Psych 4	1-3
SEP 271 & SEP 272	Sport in American Society and Psychological Perspectivs-Sprt	6
SEP 373	African Americans in Sports	3
SEP 374	Sport Studies Research	3
SEP 383	Exercise Psychology	3
SEP 385	Social Psychology of Sport	3
SEP 425	Psychlgcl Aspects-Sport Injury	3
PET 175	Motor Development	3
ATTR 121	Sport Injury Control/Managment	3
EXPH 364	Kinesiology	3
EXPH 365	Exercise Physiology 1	3
COUN 303	Intro to Helping Professions	3
Select one of the following:		3
ACE 256	Principles/Problems-Coaching	
Select one of the following:		3
SEP 493	Special Topics	
SEP 420	Sport Performance Enhancement	
SEP 415 Physical Activity Promotion		
Foundation Requirements		
PSYC 101	Introduction to Psychology	3
PSYC 241	Intro to Human Development	3
PSYC 251	Intro to Social Psychology	3
PSYC 281	Intro to Abnormal Psychology	3
SOCA 101	Introduction to Sociology	3

One three-hour sociology elective 200-300 level		3
Electives		16-17
Pre-Requisite Courses to Apply to Major		
With a grade of B or better:		
SEP 271	Sport in American Society	3
SEP 272	Psychological Perspectivs-Sprt	3
SEP 210	Professional Issues	1-3
or SEP 211	Prof Issues Sport Psych 2	
With a grade of C or better:		
BIOL 102 & BIOL 104	General Biology and General Biology Laboratory	4
ENGL 101	Composition And Rhetoric	3
PSYC 101	Introduction to Psychology	3
SOCA 101	Introduction to Sociology	3
Total Hours		145-156

Students must complete 50 hours of community service over four years (http://cce.wvu.edu) to register.

Suggested Plan of Study

First Year

Fall	Hours	**Spring**	Hours
PSYC 101	3	SOCA 101	3
ACE 256	3	SEP 272*	3
Choose one of the following:	3	BIOL 102 & BIOL 104*	4
MATH 126A		ENGL 101	3
MATH 126B		PET 175	3
MATH 126C*		SEP 210	1-3
Elective	3		
Elective or GEC	3		
	15		17-19

Second Year

Fall	Hours	**Spring**	Hours
SEP 271*	3		
GEC Objective 3	3	Elective ENGL 102	3
GEC Objective 2 (Science)	3	GEC Objective 2	3
GEC Objective 5	3	GEC Objective 8	3
PSYC 241	3	PSYC 251	3
		Elective	3
	15		15-18

Third Year

Fall	Hours	**Spring**	Hours
Elective	3	SEP 212	1-3
PSYC 281	3	Elective	3
Sociology elective 200-300 level	3	SEP 425	3
SEP 373*	3	SEP 383	3
SEP 385	3	ATTR 121	3
EXPH 364	3	Minor Course	3
	18		16-18

Fourth Year

Fall	Hours	**Spring**	Hours
SEP 474	3	SEP 213	1-3
COUN 303	3	SEP 420 or Minor Course	3
GEC Objective 9	3	EXPH 365	3
SEP 415	3	Minor Course	3
SEP 415 or Minor Course	3	Minor Course	3
	15		13-15

Total credit hours: 128

- May also meet GEC requirements

Course Prefix and Number: CE 479
Course Title: Integrated Civil Engrg Design

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

CE 479

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:

In this capstone course, students are assigned an open-ended integrated civil and environmental engineering design project to be conducted within a group of approximately five to six students. It is the responsibility of the students to study and acquire all the information and latest design procedures relevant to the project based on their past study of other civil engineering courses, guest lectures in this course, gathering of new information through collection of recently published articles on relevant topics using web search and WVU Libraries, and self-directed study of the acquired material.

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

The students are assigned an open-ended integrated civil and environmental engineering (CEE) design project which requires knowledge and integration of various CEE sub-disciplines such as construction engineering, environmental engineering, hydrotechnical engineering, geotechnical engineering, structural engineering, transportation engineering, and/or project financing. In addition to use of modern engineering tools, the students are expected to incorporate recent concepts in civil and environmental engineering such as sustainable/green design and construction practices.

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

The student design project is required to incorporate solutions to current societal issues which include sustainable/green design, engineering economy, design safety, and/or construction safety. The students' awareness of these issues are supplemented by guest lectures on these topics, and the students are expected to incorporate these concepts in their integrated design. The guest lecturers include other WVU faculty members, practicing engineers, and/or other experts (e.g., WVU Sustainability Director).

B. Capstone Components

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

The students are required to use modern engineering tools (e.g., computational, design and drawing software) and compile a written typed report which includes the following components: description of the project including its importance and critical need, computational details and design drawings, explanation of various issues including design and construction safety, and/or economic feasibility, and how they addressed societal issues such as sustainable/green design. The student groups are required to submit intermediate written reports throughout the semester, and submit a complete written report at the end of the semester in a project binder as well as in PDF format.

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

During the last month of the semester, the student groups are required to prepare power point slides which are reviewed by the instructor so that necessary feedback can be provided. The student groups are then required to make a comprehensive 30 minute presentation (including a 5 minute question-answer period) on their project design. The CE faculty is invited to the presentation sessions. The underlying objective of the presentation is to allow student groups to explain key components of their integrated design project and help develop their ability to make comprehensive professional presentations.

Course Prefix and Number: MinE 484
Course Title: Mine Design - Report

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

MinE 484

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:

Many parts of the Mine Design course require the student to independently gather material. From the very beginning, the course requires that the student obtain the geologic and planography material for their project from their contacts in the mining industry. During the course, the students must independently gather all cost information covering: permitting, capital equipment, construction and operating. Further, they must gather information on potential markets, transportation and realization for their chosen product. Further, throughout the engineering design of the various mining systems, the students must gather reasonable input parameters for their design analysis.

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

The final capstone mine design project takes all of the separate system designs techniques that the students have learned in previous classes and integrates them into one comprehensive mine design. Throughout the process, the students have to critically consider how the design of one system affects the other systems. The time constraints of the project does not allow optimization of various subsystems or subsystem interactions, so the student often have to critically assess the suitability of the various subsystem designs using good engineering judgment and practical experience. Further, throughout the project, the students have to critically review their partners and their own writing.

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

In the capstone project, specific sections on Permitting and Safety are required. In the permitting section of the report, the students must discuss all the possible detrimental impacts of the mineral extraction on the environmental (land, water, air) and society, and how these impacts may be analyzed, avoided, minimized and/or mitigated, and eventually permitted. Similarly, in the safety section of the report, the students must present their safety and emergency response plan, which covers their approach to: safety training, re-training, safety culture, breathable air, tracking, communications, escapeways, lifelines, mine seals, refuge chambers, rescue teams, etc.

B. Capstone Components

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

Students will complete five related writing assignments (Paper A to E) of multiple sections and one oral presentation over the course of the semester. The course maybe completed as an individual or team (2-3 people). Three of the writing assignments will be individual papers, while two will be the draft and final report of the group project. An approximate breakdown of each assignment is described below. A minimum of 50-80 pages of written material is required over the semester by each student.

It is required that each of the (2-3) students in the group will individually write their share (3-5 sections) of the total sections in each Paper. Each of these individual sections should take approximately 6-10 pages to cover appropriately. As the individual sections are returned as part of the weekly assignments, they will be reviewed by the instructor and returned with feedback on content, completeness, and consistency. Once all of the individual assignments have been returned, the students will have a minimum of one week to edit the assignments and return for a final grade of the given Paper.

Paper A: (Weeks 1-5) – Paper A contains 11 sections
Paper B: (Weeks 6-11) – Paper B contains 14 sections
Paper C: (Week 12) – Paper C contains 5 sections
Paper D: (Week 14) – Paper D contains 7 sections
Paper E: (Weeks 14-15) – Paper E is the final report in final format including all revisions of Papers A, B, C and D.

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

Oral Presentation: (Week 15) – Students will create a visual (PowerPoint) and oral presentation of their mine plan and preliminary feasibility study and present it to the class, instructors and guests. The presentation will cover the significant aspects of their work for the semester. Time for the presentation is expected to take no more than 30 minutes, plus questions. It is STRONGLY recommended that the students practice their presentation with the same techniques that they plan to use in their formal presentation.

New Course – Prefix and Number: DSGN 480
Course Title: Designing Innovative Futures

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

DSGN 480

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:

The term project required for the capstone course (proposed DSGN 480) is based on the students' experiences during their internship (DSGN 491A) which must be completed prior to taking the capstone course. Students must identify a problem or issue they observed during their internship, independently collect and compile information to address the problem, and write a term paper (including proposal, research/literature review, and proposed solution to the problem) showing their ability to analyze and synthesize all relevant information. Ultimately they must provide a solution or approach to improving the problem they have identified.

MATERIALS GATHERED INDEPENDENTLY:

- Observations during internship
- Literature and research relevant to the problem or issue
- Data from interview(s) related to the issue identified

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

The term project requires that students first use critical thinking to determine issues on site at their internship location. Students must observe and analyze systems, issues, and procedures to determine what is working and what could be improved. Since their internship requires them to work for no less than 240 hours, they acquire practical knowledge that reflects the theoretical knowledge learned in their related coursework. Students must complete specific courses (DSM 293/130; DSGN 293/220; ID 330; and DSGN 494, as well as half of their minor coursework) in order to participate in the internship. This requirement assures that students have sufficient theoretical background as a foundation for critically analyzing the practical experience received during the internship. Students must also use critical analysis to determine relevant information to include in their research/literature review for the paper, and must identify how the research they use is relevant to their project. Finally, students must synthesize all of the materials they have assembled and design a solution or approach to improving the problem they have identified. Additionally, they must be able to critically evaluate their proposed solution or approach and revise their work as necessary (iterative design process).

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

Students in design are continually looking for opportunities to answer the fundamental design question "how do we make it better?" The project for this course is designed to help students see the potential impact of their decisions on individuals, businesses, and ultimately society. They research and collect data to help them make their decisions within a larger context, and evaluate the potential consequences of their decisions and proposals. Discussions on ethical elements of their project (i.e. data collection, confidentiality, etc.) are part of the course content. Awareness of the ongoing ethical responsibilities of all design professionals and the students' accountability for their actions to individuals and groups within society are evaluated and incorporated into project and feedback discussions. Outcomes from their term project have the potential to begin change movements, ultimately affecting issues on a variety of levels, including the societal level.

B. Capstone Components

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

Students are required to write a term paper/thesis as a semester project with the goal of using their expertise gained through coursework, research, and internship experiences to identify an issue, create an approach to resolving the issue, and a system for evaluating their solution. The project provides them with an opportunity to identify and address a problem observed during their internship. Using the design process as an organizer, they create a comprehensive plan to improve the problem or issue and present their solution for feedback and discussion. There are 4 phases to the project based on the design process:

1. *Commit/State: Identify and describe the issue and its perceived consequences*. **Students will write a proposal discussing these elements, showing their ability to identify issues within a professional setting.**
2. *Collect/Analyze: Conduct research including a review of literature and data collection from involved parties.* **Students collect research and current trends related to the problem or issue identified. They must also collect data through a structured interview process and include that interview data in their literature review.**
3. *Ideate/Choose/Implement/Evaluate: Propose a new system, approach or solution to address the issue.* **Through analysis and synthesis of the materials in #1 and 2, students will write a final paper proposing a solution or approach to improving the problem they observed.**
4. *Presentation to class.* (see response to Question #2 below for details)

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

Throughout the semester, students are expected to informally present and discuss their work, seeking feedback from their classmates during class discussions. The presentation of their ideas to seek feedback and input from others, and their ability to provide feedback to other students is an important part of the class participation.

Additionally, students will create and offer a final, formal presentation to their classmates and other individuals (faculty, relevant professionals etc.) regarding both the process and the outcomes of the semester project. The audience will have an opportunity to ask questions, and students are expected to be prepared to respond professionally and appropriately.

