

Minutes

The West Virginia University Faculty Senate

Monday, March 12, 2012

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

Members Present:

Abraham, R.	Cronin, A.	Huffman, V.	Paternostro, M.	Stack, S.
Ameri, S.	Curtis, R.	Iskander, W.	Perone, M.	Stuchell, R.
Anderson, J.	Davis, S.	Jacknowitz, A.	Perry, J.	Tuninetti, A.
Anderson, K.	DiBartolomeo, L.	Johnston, A.	Petty, T.	Turton, R.
Afinson, J.	Dino, G.	Kale, U.	Polak, J.	Urbanski, J.
Atkins, C.	Elmore, S.	Kershner, R.	Prudhomme, J.	Veselicky, K.
Bastress, R.	Ernst, G.	Kirby, B.	Reddy, R.	Vona-Davis, L.
Bilgesu, I.	Finkel, M.	Kleist, V.	Reymond, R.	Watson, D.
Boone, D.	Fleming, S.	Knight, J.	Riemenschneider, S.	Weihman, L.
Bowen, E.	Fuller, E.	Kropiva, N.	Ruscello, D.	Wenger, S.
Brazaitis, M.	Graber, S.	Kuhlman, J.	Ryan, K.	Woloshuk, J.
Bucklew, A.	Harner, J.	Lofaso, A.	Schreurs, B.	Wood, A.
Campbell, L.	Hartman, K.	Mandich, M.	Schwartz, S.	
Carpenter, R.	Hileman, S.	Mays, M.	Scott, H.	
Cassels, A.	Holmes, M.	Mucino, V.	Shelton, E.	
Chalupa, C.	Hornsby, G.	Nutter, R.	Sherwin, M.	
Cohen, S.	Huber, J.	Orlikoff, J.	Sperow, M.	

Members Absent:

Banta, L.	Hazard, H.	Moritz, J.	Paul, S.	Tower, L.
Bonner, D.	Hogan, T.	Nelson, C.	Rose, T.	Whiteman, C.
Bredchoft, T.	Kromar, R.	Nichols, A.	Sundaram, M.	

Members Excused:

Barretto, G.	Cottrell, S.	Hashmi, M.	Munasinghe, R.	Stout, P.
Blake, L.	Davari, A.	Jones, D.	Oberhauser, A.	Tallaksen, R.
Britten, R.	Etzel, E.	Kite, S.	Osborne, E.	Vester, M.
Brooks, R.	Fint-Clark, B.	Miller, M.	Putman, H.	Watson, J.
Clark, B.	Funk, A.	Miltenberger, M.	Rockett, I.	Zimmerman, P.

Faculty Senate Officers Present:

Cottrell, L.	Griffith, R.	Lee, P.	Stolzenberg, A.
--------------	--------------	---------	-----------------

2. Chair Cottrell moved and it was duly seconded to approve the minutes from the Monday, February 13, 2012 meeting. Motion carried.
3. President Clements reported on the following issues:
 - Matching research money that was available to the institution from the State has been used up. Over two years ago \$1.5 million dollars was set aside for the Research Trust Fund; it was matched by the State to make it \$3 million dollars. The institution has raised a total of \$35 million dollars, so the matching from the State will make it \$70 million.

The money goes into an endowment for research. Donors have pledged 7 - 8 million dollars, and we are hopeful that the State will match it.

- Fall enrollment numbers look good, but it is too early to predict the exact count. This past Friday, the President talked with a few high-achieving students from around the country. These students could pick any university to attend, but they are serious about choosing WVU.
- Enrollment is not just about receiving applications; it is about retaining our current students as well. The President is pleased with the new initiatives coming out of Academic Affairs that are related to student retention. Congratulations to Provost Wheatly and Associate Provost Dooley who worked on the Mountaineer Success Academy; it will be part of the overall blueprint for success.
- The MD- MBA program was recently announced between the College of Business and Economics and the School of Medicine. The collaboration will allow medical students to learn about revenue streams, cost management, and human aspects of business.
- The WVU College of Law was named one of the top 50 colleges in the country by the *National Law Journal*. WVU ranked number 33, which is above other really good schools.
- The WVU Health Care Clinic was designated as a MDA -ALS Center by the Muscular Dystrophy Association. This is the first time that a West Virginia Clinic has received this designation. We are now one of the 40 centers across the country staffed by multi-disciplinary teams who provide specialized care for patients with muscular dystrophy and ALS (Lou Gehrig's disease).
- The Mary Babb Randolph Cancer Center joined one of the largest clinical trials in the country. The Cancer Center was accepted as a member of the Alliance for Clinical Trials in Oncology, which is a newly formed cancer cooperative formed by the National Cancer Institute.
- Dr. David Graham, Computer Science, earned a National Science Foundation CAREER award for his work on wireless sensors.
- Professor Chris Bise, Mining Engineering, earned the 2012 Erskine Ramsey Metal from the Society of Mining and Exploration. The award is given for distinguished leadership and achievement as an engineer, consultant, educator, administrator and researcher.
- Students from the P. I. Reed School of Journalism earned recognition for their work on WVU News. The student-produced news cast recently received three international AVA awards, a gold award and two platinum awards. The students were recognized at the thirty-third annual Telly Awards and received several bronze awards. The Telly Awards honor the best film and video productions, ground-breaking on-line video content, and outstanding television commercials and programs.
- The College of Creative Arts is launching new ways for students to launch their careers. Students in Theatre and Dance will present the MFA showcase in New York City on March 27, 2012. The location, space booking, selection of material, marketing, invitations and all other aspects of the production will be handled by students.