NOTE ON PREREQUISITES

The review committee has expressed concern that the capstone course has been proposed with a lower course number than its prerequisites. Design Studies students must complete a seminar course (DSGN 494) designed to help them prepare for the required internship experience, and they must complete the internship experience (DSGN 491A) prior to registering for the capstone course (proposed DSGN 480). As shown in the attached documents, the work conducted in the proposed DSGN 480 course is dependent upon the experiences students have in their DSGN 491 internship. The university has reserved all of the 490 course numbers for specific "standardized" courses (see list below), making it impossible for the capstone course (proposed 480) to have a number higher than the prerequisites (DSGN 494 and 491). If the requirement for a higher course number is mandatory, please advise as to how this might be accomplished. Thank you.

DSGN 490	Teaching Practicum. 1-3 Hr. PR: Consent. Teaching practice as a tutor or assistant.
DSGN 491	Professional Field Experience (Internship). 1-18 Hr. PR: Consent. (May be repeated up to a maximum of 18 hours.) Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.
DSGN 492	Directed Study. 1-3 Hr. Directed study, reading, and/or research.
DSGN 493	Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
DSGN 494	Seminar. 1-3 Hr. PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.
DSGN 495	Independent Study. 1-6 Hr. Faculty supervised study of topics not available through regular course offerings.
DSGN 496	Senior Thesis. 1-3 Hr. PR: Consent.
DSGN 497	Research. 1-6 Hr. Independent research projects
DSGN 498	Honors. 1-3 Hr. PR: Students in Honors Program and consent by the honors director. Independent reading, study or research.
DSGN 499	Global Service Learning. 3 Hr. PR: Consent. Theory and practice of global service-learning. The main objective will be to pair the experiential aspects of meaningful and sustained service in the host community with work from the student's anchor course by offering a methodological framework for cultural immersion and community service as well as adding to the content of the anchor course.

To: Faculty Senate Executive Committee

From: Nicholas Perna, Chair-Elect
Senate Curriculum Committee

Date: 05/20/13

RE: Monthly Alterations Report

Action: Alterations (Minor Changes)

Sub Code	Course Number	CIP	Action	Old	New	Rationale	Effect Date
BIOS	611	512201	Change Catalog Description.	BIOS 611. Data Management and Reporting. 3 Hr. Introduction to statistical software for data management and analysis. Focus is on SAS for data management and analysis, and R for analysis and graphics.	BIOS 611. Data Management and Reporting. 3 Hr. Introduction to statistical software for data management and analysis. Focus is on SAS for data management and analysis.	Change of catalog description to remove the "R" statistical software, and update the software used for the course.	201308
BUSA	201	520601	Change course title.	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.	BUSA 201: Survey of Economics. 3 Hr. Introduction to the analysis of the economic system. Pricing system, monetary system, determination of all national income and employment.	Change of course title better aligns with the titles of other course in the minor in Business Administration.	201308
CE	310	140801	Change credit hours and catalog description.	CE 310. Civil Engineering Materials. 4 Hr. PR: MAE 243 or consent. Physical, chemical, and molecular properties of materials commonly used in civil engineering works. Influence of these properties on the performance and use of materials. Laboratory evaluation of properties	CE 310. Civil Engineering Materials. 3 Hr. PR: MAE 243. Physical, chemical, and molecular properties of materials commonly used in civil engineering works. Influence of these properties on the performance and use of materials.	Change of credit hours to better align with other open elective courses in the CE program. The course will be lecture only, and the lab portion will be removed.	201308

				that control the performance of materials. (1 hr. lec., 3 hr. lab.).			
CHPR	671	512201	Change course title.	CHPR 671. Community Health. 3 Hr. This course provides health educators with an introduction to community health focusing on organization, resources, programming, and special populations.	CHPR 671. Public and Community Health. 3 Hr. This course provides health educators with an introduction to community health focusing on organization, resources, programming, and special populations.	Change course title to better reflect course content, current field terminology, and to meet accreditation standards.	201308
DSM	199	500401	Change course title.	DSM 199. Orientation-Famly/Consumr Sci. 1 Hr. Orientation to degree programs and requirements, departmental resources, curriculum options, student responsibilities and opportunities.	DSM 199. Orientation to Design & Merchandising. 1 Hr. Orientation to degree programs and requirements, departmental resources, curriculum options, student responsibilities and opportunities.	Change of course title to reflect reorganization of the Family and Consumer Sciences division into the new Division of Design & Merchandising.	201308
IMMB	327	260503	Change Course Prefix	MICB 327. Parasitology. 2 Hr. (For medical technology students; other students with consent.) Study of animal parasites and disease vectors with emphasis on disease manifestations, parasite biology, and laboratory diagnosis.	IMMB 327. Parasitology. 2 Hr. (For medical technology students; other students with consent.) Study of animal parasites and disease vectors with emphasis on disease manifestations, parasite biology, and laboratory diagnosis.	The change of course prefix reflects the department name change that was approved at the April Faculty Senate Meeting.	201308

LAW	689R	220101	Change Course Title.	LAW 689R. Sem: Adv Contracts/Comm Law. 2 Hr. The examination of various topics relating to commercial, business, or construction (contracting, architecture, engineering) law. A substantial research paper is required.	LAW 689R. Sem: Commercial and Business Law. 2 Hr. The examination of various topics relating to commercial, business, or construction (contracting, architecture, engineering) law. A substantial research paper is required.	Change of course title more accurately reflects course content.	201401
LAW	754	220101	Change Credit Hours.	LAW 754. State & Local Taxation. 3 Hr. Constitutional limitations; examination of specific taxes such as ad valorem, sales and use, business and occupation, and income taxes; tax exemptions; and tax procedure.	LAW 754. State & Local Taxation. 2-3 Hr. Constitutional limitations; examination of specific taxes such as ad valorem, sales and use, business and occupation, and income taxes; tax exemptions; and tax procedure.	Change of credit hours from fixed to variable allows for varying amounts of topics by semester in this broad topic course.	201401
MINE	484	142101	Change Catalog Description.	MINE 484. Mine Design-Report. 4 Hr. PR: MINE 483. Capstone mine design project report and presentation based on the mineral or coal reserve characterized in MINE 383. Includes an integrated mine plan, schedule, equipment selection, processing plant, mine services, product description and engineering economics.	MINE 484. Mine Design-Report. 4 Hr. PR: MINE 483. Capstone mine design project report and presentation based on the mineral or coal reserve characterized in MINE 483. Includes an integrated mine plan, schedule, equipment selection, processing plant, mine services, product description and engineering economics.	Change catalog description to reflect accurate course number.	201401

MUSC	328	500901	Change Catalog Description.	MUSC 328. Applied Lessons for Minors. 1-2 Hr. PR: Audition or Consent. Applied music lessons.	MUSC 328. Applied Lessons for Minors. 1-2 Hr. (May Be Repeated for a max of 16 Hr.) PR: Audition or Consent. Applied music lessons.	The change of catalog description to make the course repeatable is to correct an error that was made when the course was proposed.	201308
SPA	660	510203	Change Credit Hours.	SPA 660. Neuropath of Speech/Language. 2 Hr. PR: SPA 620. Explores methods of identifying and treating speech and language problems associated with non-progressive and progressive neurological disorders.	SPA 660. Neuropath of Speech/Language. 3 Hr. PR: SPA 620. Explores methods of identifying and treating speech and language problems associated with non-progressive and progressive neurological disorders.	The increase of credit hour reflects additional course content to meet accreditation standards.	201308
STCM	215	090401	Change Catalog Description.	STCM 215. Intro to Strat Communications. 3 Hr. This introductory course in strategic communications provides a broad overview of professional advertising and public relations practices and their role in society.	STCM 215. Intro to Strat Communications. 3 Hr. This introductory course in strategic communications provides a broad overview of professional advertising and public relations practices and their role in society. (Course is equivalent to ADV 215, PR 215.)	Change catalog description to reflect equivalencies and cross listings.	201308
STCM	315	090401	Change Catalog Description.	STCM 315. Strategic AD/PR Writing. 3 Hr. PR: STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers.	STCM 315. Strategic AD/PR Writing. 3 Hr. PR: STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers. (Course is equivalent to ADV 315 & PR 324.)	Change catalog description to reflect equivalencies and cross listings.	201308

STCM	421	090401	Change Catalog Description and Remove PR.	STCM 421. AD and PR Research. 3 Hr. PR: STCM 315. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. Also listed as STCM 521.	STCM 421. AD and PR Research. 3 Hr. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. (Also listed as ADV 421, PR 422, & STCM 521.)	Change catalog description to reflect equivalencies and cross listings.	201308
STCM	459	090401	Change Catalog Description.	STCM 459. CAP - Strategic Comm/PR Cmpgns. 3 Hr. PR: STCM 315 and STCM 421. This capstone course synthesizes knowledge from all prior major courses and applies it to the development of a Strategic Communications campaign in a real world environment. (Also listed as STCM 559).	STCM 459. CAP - Strategic Comm/PR Cmpgns. 3 Hr. PR: STCM 315 and STCM 421. This capstone course synthesizes knowledge from all prior major courses and applies it to the development of a Strategic Communications campaign in a real world environment. (Also listed as ADV 459, PR 459, & STCM 559)	Change catalog description to reflect equivalencies and cross listings.	201308
HONR	201	240199	Change credit hrs. to variable.	HONR 201. Peer Leadership. 3-Hr.	HONR 201. Peer Leadership. Repeatable course – may be repeated for a maximum of 9 Hr. variable credit 1-2 Hrs.	HONR 201, HONR 301, and HONR 401 are year-long courses split into fall and spring. They must be repeatable in order for students to receive the correct amount of credits; therefore, the change from fixed to variable credit will correct the problem.	201307
HONR	301	240199	Change credit hrs. to variable.	HONR 301. Advanced Peer Leadership. 3-Hr.	HONR 301. Advanced Peer Leadership. Repeatable course – may be repeated for a maximum of 9 Hr. variable credit 1-2 Hrs.		
HONR	401	240199	Change credit hrs. to variable.	HONR 401. Peer Leadership Practicum. 3-Hr.	HONR 401.Peer Leadership Practicum. Repeatable course – may be repeated for a maximum of 9 Hr. variable credit 1-2 Hrs.		

Course Drop: PSYC 201. Psychology as a Professsion. Drop at WVU Only.

Proposal for a Major in Hospitality & Tourism Management

College of Business and Economics

May 10, 2013

Summary Information

Name of Institution:	West Virginia University
Category of Action Required:	Approval by Curriculum Committee, Executive Committee and Faculty Senate
Title of Degree:	BSBAd in Hospitality and Tourism Management
Location:	WVU College of Business and Economics
Effective date of Proposed Action:	Fall 2014

Brief Summary Statement

The College of Business and Economics (CBE) requests permission to create a new undergraduate major in Hospitality and Tourism Management (HTOR). The new major will prepare graduates for management positions in the second leading economic driver in the state. The major will also provide an option for those students who do not meet the criteria necessary to enter one of the already established majors currently offered by the CBE, thus better serving the students with an interest in Hospitality and Tourism, while also improving retention rates in the CBE and WVU. B&E met with the Davis College on 11/1/12 to discuss the proposal of transitioning the Hospitality and Tourism Area of Emphasis to a major. As you will note in Attachment 1, the Davis College is aware and supportive of this proposal. An Intent to Plan was submitted to and approved by the Office of Academic Affairs as per an email from Associate Provost Dooley dated November 8, 2012 (see Attachment 2).

Alignment with WVU Mission

West Virginia University's (WVU) primary mission is to provide high-quality programs of instruction at the undergraduate, graduate, and professional levels (http://wvuhistory.wvu.edu/mission). This new major will allow the CBE to provide a new, high quality program of instruction at the undergraduate level to students who currently do not have the option to pursue a major in Hospitality and Tourism Management.

Rationale/Need for a Major in General Business

There are two major reasons for this request for a new major. First, the CBE currently offers majors in Accounting, Economics, Finance, Management, Management Information Systems,

Marketing and General Business. However, this is limiting for those students who wish to pursue a career in the Hospitality and Tourism industry. The new major will allow students to gain a comprehensive body of knowledge and the in depth skill sets to become successful leaders in the industry.

Secondly, in 2008, state tourism officials requested that the CBE design a Hospitality and Tourism program. In the Spring of 2009 the College offered its first course in Hospitality and Tourism Leadership, an elective within the Management major and enrollment reached maximum capacity of twenty five within the first week of registration. Subsequently, an Area of Emphasis (AoE) consisting of four courses in various Hospitality and Tourism subject areas was developed and officially offered within the Management major. The proposed new major will truly answer the call by the State to assist in the development of Hospitality and Tourism leaders, while providing a viable academic opportunity for students in the CBE.

Anticipated Enrollment

In Fall 2012, 22 students had declared the Hospitality and Tourism AoE. This has grown from 17 students in the fall of 2011, representing a 22.8% increase. As of Spring 2013, 32 students were enrolled in the AoE, representing an 88.2% increase since Fall of 2011. With most newly created programs, initial numbers are small but show growth over time. Thus, this growth is anticipated to continue as the major is marketed to freshmen and sophomores.

During the fall semester, a survey of all students in the AoE was completed. There was a 72.7% response rate with 94% indicating that they would pursue a major in Hospitality and Tourism if available. The majority of the respondents (69%) have one or more years of work experience in the hospitality and tourism industry. Interestingly, 81% of the respondents indicated interest in pursuing a Master of Business Administration degree (MBA). Thus, this program could be a feeder for the full-time MBA or Executive MBA program.

Resource Implications

Mr. Frank DeMarco is the Coordinator of the Hospitality and Tourism AoE and Instructor of Management. Additionally, in the Fall of 2011 the CBE hired a tenure-track research faculty member, Dr. Ajay Aluri. By Fall 2015, once the program is in full delivery mode, another assistant or associate faculty member would be needed to fully cover all the courses.

Moreover, two pledges of $50,000 annually for the next ten years were recently made to establish the Hospitality and Tourism Management major. In Spring 2012, three of the Hospitality and Tourism Advisory Board members donated a total of $15,000 for development of on-line courses.

Admissions Criteria

Students seeking admission to the degree of Bachelor of Science in Business Administration (BSBA)-Hospitality and Tourism Management must make formal application to the program. Specific details for admission and requirements are presented in Attachment 3.

Curriculum

The Hospitality and Tourism Management major will consist of the following:

- Students must complete the Business Core (BCOR) curriculum, which consists of a common body of knowledge representing subjects in Accounting, Economics, Business Statistics, Business Communications, Business Ethics, Business Law, Finance, Management, Management Information Systems, Marketing, Operations Management, and Contemporary Business Strategy.
- Students must complete a minimum of 24 semester hours of Hospitality and Tourism Core classes, which include a major core curriculum, major electives, and mandatory professional field experience. Similar to existing majors, the student's selection of courses would have to be approved by an Academic Advisor in the CBE.

Assessment Plan

The Hospitality and Tourism Management major will go through a rigorous assessment by the CBE's Assurance of Learning (AoL) Committee made up of faculty from each respective department in the CBE. This will ensure through an objective review that program and course-specific learning outcomes are measured in compliance with standards set by AACSB International (the CBE's accrediting agency). This program will be subjected to the same rigorous AoL methodologies as all of the other majors in the BS in Business Administration degree. AoL is conducted on an ongoing basis through various methodologies, including evaluations of samples from writing assignments, verbal communications, embedded questions, and a senior assessment.

Additionally, the Hospitality and Tourism Board of Advisors has been instrumental in guiding the development of the plan of study and will continue to be involved to ensure that the courses are current and relevant.

Learning Outcomes

The learning goals and objectives for the Hospitality and Tourism Management major are as follows:

1. **Lodging and Restaurant Operations** - *Graduates will be able to manage and evaluate functional systems in lodging and restaurant operations.*
   A. Students can identify front of the office and back of the office tasks, roles, and responsibilities of managing operations.
   B. Students can operate and manage functional areas of lodging and restaurant operations effectively and efficiently.
   C. Students can describe the interrelationship of organizational structure and the operational strategy of hotels and restaurants.
   D. Students can list the functions of various other departments in hotels and restaurants.
   E. Students can describe the effective best practices in managing a hotel and restaurants.
   F. Students can identify ways to market a product or service which contribute to increased guest satisfaction and experience.
   G. Students can identify financial goals and results by analyzing the costs involved in managing hotel and restaurant operations.

2. **Critical Thinking** - *Graduates will be able to think critically and solve problems in the Hospitality and Tourism industry.*
   A. Students can define the problem by describing the symptoms and root of the problem.
   B. Students can analyze information or interpret data to improve decisions-making skills.
   C. Students can apply analytical and quantitative skills to evaluate business decisions in the Hospitality and Tourism industry.

3. **Teambuilding** - *Graduates will be able to deal with the dynamics of individuals and teams within organizations and to motivate, lead, and inspire employees toward achieving organizational goals.*
   A. Students can identify characteristics of an effective team.
   B. Students can identify characteristics of an effective goal.

4. **Information Technology** - *Graduates will be able to use computer and information technology in solving problems and perform functions commonly seen in managing businesses and other organizations.*
   A. Students can demonstrate the ability to use Excel to create financial budgets.
   B. Students can demonstrate use of the Property Management System (PMS)
   C. Students can recognize tools and techniques used to manage restaurants and hotels.
   D. Students can apply Customer Relationship Management (CRM) models to better manage social media channels in the Hospitality and Tourism industry.

5. **Communication** - *Graduates will be able to communicate recommendations to management and other constituencies, orally and in writing.*
   A. Students can effectively communicate material in written format.

B. Students can effectively present material orally.

6. **Functional Knowledge** - *Graduates will have knowledge of basic business disciplines: accounting, economics, finance, management, management information systems, and marketing.*

Matriculation Plan

The program is currently a 128 credit hour program. A suggested sequence of courses that includes courses required for the major and courses meeting the West Virginia University General Education Curriculum (GEC) follows. Please note that there are no required GEC classes; however, some of the courses required for the degree may also fulfill GEC objectives. The actual program of study for each student will be determined by the student in consultation with the academic advisor. Some of the required courses may also fulfill a GEC requirement - for example, "ECON 202 may also count as GEC 4.

The table below indicates the matriculation plan.

Semester One		**Semester Two**	
BCOR 199	3	ACCT 201	3
CS 101	4	ECON 201	3
MATH 126A/B, 129 or 153	3-4	ENGL 101	3
SOCA 101	3	MATH 150 or 154 or 155 or 156	3-4
GEC Objective 3, 5, 9	3	Natural Science w/ Lab	4
	16-17		16 -17
Semester Three		**Semester Four**	
ACCT 202	3	BCOR 299	3
ECON 202	3	BCOR 330	3
ECON 225	3	BCOR 340	3
ENGL 102	3	BCOR 350	3
PSYC 101	3	BCOR 370	3
Unrestricted Electives	1	Unrestricted Electives	1
	16		16

Semester Five		Semester Six	
BCOR 320	3	BCOR 360	3
MANG 330	3	MANG 360	3
HTOR 376	3	HTOR 470	3
GEC Objective 2B, 3, 5, 9	3	HTOR 472	3
HTOR 471	3	GEC Objective 2B, 3, 5, 9	3
Unrestricted Electives	1	HTOR 491	3
	16		18
Semester Seven		**Semester Eight**	
BCOR 380	3	BCOR 460	3
HTOR 474	3	MANG 420	3
ACCT 331	3	MANG 434	3
GEC Objective 2B, 3, 5, 9	3	HTOR 480	3
HTOR 473	3	HTOR 491	3
	15		15

Conclusion

The Hospitality and Tourism Management major will provide additional job and career options for our students, as well as an opportunity to build a research agenda to aid the State's second largest industry. Furthermore, offering a Hospitality and Tourism Management major will directly improve WVU's admission and retention initiatives by accommodating students with career aspirations in these areas.

Therefore, the College of Business and Economics requests permission to create the Hospitality and Tourism Management Degree.

Attachment 1
Email String from the Davis College Indicating Awareness and Support of the Proposal

Karen France - Re: College of B&E Hospitality Management Major

From: David Smaldone
To: Karen France; Denny Smith; Amber Hines
Date: 5/9/2013 2:25 PM
Subject: Re: College of B&E Hospitality Management Major
CC: Ajay Aluri; Frank DeMarco; Joseph Seaman; Joyce Heames; Joseph McNeel

Hi Karen,
That sounds correct based on my notes as well, and I'm happy to sign a support letter drafted from the Davis College. Hope that helps,
dave

Dave Smaldone, Ph.D.
Associate Professor
Recreation, Parks & Tourism Resources
Division of Forestry & Natural Resources
325 Percival Hall
PO Box 6125
West Virginia University
Morgantown, WV 26506-6125
David.Smaldone@mail.wvu.edu
304-293-7404
304-293-2441 (fax)

>>> Karen France 05/08/13 5:16 PM >>>
Hello David, Amber, Joe and Denny,

You may recall that David and Amber met with several of us at B&E last November (11/1/12) to discuss the proposal to transition the Hospitality and Tourism Area of Emphasis currently offered at B&E to a Major. During the meeting, ways in which the two College's could work together were discussed.

It is my recollection that since the programs offered by Davis and B&E do not overlap in terms of courses taught or students served but rather compliment each other, Davis did not object to B&E's proposal to transition to Hospitality and Tourism Management to a major. Additionally, it is my recollection that B&E agreed to suggest several of the courses offered by Davis as electives within the Hospitality and Tourism major.

Please confirm that my memory is correct. Additionally, as we move the proposal through the Faculty Senate an email or memo from the Davis College indicating that you are aware of B&E's intent to transition from the Hospitality and tourism area of emphasis to a major and are not opposed to this would be most helpful.

Thank you for your time,

Karen

Karen Russo Donovan, Ph.D.
Associate Dean for Academic Affairs

ATTACHMENT 2
11-8-12 Email from Elizabeth Dooley indicating Approval to proceed to Proposal

Karen France - Re: Responses to Intent to Plan Questions

From: Karen France
To: Karen France
Subject: Re: Responses to Intent to Plan Questions

Karen,
This has been ready to go since this morning - failed to push send. I will follow-up with a memo.

Thank you for responding to my questions regarding the Hospitality and Tourism Management Major. You have provided essential information that allows me to approve the "Intent to Plan Document".
In your full proposal, you need to include the assessment plan. I also suggest you get a letter of support from your colleagues in Davis College.

Business has one pre-major: Pre Business and Economics. Is this suitable for the Hospitality and Tourism , so I'm confused by the statement: "First time freshmen....may seek admission to a pre-major in the CBE. Do you plan on creating another pre-major. Are the criteria I sted in Attachment 1, current criteria used to admit pre-majors?

We need to be very cautious with these students, if it is unlikely they will be successful in the chosen major because of aptitude, capacity, or other factors, UASC is the place where they should start.

Elizabeth A. Dooley, Ed.D.
Associate Provost for
Undergraduate Academic Affairs

>>> Karen France 11/2/2012 3:32 PM >>>
Liz,

Attached is a follow up copy of the information which I gave you at the Assist/Assoc Deans meeting.

Have a good weekend,

Karen

Karen Russo France, Ph.D.
Associate Dean for Academic Affairs
College of Business and Economics
West Virginia University
PO Box 6025
Morgantown, WV 26506-6025
(304) 293-7957 (o)
(304) 293-5652 (fax)

ATTACHMENT 3

West Virginia University College of Business and Economics
Admission Procedures for the Bachelor of Science in Business Administration
Hospitality and Tourism Management Major

Students seeking admission to the Bachelor of Science in Business Administration- Hospitality and Tourism Management program offered by the College of Business and Economics (CBE) must make formal application to the program. Ideally, a student will apply for admission to the program when he/ she:

1- Possesses an overall GPA of at least 2.0 (CBE student 2.0, other students 2.5), calculated using all baccalaureate level work completed at regionally accredited institution.
2- Will have completed a minimum of 45 semester hours at the end of the term in which the application for admission is filed.
3- Will have completed the following courses with a minimum grade of C (unless otherwise specified) at the end of the term in which the application for admission is filed:

ACCT 201, Principles of Accounting
ACCT 202, Principles of Accounting
CS 101, Intro- Computer Applications
ECON 201, Principles of Microeconomics
ECON 202, Principles of Microeconomics
ECON 225, Elementary Business/ Economics Statistics (or STAT 211)
ENGL 101, Composition and Rhetoric
ENGL 102, Composition and Rhetoric
MATH 126, College Algebra
MATH 150, Applied Calculus (passing grade)

First-time freshmen, current students enrolled in other WVU colleges/ schools and newly admitted transfer students to WVU who are not eligible for admission directly into the program may seek admission to a pre-major in the CBE if they meet one of the following qualifying criteria:

1- First time freshmen- minimum high school GPA of 2.5 and standardized test score requirements of ACT 19R/20NR or SAT 910R/950NR.
2- Students with fewer than 29 credit hours- overall GPA of at least 2.5.
3- Students with 29-58 credit hours- overall GPA of at least 2.5 and Math 126, College Algebra, or a higher level of college math with a minimum grade of C
4- Students with 59 or more credit hours- overall GPA of at least 2.5 and no more than one term away from completing the prerequisites for admission to the program.

Students who do not qualify for admission under 1-4 above will be referred to the Undergraduate Advising Services Center (UASC) until they are eligible for admission.

Memorandum

Date: May 20, 2013

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 May 6th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:
ACE 106, Introduction to Athletic Coaching (Obj. 6)
PET 167, Introduction to Physical Education (Obj. 6)
SM 167, Introduction to Sport Management (Obj. 6)

Approved New GEC Writing Courses:
CDFS 250, Research Methods and Data Analysis
DANC 372, Dance Criticism

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)

Resolution Regarding First Year Seminar Courses

A&VS 105: Professional Orientation
AGEE 102: Educational Colloquium in AGEE
AGRL 111: Professions in Agriculture
ART 191: First-Year Seminar – CCA
CDFS 101: Introduction to Child Development and Families Studies
ENGR 199: Orientation to Engineering
FOR 101: Careers – Natural Resources Management
HONR 199: Orientation to Honors
JRL 115: Orientation to Journalism
MUSC 191: First-Year Seminar – CCA
ORIN 110: Orientation to Excel
SPA 199: Orientation to Speech Pathology and Audiology
THET 191: First-Year Seminar – CCA
WVUE 293A: Mountaineer Success Academy
WVUE 293B: SPTP: SSS/Trio
WVUE 293C: SPTP: Veterans Transition Course (VTC)
WVU 293F: SPTP: Athletes

"The GECO Committee approves an amnesty and extends the review time for FYS courses on the above list to Fall 2013 semester. The review forms must be submitted to the Senate Office no later than the end of September 2013."

Memorandum

Date: May 20, 2013

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 May 6th and passed the following courses for GEC Audit:

GEC Successful Audits:
ENGL 261, British Literature I (Obj. 3 & 5)
RELG 303, Studies in Christian Scripture (Obj. 3 & 6)
WGST 250, Women and Science (Obj. 6 & 7)

Writing Requirement Successful Audits:
ACE 330, Coaching Education Administration
ENGL 405, Fiction for Adolescents

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)

TO: Dr. Michael Mays
WVU Senate Chairperson

FROM: Dr. H. Ilkin Bilgesu
Chair, Senate General Education Curriculum Oversight (GECO) Committee

DATE: May 6, 2013

RE: Senate GECO Committee annual report and goals for 2013-2014

The Senate GECO Committee members were:

Beach, David, ECAS
Bilgesu, H. Ilkin, CEMR, Chair
Cottrell, Lesley, HSC
DiBartolomeo, Lisa ECAS, Past-Chair
Dooley, Elizabeth, Academic Affairs, Ex-Officio
Haines, Karen, HRE
Hauser, David, ECAS
Jara, Brian, ECAS
Matak, Kristin, Davis College
Maynor, Lena, School of Pharmacy
Merrifield, Jennifer, Potomac
Nardella, Beth SOM
Weihman, Lisa, ECAS, Chair-Elect

The primary goal of the 2012-2013 (GECO) Committee was to review new courses for approval in the General Education Curriculum and complete five year reviews of existing GEC and Writing (W) courses. Administrative support was provided by Judy Hamilton. Judy worked tirelessly to maintain records up to date, to manage agendas for meetings, and to maintain proper contact with the registrar and the other university offices.

The Senate GECO Committee met 12 times during the 2012-2013 academic year and reviewed 78 courses. The results of the reviews are summarized below:

ACTIONS	NUMBER OF COURSES
New GEC courses approved	13
New GEC Writing courses approved	9
5-year GEC courses audited:	39
5-year GEC Writing courses audited	11
GEC courses deleted by request of the Chair	4
GEC courses deleted by request of the Instructor	2
GEC courses dropped for Failure to Submit	0
Postponed audits with request	3

Further,

- The GECO Committee worked with the registrar on the electronic submission of forms. Members reviewed the pilot for Course Information Management Systems and the electronic applications for GEC.

- The GECO Committee worked with the Curriculum Committee to prepare a GEC guideline and submitted to the Faculty Senate

The Senate GECO Committee recommends the followings goals for the 2013-2014 academic year in addition to the primary goals:

- The committee should continue with the review of electronic submissions project and recommend modifications if necessary.

- The committee should evaluate and determine if the review process will be facilitated by reducing paper work requirement.

- The committee should address and devise an assessment procedure for the effectiveness of GEC courses.

- The committee should address any GEC related issue that may arise in the coming academic year.

Respectfully submitted,

H. ILKIN BILGESU
Chair, Senate GECO Committee

MEMORANDUM

To: Michael Mays
Faculty Senate Chair

From: Steve Graber, Chair
Research Integrity Committee

Date: April 30, 2013

Re: Annual Report for Research Integrity Committee

The WVU Research Integrity Committee is somewhat different than other faculty senate committees in that we have neither regular meetings nor a set of objectives to accomplish. Rather, we serve as a pool from which a Hearing Panel is selected in cases where a person found guilty of research misconduct by the initial investigation committee requests the matter be considered further before a final decision is rendered. To ensure both compliance with federal regulations that may pertain to such cases and that the highest ethical standards are met, all members of this committee must participate in a 1 - 2 hour training session conducted by the Office of Research Integrity. The 2012-2013 Research Integrity Committee consisted entirely of new members and our main accomplishment this year was to train all committee members except two in two sessions conducted by Professor Marjorie McDiarmid, the WVU Research Integrity Officer.

Our goals for 2013-2014 will be to remain available to serve on Hearing Panels and to conduct training sessions as required.

MAY 2013 REPORT

COMMITTEE OF RETIRED FACULTY

STANDING COMMITTEE OF THE WVU FACULTY SENATE

COMMITTEE'S CHARGE:

TO CONSIDER RETIRED FACULTY ROLES AND STIPENDS IN GRADUATE OR UNDERGRADUATE EDUCATION;

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

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

PAST GOVERNING BOARD MEMBERS: WAYNE MUTH, A&S; DAVE SATTERFIELD, CCA

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

CRF PROJECTS:

- TO IDENTIFY RETIRED FACULTY: ALTHOUGH WE HAVE **687** IN OUR DATABASE, WE HAVE HAD NO MECHANISM BY WHICH TO IDENTIFY ALL WHO HAVE RETIRED DURING THE PAST DECADE. WE NEED AN EFFICIENT AND ACCURATE WAY TO ADD FACULTY RETIREES.;
- TO SECURE PERMANENT E-MAIL ADDRESSES FOR RETIRED FACULTY (SEE UNIVERSITY OF IOWA FOR ITS POLICY AND PRACTICE);
- TO ACCESS PROSPECTIVE AND RECENT RETIREES IN ORDER TO INFORM THEM OF THE COMMITTEE OF RETIRED FACULTY;
- TO RE-ESTABLISH RECOGNITION OF FACULTY RETIREES WITH EVENT AT THE ERICKSON ALUMNI CENTER, A DIPLOMA OF SERVICE TO WVU, AND A TOKEN OF APPRECIATION, TO BE HELD IN MAY, AUGUST, AND DECEMBER OF EACH YEAR—

TO ADD A LIST OF THE RETIREES ON WVU'S WEB SITE FOR THE ACADEMIC COMMUNITY;

- TO PROVIDE VIDEO TAPING OF PROGRAMS OFFERED BY THE COMMITTEE OF RETIRED FACULTY FOR FACULTY WHO ARE NOT ABLE TO ATTEND THE PRESENTATIONS;
- TO EDUCATE FACULTY ON THE AWARDING OF THE EMERITUS RANK;

TO ESTABLISH POLICIES AND PROCEDURES FOR THE CRF;

TO PREPARE FOR THE INCREASING NUMBER OF FACULTY WHO WILL BE RETIRING.

COMMITTEE OF RETIRED FACULTY PARTNERSHIPS:

WVU FOUNDATION: THE WVU FOUNDATION PRINTS AND MAILS CRF'S TRI-MONTHLY NEWSLETTERS.

THEY PROVIDE A DONOR FOR REFRESHMENTS AT THE SPEAKERS' PROGRAMS.

THEY MAINTAIN THE RETIRED-FACULTY DATABASE.

ATHLETIC DEPARTMENT: FORMER ATHLETIC DIRECTOR ED PASTILONG AND THE ATHLETIC DEPARTMENT'S MARKETING STAFF INITIATED A PARTNERSHIP THAT OFFERS FREE PASSES TO RETIRED FACULTY AND THEIR FAMILIES FOR ALL ATHLETIC CONTESTS EXCLUDING FOOTBALL AND MEN'S BASKETBALL. ALL HAS BEEN ENDORSED BY ATHLETIC DIRECTOR OLIVER LUCK. THE 2013-14 PASSES WILL BE MAILED IN AUGUST.

STUDENT RECREATION CENTER SILVER SNEAKERS: BEGUN IN 2100, RETIRED FACULTY AND STAFF AND THEIR SPOUSES MAY EXERCISE AT THE STUDENT RECREATION WITHOUT COST THROUGH HUMAN'AS SILVER SNEAKERS PROGRAM.

SPEAKERS AND TOPICS
C. 300 PROGRAMS SINCE 1989

2011

18 JANUARY, TUESDAY: DWIGHT HARSHBARGER, *HAWKS NEST*—32

9 FEBRUARY, WEDNESDAY: OLIVER LUCK, *WVU ATHLETICS*—56

22 MARCH, TUESDAY: CHRIS HEDGES, ASSISTANT ATTORNEY GENERAL, *SCAMS / FRAUDS*—42

6 APRIL, WEDNESDAY: ROBERT BRAGG AND HELEN MATHENY, BRNI, *ALZHEIMER'S RESEARCH*—43

3 MAY, TUESDAY: DAVE WHITE: GENERAL EDUCATION FOR PROFESSIONALS—28

16 JUNE, THURSDAY: JEANNE GOODMAN, EXECUTIVE DIRECTOR, *ARTHURDALE*—36

2 AUGUST, TUESDAY: DOUG MARLOWE, GARY CADDOCK, YOLANDA HINES, *TIAA-CREF'S TEAM FOR WVU*—68

8 SEPTEMBER, THURSDAY: DR. EMORY KEMP--WHEELING BRIDGE – 50

25 OCTOBER, TUESDAY: DR. ALAN DUCATMAN, DEAN, SCHOOL OF PUBLIC HEALTH--34

15 NOVEMBER, TUESDAY: CHARLES R. DI SALVO, WVU PROFESSOR OF LAW, ON GANDHI--43

6 DECEMBER, TUESDAY: SUMITRA REDDY, "RABINDRANATH TAGROVE"—20

2012

12 JANUARY, THURSDAY: RACHEL WOOD, METLIFE, LONG-TERM-CARE INSURANCE--32

2 MARCH, FRIDAY: JAN LONG POWELL, PEIA—71

10 APRIL, TUESDAY: OLIVER LUCK, *WVU ATHLETICS*—36

16 APRIL, MONDAY: JUDITH STITZLE, *FIELD NOTES FROM GRIEF: THE FIRST YEAR*—43

8 MAY, TUESDAY: DR. GORDON KEYES, ESTATE PLANNING—

13 JUNE, WEDNESDAY: KATHERINE BOMKAMP, "PAIN-FREE SOCKET"—

27 JUNE, WEDNESDAY: ERIC SAUL, ALTRUISM DURING THE HOLOCAUST"—

31 JULY, TUESDAY: WILLIAM DOUGLAS, WVU ATHLETICS--

17 AUGUST, FRIDAY: STEVE DOUGLAS, WVU ALUMNI ASSOCIATION, WVU TRADITIONS--

SEPTEMBER: ROBERT DICLERICO, THE PRESIDENCY—POLITICAL SCIENCE ANALYSIS--

31 OCTOBER, WEDNESDAY: KEN MARTIS, THE PRESIDENCY—GEOGRAPHICAL ANALYSIS—

13 DECEMBER, THURSDAY: JOHN LAMB, DEPARTMENT OF ENGLISH, CHARLES DICKENS--

2013

22 JANUARY, TUESDAY: HUGH E. KIERIG, AICP, DIRECTOR OF TRANSPORTATION AND PARKING FACILITIES AND SERVICES-- PAST. PRESENT, AND FUTURE OF WVU'S PARKING ISSUES--20

28 FEBRUARY, THURSDAY: VICE PRESIDENT FOR ADMINISTRATION NARVEL G. WEES, JR--BUILDING PLANS--21

17 APRIL, WEDNESDAY: TRAVIS LEMON, PRESIDENT AND CEO OF WISE GUYS, YOUR ELECTRONIC HANDYMAN ON DEMAND-- MOST USEFUL, ECONOMICAL AND MANAGEABLE ELECTRONICS FOR RETIRED FACULTY.--23

20 MAY, MONDAY: DR. HAWLEY MONTGOMERY-DOWNS OF THE DEPARTMENT OF PSYCHOLOGY--PROBLEMS OF SLEEP AND CURRENT RESEARCH

11 JUNE, TUESDAY: JAN LONG POWELL OF PEIA—POLICIES AND CHANGES IN HEALTH COVERAGE FOR RETIREES.

WVU Faculty Senate 2012-2013 Service Committee Report
May 12, 2013
Virginia Kleist, Ph.D., Chair

Virginia Kleist, BE, Chair, 293-7939, PO Box 6025, Virginia.Kleist@mail.wvu.edu
Randy Bryner, Med, Chair-elect
Alicia Cassels, Ext
Becca Fint-Clark, Ext
Noel Kopriva, Lib
Linda Corum, Med
Vicki Fergus, CCA
Ashley Martucci, HRE
Andrew Nix, Statler
Staff Representative
Morgantown Chamber of Commerce,
Community Representative
C. B. Wilson, Provost's Office, Ex-officio

Committee Charge:

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

Committee Report:

The WVU Faculty Senate Committee met twice during the Spring, 2013 semester. We were charged with selecting the best proposals submitted to our committee that fit with furthering the service mission of the University, which is defined as follows (from the Provost's website):

> West Virginia University contributes to the State's economic, educational, social and health development both through its programs in instruction and research, and through its programs of outreach.
>
> 1. To serve the State and its people, the University offers service programs in every county through the West Virginia University Extension Service.
> 2. The West Virginia University Agricultural and Forestry Experiment Station sponsors applied and basic research throughout West Virginia, with direct benefits for critical industries in the State.
> 3. By virtue of its service mission as a land-grant institution and its position as the major center of research and development in the State, West Virginia University has a special responsibility to work with business and government leaders to play a leadership role in promoting the economic development of West Virginia.
> 4. Through credit and non-credit educational programs and working partner- ships with industry, government, and public school systems in the State, the University plays an important role in the life of all geographical regions in West Virginia.

5. The Robert C. Byrd Health Sciences Center serves the people of all 55 counties of West Virginia through direct patient care both at its campuses and at outreach clinics throughout the State. The Health Sciences Center maintains a Cancer Information Service, a Drug Information Service, a Poison Control Center and MDTV access to the latent imaging technology through mobile PET. It provides extensive support services for rural physicians, including a free telephone consultation program, specialty care support, monthly educational opportunities, and computerized access to resources in the Health Sciences Center Library. The Health Sciences Center provides a full complement of instructional programs in Dentistry, Medicine, Nursing, and Pharmacy, and conducts basic research projects focusing on the specific needs of West Virginians. The Health Sciences Center also reaches out to pre-college students through HSTA and HCOP.

Our committee was well structured and had good representation across the University, along with outstanding staff support from Margaux Bowman and Cindy Jarvis of the Office of Sponsored Programs.

We received 13 proposals this year totaling requests for $113,439.55 in funding requests. Each proposal was evaluated by a primary reviewer and a secondary reviewer, and discussed at length in our evaluation meeting. We had funding support for $60,000.00 this year. By carefully evaluating each project's budget line items within the committee, we were able to fund or partially fund 9 projects this year. Some projects were fully funded, and others were slightly reduced in scope with respect to budgeting.

Of the funded projects, our committee optimized the available pool of resource dollars to maximize the service impact to the West Virginia community. The funded or partially projects include:

1. Support for building a Monongalia County Food Security Network,
2. Enhancing physics learning at the Children's Discovery Museum of West Virginia,
3. Helping to improve diabetes screening and risk assessment in the southern rural counties of West Virginia,
4. Improving chemotherapy related cognitive impairment disabilities in post cancer treated women in West Virginia,
5. Improving health access and health education for individuals and families in a local supportive housing facility,
6. Assessing deer populations in selected West Virginia municipalities to assist in urban deer population management,
7. Working with some West Virginia farmers to reduce livestock health risks and mortality by improving feed management techniques,
8. Engaging in a child passenger safety public service campaign,
9. Developing urban agriculture opportunities in underserved communities of Kanawha County

The committee universally felt that our efforts as a group were positive, and that this committee met its charge this year. More money would always be welcome if at all possible, although, by paring budgets, we were able to stretch the money that we had available to reach as many proposals as possible.

SEI Committee 2012–2013 Final Report

Committee Members

1. Ramana Reddy, Chair
2. Jim Harner
3. Rachel Stein
4. Sara Selmer
5. Allison Nichols
6. C.B. Wilson (Ex-Officio)
7. Robert Hastings (Ex-Officio)
8. Vicki Huffman
9. Asad Davari
10. Greg Barretto
11. Stephen Graber
12. David Beach

Executive Summary

The committee wholeheartedly agrees that the student input in evaluating the teaching effectiveness of an instructor is not only required, but is an essential element. However, it also recognizes the need for a comprehensive approach, wherein a variety of relevant instruments and processes are considered. With this in mind, to bring fairness and equity to the process of evaluation of instruction the committee makes the following four recommendations:

1. Change the language in the “Mother Document” to make sure that teaching evaluation at all levels takes a *Portfolio Approach,* wherein a variety of processes are used with appropriate balance.
2. Modify the current SEI instrument to have no more than 16 fixed questions, up to 6 discipline- and course-specific questions, and up to 3 questions relating to learning outcomes. The committee in its extensive research found the instrument used at Stanford University (and the associated reporting structure) meets all the expectations of the committee. The committee has come-up with an instrument for consideration by the Senate and the Administration.
3. The Committee strongly recommends the establishment of a Center for Teaching and Learning (CTL) fashioned after the Stanford Center with the same name. This envisioned Center may initially be staffed by volunteer faculty and evolve into a center with a dedicated staff. The proposed center can become the engine to drive teaching excellence by providing ongoing support through training and refining evaluation methods that will form the *portfolio*.
4. Rename the SEI committee as "Evaluation of Instruction Committee" with the following charter: The Evaluation of Instruction Committee will make recommendations to the Faculty Senate concerning appropriate documentation of teaching effectiveness, including but not limited the instruments for student evaluation of instruction.

Recommendations

1. Change the language in the "Mother Document" to accommodate a portfolio approach

Proposed changes to Section A. Teaching on page 3 of the WEST VIRGINIA UNIVERSITY POLICIES AND PROCEDURES FOR ANNUAL FACULTY EVALUATION, PROMOTION AND TENURE *":

1. Removal of the phrase ",above all," in first sentence of second paragraph

2. Addition of "or other professionals" in second sentence of second paragraph

3. Replace "videotapes" with "multi-media materials" in third sentence of second paragraph

2. Addition of third paragraph

With these changes this section would read in its' entirety as follows:

A. Teaching

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of artistic expression. Teaching includes not only traditional modes of instruction such as the classroom lecture, but also modes such as clinical, laboratory, and practicum instruction; thesis and dissertation direction; evaluation and critique of student performance; various forms of continuing education and non-traditional instruction; and advising, which is a special dimension of teaching, the success of which is essential to the educational process.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences and diversity and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Supporting documentation for the evaluation of performance in teaching might include evidence drawn from such sources as the collective judgment of students, of student advisors, and of colleagues or other professionals who have visited the faculty member's classes. It might also include analyses of course content, evaluation of products related to teaching such as textbooks or multi-media materials, the development or use of instructional technology and computer-assisted instruction, pedagogical scholarship in refereed publications and media of high quality, studies of success rates of students taught, or other evidence deemed appropriate and proper by the department and college.

It is important to recognize that teaching, and the learning it's intended to cause, is a complex and often highly individualized endeavor. Consequently if the evaluation of teaching is to achieve the accuracy, fairness, equity and protection of academic freedom required by the West Virginia University Policies and Procedures For Annual Faculty Evaluation, Promotion And Tenure, it must be based on an array of supporting documentation. While it is the faculty member's responsibility to oversee the creation of a comprehensive portfolio that adequately assesses teaching performance, the Department, College and West Virginia University share responsibility for ensuring that a meaningful evaluation of instruction

including class visitations and review of instructional materials for individual courses occurs as part of the annual review process. It is also essential to recognize equally the strengths and limitations of each form of documentation utilized and to avoid placing undue emphasis on any single item of documentation, most especially Student Evaluation of Instruction surveys. For a faculty member to be denied promotion or tenure for ineffective teaching there must be a comprehensive evaluation of the faculty member's teaching. Such evaluation must include observations of class presentations and performance, a comprehensive analysis of course goals and materials and consideration of course prerequisites along with the academic standing of the students taking the course. The evaluation must be conducted by academicians familiar with the discipline of the course and by the chair or head of the unit or department. Evidence must be provided in writing by the evaluators that a sound and comprehensive evaluation was carried out prior to the denial of promotion or tenure.

*[Excerpts, 03/07/11] [Approved by the WVU Faculty Senate, 5/12/97; Accepted by the President, 6/18/97];
[Adjusted for new Governance Structure, SB 703, 02/08/02, HB 2224, 03/08/03, and affiliated campus changes]

2. Adopt a revised SEI Instrument and Interpretative Guide

The Interpretative Guide document and the revised SEI Instrument are given in the Appendix.

3. Develop a Center for Teaching and Learning (CTL)

Presently, at WVU there are very few opportunities for faculty members who wish to improve their teaching effectiveness. Often they depend on the feedback received through the SEI process, consultations with peers or the seminars and workshops organized by the Provost's office. However, the committee strongly believes a dedicated center, staffed by trained professionals can provide more effective ongoing support. For example, a trained professional, at the request of an instructor can meet with students in small groups at the mid-semester point and ascertain the strengths and weaknesses of the instructor as seen by the students. This information coupled with the knowledge of the evaluator can be communicated to the instructor so that appropriate adjustments can be made. In addition to assisting individual instructors, the Center can also engage in continuous improvement of the portfolio of evaluation instruments and processes. The administration can study the details of the **Stanford Center** and adapt it to suit the circumstances of WVU.

4. Change the name and charter of the SEI Committee

We recommend renaming the Student Evaluation of Instruction Committee to the "Evaluation of Instruction Committee" with the following charter:

The Evaluation of Instruction Committee will make recommendations to the Faculty Senate concerning appropriate documentation of teaching effectiveness, including but not limited to instruments for student evaluation of instruction.

Appendix

Interpretative Guide for the Revised SEI

1. **Organize SEI items by five aspects of effective teaching.**

   The five aspects of effective teaching used here are: instructor organization and clarity, instructor ability to engage students intellectually, instructor interaction with students, course content and course evaluation, and overall course rating. These items are common to all SEI forms across all disciplines. These item groupings are based on research conducted at Stanford's Center for Teaching and Learning.

2. **Include a course-specific grouping relating to learning outcomes.**

   The instructor is responsible for assessing student learning outcomes as specified in his or her syllabus. The instructor should include the most relevant items (or item groups) in this category from the syllabus list of student learning outcomes. These items measure whether or not the learning outcomes were actually realized, at least from the students' perspective. Departments can decide if this is a required feature of the SEI. These learning-outcome items are perhaps the most informative component of the SEI.

3. **Provide comment fields for each of the five aspects of effective teaching and for the learning outcomes.**

   Students will be able to provide their comments for each specific teaching aspect and for the learning outcomes. This will allow the instructor to organize comments in a table, e.g., relating overall quality of the course (1–2, 3, 4–5) to the five teaching aspects and learning outcomes. In this case a table of comments with 3 rows and 6 columns will be available for inspection. The comments can also be grouped by other factors, e.g., a class composition item as the row factor.

4. **Provide meaningful summary measures and plots among and within teaching aspects and learning outcomes.**

   A bar chart of the overall means for the five aspects of teaching and overall learning outcomes will visualize the instructor's strengths and weaknesses. Similar bar charts of the individual item means within each teaching aspect and each learning outcome will allow component comparisons. Frequencies (and relative frequencies) will be provided for all items in the SEI, including the discipline-specific, course-specific, learning outcome, and class-composition items. This will provide information relating to the spread of the responses and insight into the efficacy of the means (from the plots) as measures of center.

   The instructor should be able to download the raw data in CSV format for further statistical analyses. The downloaded data should have students as rows and items as columns.

5. **Provide up to three discipline-specific items.**

   These items are developed by a department/unit to represent teaching-specific aspects of their discipline. Input to these items should be provided by the faculty evaluation committee, the undergraduate curriculum committee, the graduate curriculum committee, and the chair, as appropriate. These items can be specialized to course type, e.g., service courses, pre-major courses, major courses, graduate courses, or more generally departmental course groupings linkable in the undergraduate and graduate course catalogs and DegreeWorks. For example, the Mathematics Department should be able to target service-level algebra courses as well as various other course categories. The ability to specialize these discipline-based items to course type will be phased in as the programming for this capability is completed.

6. **Provide up to three course-specific items (optional).**

   These items are specified by the instructor to provide feedback for special courses, if applicable, and to assess course-specific student learning outcomes. Examples of special courses are: courses with a lab, clinical courses, seminars, team-taught courses, distance-learning courses, etc.

7. **Use focused class-composition items.**

   This grouping allows instructors to relate teaching aspect items to class-composition items, e.g, expected grade, out-of-class hours, etc. The downloaded raw data will allow multivariate models to be developed by the instructor to assess the relationships in depth.

8. **Control the comparative use of the SEI summaries.**

   Instructors will be able to compare their teaching-aspect means (collectively or individually) to the means of predefined course groupings, e.g., all college/school courses, all courses with the same prefix, etc. This will provide instructors with private comparative information.

   Evaluative course comparisons will be conducted in a way similar to the selection of external reviewers for evaluating research during promotion and/or tenure decisions. The departmental faculty evaluation committee and the chair will work with the instructor to determine fair course comparisons based on agreed to criteria. The level of comparison can be based on small CRN groupings or groupings can be more expansive. Generally, detailed comparisons will only be done during promotion and tenure decision years, but these comparisons can be done more often as mutually agreed to by the instructor and the department.

9. **Use research to evolve the SEI instrument.**

   The SEI Committee report recommends the establishment of a WVU Center for Teaching and Learning (CTL). The CLT will be responsible for the evolution of the SEI instrument. For example, multivariate statistical methods could be used to evolve items and item groupings. For reference, a revised SEI instrument incorporating the above recommendations is included as part of this Appendix.

WEST VIRGINIA UNIVERSITY
STUDENT EVALUATION OF INSTRUCTION

Instructor Organization and Clarity	P	F	S	G	E	N/A
1. Set out and met clear objectives for the course.	○	○	○	○	○	○
2. Displayed thorough knowledge of the course material.	○	○	○	○	○	○
3. Explained concepts and material clearly and at an appropriate pace.	○	○	○	○	○	○
4. Organized course topics in a coherent fashion and appropriately emphasized topic importance.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to organization and clarity.

Instructor Ability to Engage Students Intellectually	P	F	S	G	E	N/A
1. Emphasized conceptual understanding and critical thinking.	○	○	○	○	○	○
2. Related course topics to one another.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to his or her ability to engage students intellectually.

Instructor Interaction with Students	P	F	S	G	E	N/A
1. Demonstrated concern about whether students were learning.	○	○	○	○	○	○
2. Inspired and motivated student interest in the course content.	○	○	○	○	○	○
3. Was available for consultation outside of class.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to his or her interaction with students.

Course Content and Course Evaluation	P	F	S	G	E	N/A
1. Selected course content that was worth learning.	○	○	○	○	○	○
2. Chose assignments that solidified understanding.	○	○	○	○	○	○
3. Explained clearly how students are evaluated.	○	○	○	○	○	○
4. Designed and used fair grading procedures.	○	○	○	○	○	○
5. Found the textbook and/or supplementary material to be helpful.	○	○	○	○	○	○

Comment on the strengths and weaknesses relating to course content and course evaluation.

Overall Course Rating	P	F	S	G	E	N/A
1. The overall quality of the course was:	○	○	○	○	○	○
2. The instructor's overall teaching was:	○	○	○	○	○	○

Comment on the overall strengths and weaknesses of the course.

Discipline-Specific Items	Item headers					
1. Item 1.	○	○	○	○	○	○
2. Item 2.	○	○	○	○	○	○
3. Item 3.	○	○	○	○	○	○

Course-Specific Items	Item headers					
1. Item 1.	○	○	○	○	○	○
2. Item 2.	○	○	○	○	○	○
3. Item 3.	○	○	○	○	○	○

Learning Outcomes Items	Item headers					
1. Item 1.	○	○	○	○	○	○
2. Item 2.	○	○	○	○	○	○
3. Item 3.	○	○	○	○	○	○

Comment on your achievement of and your instructor's adherence to the course learning outcomes.

Course Composition Items

1. What is your class status?

○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Masters ○ Ph.D. ○ Professional

2. I took this course because *(select all that apply):*

○ It was a major/ minor requirement ○ It was a GEC requirement ○ Instructor reputation ○ General interest ○ Other

3. In what area is your major?

○ Math/Science ○ Social Science ○ Humanities ○ Engineering ○ Education ○ Health Sciences
○ Business ○ Creative Arts ○ Journalism ○ Sport Sciences ○ Undecided ○ Other

4. What grade do you anticipate receiving in this course?

○ A ○ B ○ C ○ D ○ F ○ Other

5.. How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.?

○ Less than1 ○ 1-4 ○ 5-9 ○ 10-14 ○ 15 or greater

6. What percentage of the time spent on out of-class-activities do you consider to be valuable to the course?

○ <20% ○ 20-39% ○ 40-59% ○ 60-79% ○ 80-100%

Additional comments:

Recommendation for the Provost's Office

Having accepted the 2012 – 2013 SEI committee report the faculty senate recommends that the Provost's Office incorporate the proposed changes to Section III. A. of the West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure into a revised document as soon as practicably possible. It should go without saying that the WVU Faculty Senate is happy to work with the Provost's Office and WVU administration if revision of the language contained in the SEI committee report is deemed necessary, however, the essence of the proposed changes to assure a portfolio approach and thorough documentation of adverse teaching evaluations must be preserved.

Motion: The Senate recommends that West Virginia University through the Provost's Office develop a Center for Teaching and Learning. The purpose of the Center is to promote excellence in teaching at all levels and excellence in student learning inside and outside the classroom. The Center will do research on how students learn and on assessing what students know. The Center will engage in continuous improvement of the portfolio of evaluation instruments and processes and help individual instructors reach their highest potential.

Motion: The SEI Committee recommends that the name of the Student Evaluation of Instruction Committee be changed to the Evaluation of Instruction Committee.

Charge: The Evaluation of Instruction Committee will make recommendations to the Faculty Senate concerning appropriate documentation of teaching effectiveness, including but not limited to the instruments for student evaluation of instruction.

TO: Mike Mays, Chair, Faculty Senate

FROM: April Johnston, Chair, Student Instruction Committee

Student Instruction Committee
Annual Report
2012-2013

Charge: The Student Instruction Committee includes, but is not limited to, the study and review of policies and practices with regard to curricula, instruction and assessment.

Report: Because the Student Instruction Committee did not meet during the 2011-2012 academic year, this year's committee had little guidance or instruction, but much freedom, when setting our agenda.

In September and October 2012, we considered several committee suggestions, including:

- Reviewing critical thinking objectives and assessment for GECs
- Creating additional faculty development offerings
- Reviewing technology in the classroom survey and implementing policies based on findings
- Reviewing online learning practices

We quickly dismissed technology and online learning suggestions – because we found that these issues were being addressed by other committees or by the administration – and settled on the review of critical thinking objectives and assessment, as we felt this would be the most beneficial to the 2020 Strategic Plan and the upcoming accreditation process.

Although there was a suggestion to review each GEC course and its critical thinking objectives and assignments, we found this would put undue pressure on the already overloaded GEC committee and believed our time could be better spent on critical thinking assessment. WVU has long used the CLA to assess students' critical thinking skills and has traditionally not fared well. But we wondered if the results reflected flaws in the assessment's administration and not necessarily in our students' abilities. The CLA is administered to incoming freshman and outgoing seniors; however, the same students are not assessed. In addition, students were often paid for their participation and, according to some observations, did not take the test seriously or did not complete the assessment.

The committee discussed these issues at length and was reviewing CLA example questions when it came to our attention that the administration had taken action on this exact issue. Apparently, the CLA will no longer be administered and the university has created a task force to determine how critical thinking should be assessed in the future.

That left the committee with little time to accomplish another goal, but we have begun the process of looking into faculty development opportunities at the university. Committee members extensively researched faculty development at other institutions (including those in the Big 12), and found that our current system is certainly less comprehensive than our peer institutions and might be ready for an overhaul.

At many of the peer institutions we researched, faculty development was housed in a dedicated center with faculty oversight. At WVU, faculty development is housed in the provost's office and offerings are often determined by a single administrator or by suggestion.

Among the model institutions we researched:

Duquesne University
Center for Teaching Excellence
http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence

Rutgers University
Center for Teaching Advancement and Assessment Research
http://ctaar.rutgers.edu/

Virginia Tech
Faculty Development Institute
http://www.fdi.vt.edu/

Iowa State University
Center for Excellence in Learning and Teaching
http://www.celt.iastate.edu/

University of Kansas
Center for Teaching Excellence
http://www.cte.ku.edu/

Goals: The Student Instruction Committee members believe it is worth our time and effort to further research these institutions and their faculty development practices. We believe that our system could benefit from a centralized office (allowing faculty a single place to go for advice, workshops, forms, etc) and from greater faculty involvement, if not faculty oversight.

Next year's committee, led by Chair Debby Boone, plans to continue the work we began this year. I will also remain on the committee as past chair to offer my assistance.

aj/5/2/13

MEMORANDUM

To: Dr. Michael Mays, Faculty Senate Chair

From: Samuel Ameri, Chairperson
Student Rights and Responsibilities Committee

Date: May 8, 2013

Re: Faculty Senate Annual Report & Goals for Academic Year 2012-2013 Student Rights and Responsibilities Committee

West Virginia University Committee on Student Rights and Responsibilities (Student Conduct Board)

Cases Heard by Student Conduct Board

	Fall 2012 (incld. summer)	**Fall 2011**		**Spring 2013**	**Spring 2012**
Academic:	3	2	Academic:	2	1
Non-Academic	39	39	Non-Academic:	21	13
Total:	**42**	**41**	**Total:**	**23**	**14**

Pending Cases – Spring 2013

Academic:	0
Non-Academic:	5
Total:	5

TOTAL FOR YEAR: 65
(70 total after pending cases go to board.)

Academic Total by Violation Type & Outcome:

Violation:	**Total**
Academic Dishonesty/Plagiarism/Cheating	5
Violation Total:	**5**

Student Conduct Board Outcomes/Sanctions:

Sanction:	**Total**
Not responsible	1
University Expulsion	3
Unforgivable Failure	1
Student Conduct Board Outcomes/Sanctions Total:	**5**

Non-Academic Total by Violation Type & Outcome:

Violation:	**Total**
Malicious Burning	9
Sexual Assault	3
Theft/Burglary/Larceny	4
Drug Use, Possession or Delivery	32
Physical Assault	1
Destruction/Vandalism of Property	2
Fireworks/Firearms Violation	1
Malicious Wounding	1
Hazing	20
Hit & Run resulting in death	1
Interfering/Obstructing Officer	1
Sexual Misconduct	3
Invasion of privacy	1
Violation Total:	**79**

Student Conduct Board Outcomes/Sanctions:

Expulsions	20
Suspensions	17
Deferred Suspension	21
University Probation	8
Community Service	18
Student Assistance Program	5
Professional Treatment Programs	6
Restitution	5
Educational Presentations	4
Reflection Paper	3
On Appeal	2
Drug/Alcohol Testing	7
Other	11
Not Responsible	4

Student Conduct Board Outcomes/Sanctions Total: 131

*****(students found responsible often receive more than one sanction)

Note: West Virginia University Student Conduct Code
http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code

Committee Goals for 2013-2014

- Continue to hold students accountable for their behavior on and off campus through an educational-disciplinary process.
- Continue to foster consistency among various Boards with regard to decisions and sanctions.
- Work with the Office of Student Conduct and WVU administration to help educate the local community about the University's policies and practices related to students who violate the Student Code of Conduct.
- Meet as a committee at least once in the 2013-2014 academic year to review the Code of Conduct and offer suggestions for changes to the Office of Student Conduct and VP of Student Affairs.

- Work to reduce barriers to committee service and encourage regular engagement of all committee members.

2012-13 Committee Members

Samuel Ameri, Statler, Chair, 293-3949, PO Box 6070, Samuel.Ameri@mail.wvu.edu
Debby Boone, Davis
Larry Campbell, Ext
Lesley Cottrell, Med
Parviz Famouri, Statler
Steve Graber, Med
Bob Griffith, Pharm
Wafik Iskander, Statler
Valerie Lastinger, Eberly
Judith Polak, Nurs
Kari Sand-Jecklin, Nurs
Alan Stolzenberg, Eberly
Matt Vester, Eberly
Joey Baltimore, Eberly
Steve Bonnano, Ext
Linda Corum, Med
Justin Falcon, Med
Cathryn Frere, Dent
Pablo Garcia, Eberly
Steve Hardy, Med
Helen Hartnett, Eberly
Barbara LaGodna, Lib
Jay Malarcher, CCA
Corrie Mancinelli, Med
Allyson McKee, Lib
Dale Olson, Law
Ann Richards, HRE
Karen Weiss, Eberly

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

MEMORANDUM

To: Michael Mays, WVU Faculty Senate Chair

From: Marie A. Abate, Chair, WVU Faculty Senate Welfare Committee

Subject: Faculty Welfare Committee Annual Report – 2012-2013

Date: 5/19/13

Committee Members:

Sam Ameri, CEMR, chair-elect
Stan Cohen, Retired Faculty Representative, Ex-officio
Anne Cronin, Med
Lisa DiBartolomeo, Chair-Elect, Senate Executive Committee, Ex-officio
Sandy Elmore, Tech
Scott Fleming, B&E
Gayle Neldon, CEHS
Margaret Phillips, Humans Resources VP of WVU , Ex-officio
Jeff Slahor, Davis College
Leslie Tower, ECAS
Scott Wayne, CEMR
C.B. Wilson, Provost's office
Martha Yancey, Lib

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

Issues Addressed & Work Accomplished During 2012-2013

1. **PEIA Benefits**
   The Faculty Welfare Committee developed an action plan for addressing ongoing faculty concerns related to health benefits. Toni Christian met with the Committee on several occasions and together with Margie Phillips provided factual information about PEIA costs. The Committee also met with other University officials to gather needed budgetary information and with Senate Chair Mays and Roy Nutter (ACF representative) for advice on how to best proceed. As a result, the Committee with Toni Christian's assistance prepared a letter and accompanying fact sheet (Appendix A) describing the faculty's concerns with PEIA and the desire to have legislation drafted that will allow WVU to explore other private carrier insurance options and select a plan that best meets our needs. In order to explore other insurance options, PEIA must provide WVU with de-identified, aggregate claims/usage data, which the letter also discussed. The letter and fact sheet were approved at the May, 2013 Senate meeting; this information will be sent to each WV legislator as a first step in the action plan. The next step, already in process, is to meet with local legislators

for their ideas and recommendations for obtaining the desired legislation. The Committee also identified other approaches (e.g., letters from individuals, collaborations with other institutions) that are part of the action plan.
The Committee needs to work with the Senate chair to distribute the recently approved letter and fact sheet and the Committee then needs to continue to move forward with the action plan and its implementation.

2. **Retired & Emeritus Faculty**
   Stan Cohen chaired a Faculty Welfare Committee subcommittee related to retirement issues. A draft table of contents has been developed for a revised retired faculty handbook that will be online and that will include topics of interest to not only retired faculty but to other senior faculty as well. It is envisioned that this handbook will address a broad range of topics, including providing links to retiree policies and privileges developed by individual schools and colleges.
   The Committee should continue to work on this topic and support the implementation of the handbook.

3. **Tuition Benefits**
   The Committee met with Russ Dean, Narvel Weese, and Toni Christian to discuss the status of a variety of different benefit options from the University perspective in light of current finances and budget constraints. Tuition benefits could make WVU more attractive in terms of faculty recruitment and retention, and faculty have raised as an issue the lack of tuition benefits. A subcommittee chaired by Scott Fleming worked on possible approaches to obtaining tuition benefits given the economic climate. The subcommittee drafted several different ideas for obtaining tuition benefits that need to be explored.
   The Faculty Welfare Committee plans to meet with appropriate University administrators to discuss the ideas generated and to determine those that are feasible to implement. This work should be continued over the coming year with a proposal developed and implemented.

4. **Leave Time/Work Reassignments for 9 Month Faculty**
   Associate Provost C.B. Wilson chaired a subcommittee to develop recommendations for faculty leave time and/or work reassignments for nine month faculty that would be analogous to the already implemented Parental Work Assignment Procedure. The "WVU Alternate Work Assignment Procedure" the subcommittee developed (Appendix B) was approved by the Faculty Welfare Committee on 4/10/13, endorsed by the Faculty Senate Executive Committee on 4/22/13, and accepted by the Provost on 5/1/13 for implementation from the Office of the Provost or the Chancellor of Health Sciences.
   The Committee should continue to work with the Provost's office to monitor the implementation of this procedure and to assist with the development of any related procedures that might be needed in the future.

5. **Communications Resolution**

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

To help support the intent of the 2011 resolution to create and sustain an ongoing "feedback loop" of communications, Committee members Marie Abate and Scott Wayne met to develop ideas for enhancing such communications feedback. They developed several ideas, including posting of meeting minutes (as relevant to faculty) from meetings of University Councils or other appropriate groups and using the Faculty Senate web site as a tool for enhancing communications among faculty. **The Faculty Welfare Committee plans to pursue these ideas further with committee member (and incoming Faculty Senate Chair) Lisa DiBartolomeo and will check on the status of the approved resolution from 2011.**

6. **Faculty Workload & Student/Faculty Ratios**
   The Faculty Welfare Committee last year recommended the formation of a taskforce to determine normal workload expectations in various units and to examine faculty workloads across peer institutions. To begin to address the issue of workloads and student/faculty ratios, a Committee subcommittee chaired by Gayle Neldon began to compile data regarding these ratios at several peer institutions. The Faculty Welfare Committee discussed the preliminary findings and related issues that need to be addressed were identified.
   The Faculty Welfare Committee should continue to work on this topic and ensure that the most recent data are obtained related to student/faculty ratios as well as changes in class sizes within departments/schools and credit hrs taught per faculty member within the University over time. The appropriate University administrator(s) will be consulted in this regard. In addition, the Committee needs to draft any concerns and/or recommendations related to the effect of changes in these factors on facilities, teaching loads and teaching effectiveness, research productivity, and faculty promotion and tenure.

The Faculty Welfare Committee last year recommended as a 2012-2013 goal to establish a more accessible research infrastructure. The Committee did not work on this goal during 2012-13 in light of the activities listed above that were considered priorities for the year.

Summary of Strategic Faculty Welfare Committee Goals for 2013-2014

1. **PEIA issues:** The Committee needs to continue to develop and implement the action plan related to PEIA concerns. This includes as first steps sending to all WV legislators the letter and fact sheet approved by the Faculty Senate and meeting

with local legislators to share with them the letter and fact sheet to obtain their ideas and recommendations for moving forward. An action plan that enlists "grass-roots" efforts should continue to be developed and implemented, with a target date of the upcoming 2014 legislative session for obtaining the desired legislation.

2. **Retired and emeritus faculty:** The Committee should continue to work with the retired faculty on the completion and implementation of a revised retired faculty handbook. This handbook should be available online and should also include issues of interest to senior faculty close to retirement.

3. **Tuition benefits**: The Committee should meet with appropriate University administrators to discuss the ideas generated thus far and to determine those that are feasible to implement. This work should be continued over the coming year and a proposal developed and implemented.

4. **Leave Time/Work Reassignments for 9 Month Faculty:** This issue was resolved with the development and acceptance of the new WVU Alternate Work Assignment Procedure. However, the Committee should work with the Provost's office to monitor the implementation and success of this procedure and to assist with the development of any similar procedures if needed.

5. **Communications**: The Faculty Welfare Committee should pursue the ideas for developing a communications "feedback loop" that both provides faculty members with all the important information that affects them, as well as allows individual faculty members to provide input into important deliberations and to suggest ideas or issues of concern. The formation of the ad hoc committee indicated in the approved 2011 resolution should be pursued and the work of this committee followed.

6. **Identifying issues to address**: Related to the communications goal, the Committee should solicit from the faculty at large recommendations for issues that this Committee should address.

7. **Faculty Workload & Student/Faculty Ratios:** The Committee should continue to work on this topic and ensure that the most recent data are obtained related to student/faculty ratios as well as changes in class sizes within departments/schools and credit hrs taught per faculty member within the University over time. The Committee needs to draft any concerns and/or recommendations related to the effect of changes in these factors on facilities, teaching loads and teaching effectiveness, research productivity, and faculty promotion and tenure.

8. **Availability of older athletic facilities to faculty and staff:** The Committee should look into whether older athletic facilities could be made available free of charge to faculty and staff.

9. **Establishment of a more accessible research infrastructure:** The Committee should consider the recommendation of the 2011-2012 Faculty Welfare Committee

to work to publicize resources that could better allow faculty to identify those (e.g., expertise, tools, instruments, etc) of potential benefit to their own work. The Committee should work with other research and scholarship committees to help support interdisciplinary and interprofessional research and scholarship initiatives.

Annual Report from the 2012-13 Committee on Committees (COC), Membership and Constituencies

Members:

- **Jean Woloshuk**, Ext , Chair
- **Robert Griffith**, Pharm, Chair-Elect
- **Richard Turton**, Statler,
- **Carolyn Atkins**, CEHS
- **Alan Stolzenberg**, Eberly
- **Michael Mays,** Eberly, Faculty Senate Chair, Ex-officio
- **Lisa DiBartolomeo,** Eberly, Faculty Senate Chair-Elect, Ex-officio
- **Mary Strife**, Lib, Faculty Secretary, Ex-officio

Committee Charge:

The Committee on Committees, Membership and Constituencies responsibilities and charges are:

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

Accomplishments for 2012-13:

Approval of the School of Public Health as a Senate Constituency. The Committee on Committees, Membership and Constituencies received a formal request from the School of Public Health for faculty representation on August 7, 2012. Robert Griffith, Chair-Elect on behalf of the Committee on Committees, Membership and Constituencies, moved to recommend that the School of Public Health be recognized as a constituency at the October 8, 2012 Faculty Senate Meeting. The motion carried and the proposal was approved.

Composition of Senate Committees for AY 2013-14

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

2013-2014 FACULTY SENATE COMMITTEES**

**Formula (Senators, Faculty, Staff, Students, Ex-officio)

Committee on Committees, Membership and Constituencies (3,2,0,0,3)

*Robert Griffith (2015), PHARM, Chair
*Carolyn Atkins (2015), CEHS, Chair-Elect
*Jean Woloshuk (2014), EXT
Richard Turton, STATLER
Hope Koehler, CCA
*Faculty Senators

Curriculum Committee (4,10,0,0,3)

*Nichloas Perna (2015), CCA, Chair
*James Harner (2015), ECAS, Chair-Elect
*Dennis Ruscello (2014), CEHS
*Matt Valenti (2015), STATLER
Gretchen Garofoli, PHARM
Cheryl Germain, MED
Janet Hunt, MED
Ming Pei, MED
Ken Blemmings, DCANRD
Ashlee McMillan, PHARM
Alan Collins, DCANRD
Rebecca Chory, ECAS
Kim Floyd, CEHS
David Beach, ECAS
* Faculty Senators

Faculty Welfare Committee (5,5,0,0,4)

*Samuel Ameri (2015), STATLER, Chair
* Leslie Tower (2014), ECAS, Chair-Elect
*Marie Abate (2014), PHARM
*Greg Baretto (2014), MED
*Anne Cronin (2016), MED
Scott Flemming, B&E
Jeff Slahor, DCANRD
Scott Wayne, STATLER
Gayle Neldon, CEHS
Martha Yancey, LIB
Deepak Mehra, PSU
Stan Cohen, Retiree

Art Jacknowitz, Retiree
*Faculty Senators

General Education Committee (5,8,0,1,2)

*Lisa Weihman (2014), ECAS, Chair
*Lena Maynor, PHARM, Chair-Elect
*Lesley Cottrell (2015), MED
*Kristen Matak (2015), DCANRD
*Jennifer Merrifield (2014), PSU
*Ilkin Bilgesu (2014), STATLER
Robert Brock, MED
David Hauser, ECAS
Beth Nardella, MED
Gloria Oporto, DCANRD
Robert Waterson, CEHS
Gayle Neldon, CEHS
*Faculty Senators

Library Committee (2,4,0,2,3)

*Rebecca Kromar (2014), NURS, Chair
*Karen Haines (2016), CEHS, Chair-Elect
Rhonda Reymond, CCA
Marilyn Francus, ECAS
Sang Lee, JOURN
Beverly Kirby, MED
* Faculty Senators

Research and Scholarship Committee (6,4,0,0,3)

*Mark Sperow (2016), DCAFCS, Chair
*Stan Heilman (2016), MED, Chair-Elect
*James Anderson (2014), DCAFCS
*Mitch Finkel (2014), MED
*Duncan Lorimer (2015), ECAS
*Charles (Sandy) Baldwin (2015), ECAS
Melanie Clemmer MED
Janet Snyder CCA
Harry Gingold ECAS
Alison Bass, JOURN
*Faculty Senators

Service Committee (4,5,1,0,1)

*Randy Bryner (2015), MED, Chair
*John Connors (2015), MED, Chair-Elect
*Alicia Cassells (2014), EXT
*Virginia Kleist (2014), B&E
Ashley Martucci, CEHS
Linda Corum, MED
Andrew Nix, STATLER
Becca Fint-Clark, EXT
Vicki Fergus, CCA
* Faculty Senators

Student Evaluation of Instruction Committee (5,5,0,3,2)

*James Harner (2015), ECAS, Chair
*Steve Graber (2014), MED, Chair-Elect
*Ramana Reddy (2014), STATLER
*Maja Holmes (2014), ECAS
*Horng-Jyh Yang (2015), WVUIT
Sarah Selmer, CEHS
Rachel Stein, ECAS
Ralph Utzman (2014), MED
Hailin Li, STATLER
Greg Barretto (2014), MED
* Faculty Senators

Student Instruction Committee (3,4,0,2,4)

*Debby Boone (2014), DCANRD, Chair
*Heather Billings (2015), MED, Chair-Elect
*April Johnston (2016), JOURN
Jamison Conley, DCANRD
Jerry McCarthy, Fin Aid Office
Scott Bowdridge, DCANRD
Steven Hardy, MED
* Faculty Senators

Student Rights and Responsibilities Committee (14,16,0,15,1)

*Debby Boone (2014), DCANRD, Chair
*Parviz Famouri (2015), STATLER, Chair-Elect
*Sam Ameri (2015), STATLER
*Matt Valenti (2015), STATLER
*Steve Graber (2014), MED
*Judi Polak (2014), NURS
*Robert Griffith (2015), PHARM
*Larry Campbell (2015), EXT

*April Johnston (2016), JOURN
*Jim Anderson (2014), DCANRD
*Gwen Bergner (2016), ECAS
*Anne Lofaso (2016), LAW
*Eddie Fuller (2014), ECAS
*Duncan Lorimer (2015), ECAS
*Alan Stolzenberg (2015), ECAS
*Chad Proudfoot (2016), EXT
Wafik Iskander, STATLER
Katy Ryan, ECAS
Mark Brazaitis, ECAS
Joseph Baltimore, ECAS
Justin Falcon, MED
Pablo Garcia, ECAS
Steve Hardy, MED
Helen Hartnett, ECAS
Barbara LaGodna, LIB
John Kilwein, ECAS
Allyson McKee, LIB
Dale Olson, LAW
Ann Richards, CEHS
Dave Hauser, ECAS
Amy Cyphert, HONORS
Laura Brady, ECAS
Kristina Olson, CCA
Mark Tauger, ECAS
Joy Carr, ECAS
Hillar Klandorf, DCANRD
George Merovich, DCANRD
Allison Nichols, EXT
Robert Orlikoff, CEHS
Trevor Harris, ECAS
Lloyd Ford, STATLER
Beverly Kirby, MED
Evan Widders, ECAS
Andy Wood, B&E
* Faculty Senators

Research Integrity Committee (5, 10,)

*Ramana Reddy (2014), STATLER, Chair
*Steve Graber (2014), MED
*Laura Hitt (2016), CCA
*Joseph Prudhomme (2016), MED
*Jim Harner (2015), ECAS
Mary Davis, PHARM

John Kilwein, ECAS
Bill Neal, MED
Neal Newfield, ECAS
Afzel Noore, STATLER
Greg Bowman, LAW
Lisa Salati, MED
Bill Stauber, MED
Kyle Hartman, DCANRD
Matthew Wilson, DCANRD

May 15, 2013

To: WVU Faculty Senate Executive Committee

From: Committee on Committees, Membership, and Constituencies: Jean Woloshuk, EXT, Chair; Robert Griffith, PHARM, Chair-Elect; Richard Turton, SCEMR; Carolyn Atkins, CEHS; Alan Stolzenberg, ECAS; Michael Mays, ECAS, Faculty Senate Chair, Ex-officio; Lisa DiBartolomeo, ECAS, Faculty Senate Chair-Elect, Ex-officio; and Mary Strife, LIB, Faculty Secretary, Ex-officio.

Subject: Goals for 2013-14

The committee will maintain or modify Senate committee membership in 2013-14 at the direction of the Executive Committee, and pursue the best candidates possible for committees in 2014-15.

In addition, the committee will review the distribution of faculty among Schools and Colleges in order to maintain proportional Senate representation, in time for results to be used for the 2014-15 Senate Elections.

WVU Faculty Senate Library Committee Report 2012-2013

The Library Committee included the following members: Beverly Kirby, Medicine, Chair; Rebecca Kromar, Nursing, Chair Elect; Marilyn Francus, Eberly; Sang Lee, Journalism; Rhonda Reymond, Creative Arts; Myra Lowe, Interim Dean of Libraries, Ex-officio; Russ Dean, Provost's Office, Ex-officio; and Linda Blake, Librarian Senator, Ex-officio.

The Committee met four times during the year. Each time a business meeting was followed by a tour of one of the library facilities: Wise, Evansdale and Health Sciences Libraries, and the Depository.

Items of discussion included the following:

Myra Lowe, Interim Dean of Libraries, presented extensive information regarding the Libraries' assets and services. She and Russ Dean, Provost's Office, also discussed ongoing and future renovations including the extensive building project of the Evansdale Library.

A substantial discussion addressed WVU Libraries' application to become a member of the Association of Research Libraries. The application process is expected to take a year or more.

The Higher Learning Commission's Self Study of the WVU Libraries was presented and discussed.

The ongoing search for a new Dean of Libraries was updated at each meeting. The search was unsuccessful and is being reopened to find a candidate who has all of the qualifications and expertise to meet the unique needs and expectations of the University.

All members of the committee solicited suggestions from the Faculty regarding improvements needed in services or assets. There were several requests for access to specific journals. These requests are being considered.

The Chair and other committee members expressed disappointment in lack of a student representative on the committee. Recruiting student members should be a priority for next year.

There were no concerns or requests for policy changes at this time.

Goals for next year include continued support for the search for a new Dean and continued facilitation of communication between the Faculty and the Libraries' personnel.

To: Michael Mays, Faculty Senate Chair

From: Mitch Finkel, Chair, Research and Scholarship Committee

Date: June 10, 2013

Subject: 2012-13 Committee Report and 2013-14 Goals

First of all, Margaux Bowman deserves to be acknowledged and thanked for doing all of the extremely time-consuming and detailed work essential to ensure the success of this year's efforts. We also thank Cindy Jarvis who was always available to answer questions and to assist in any way with the program. All of the colleges did a great job this year with the timely submissions of their applications. Committee members executed their responsibilities and made well-reasoned, informed decisions with the highest levels of integrity, respect and unbiased fairness expected of a great academic institution.

We were fortunate to have received very high quality applications for travel grants, seed grants and scholarly projects. A total of $183, 948 was invested to support 294 of a total of 313 Travel Grant applications (94% award success rate), with an average award of $626/recipient. ECAS received 52% of the funds allocated, with CCA, CEHS, B+E and CPASS receiving 9%, 9%, 7% and 5%, respectively. The remaining 18% of funding was divided among the other colleges receiving less than 5% each.

A total of $400,000 was invested to support 24 of a total of 56 applications (43% success rate) for seed grants and scholarship, with $210,967 allocated for seed funding for future competitive extramural research grants and $189,033 dedicated to scholarly projects. All funded applications received unanimous approval by all committee members.

The Committee suggests that the Senate consider the following issues in the future:

(1) Improved tracking of objective outcomes of investments (e.g. papers, grants, books, performances, etc.)
(2) Continue Faculty Senate control over Travel grants, Seed grants and Scholarly projects.
(3) Expand opportunities for increasing funds through direct donations, fund-raising, etc.

Thank you very much for providing us with this opportunity to support the many worthy efforts and aspirations of our most deserving colleagues.