- This past weekend, the WVU Chapter of the National Society of Collegiate Scholars welcomed 50 fifth grade students from local schools to the March “To College Day” event. Students were able to experience life at WVU and the importance of earning a college degree. Heather Adams, WVU pharmacy major, organized the day. Parents were able to see special presentations by the Mountaineer Parent’s Club, the Office of Admissions, Undergraduate Student Recruitment and Financial Aid.
- The 2012 WV State High School Speech and Debate Tournament was held on campus this past week-end.
- A team of five high school students worked with WVU faculty for the National Radio Astronomy Observation in Green Bank, WV where a new pulsar was discovered. This is the fifth pulsar that was discovered by high school students. Jessica Pal from Kentucky was one of the students who made the discovery.
- The Legislative session was completed this weekend. It will now hold the budget conference.
- The Smoking Policy will be posted soon. If anyone has comments, they can post them and the BOG will read them.
- The Capital Campaign needs donations. The President will be spending some time asking for support. A lot of emphasis will be placed on fundraising this year.

4. Associate Provost Nigel Clark reported on the following issues:

- As a land-grant and flagship university, WVU supplies many of the educational and outreach opportunities within the State. We should invest and grow some of those strengths to get areas of national recognition.
- The Provost’s Office is considering the details of an associate provost position for engagement and outreach. This position was announced in the State of the University Address given by President Clements.
- Two candidates have been interviewed for the dean of Human Resources and Education. The Provost’s Office will decide between the candidates.
- Sr. Associate Provost Dean is leading the Potomac State dean search; airport interviews will be held for seven candidates.
- WVU will have an accreditation visit from the Higher Learning Commission (HLC) in 2013-14; the last visit was in 2004. Five criteria will include: mission, ethics, teaching and education, evaluation, and resources. Associate Provost Dooley is the institutional liaison for the criteria and Dr. Elizabeth Hamilton is the self-study coordinator. Sue Day-Perroots, Dean of Extended Learning, will assist in the criteria as well.

5. Chair Cottrell reported on the following issues:

- Student Government representatives, Keith Wiseman and Taj Rohr, will be working on faculty/student initiatives.
- The Senate Executive Committee will meet on Monday March 19th ; it was moved up one week because of spring break.

- April Johnston, Reed School of Journalism, displayed posters and discussed various issues about the School.
 - Sue Day-Perroots, Dean of Extended Learning, is the contact person for an initiative called “quality matters.” This is an international training program for on-line courses. Several faculty are enrolled in this module to learn how to review on-line courses.
 - Faculty, staff and student input is needed for the IT Strategic Planning as it moves forward. The kick off for the program was held today. Focus group sessions will be scheduled.
 - There have been 620 responses received for the GEC assessment. Four of the Big 12 institutions will implement the same survey. The survey will close Wednesday.
 - The Chair introduced two candidates for Faculty Senate Chair-elect – Lisa DiBartolomeo and Joseph Prudhomme. The Chair asked for nominations from the floor. No nominations were given; therefore, the nominations were closed. The two candidates will present a statement to the Faculty Senate on April 9th, and the election will take place immediately following.
6. Toni Christian, Director of Benefits Administration in Human Resources, distributed a handout concerning PEIA health insurance changes. WVU has 7,000 benefit-eligible employees, of which 6,000 have health insurance. From the 6,000 health-insured employees, approximately 5,000 have PEIA. Toni said the changes to PEIA will take effect July 1, 2012. She encouraged faculty to attend the WVU EmployeeFest that will be held at the Erickson Alumni on Thursday, April 12, 2012 because representatives will be available to discuss questions and/or concerns. The handout can be found on the Human Resources website.
7. Jennifer Orlikoff, Chair, Senate Curriculum Committee moved for approval of the following reports:
- Annex I, New Courses and Course Changes. HONR 220 was pulled for possible overlap. Motion carried.
- Annex II, MTEC/PATH 475 Capstones. Motion carried.
- Annex III, FCLT 488 Capstone. Motion carried.
- Annex IV, Changes in Marketing Major. Motion carried.
- Annex V, Name Changes for Center for Women’s Studies. Motion carried.
- Annex VI, Proposal for a New Major in Latin American Studies. Motion carried.
- Annex VII, Dance Renumbering for CCA. Motion carried.
- Annex VIII, The Alteration Report was submitted for information.
8. Lisa DiBartolomeo, Chair, General Education Committee, moved for approval of the following reports:
- Annex IX, GEC Actions. Motion carried.
- Annex X, The GEC Audits were submitted for information.
9. Associate Provost Dooley said in November, the HLC will require new regulations about meaning of a credit hour. Because of financial aid, the HLC will make sure that students receive what they are paying for. One credit hour means one face-to-face hour of instruction with two

hours of activity outside the classroom. If there is a three credit hour course where the student is in class for two hours and 50 minutes then there is an expectation of six additional hours of out-of-class work. She said variable credits are causing a dilemma. There may be a course that is listed for 3-9 credit hours for one week of time, but it may be an impossibility to get all these hours in within the week.

Other areas of concern may be with on-line classes, independent study, study abroad, experiential learning, etc. As we begin to look at credit hours in different contexts, it will mean different things.

Chair Cottrell recommended a subcommittee be put in place to look at the various concepts. When the institutional report for the HLC is completed, we will provide them the definition of a credit hour. The HLC will come on board and apply their protocol to make sure WVU is in compliance with the report. Chair Cottrell asked for faculty volunteers to work on this subcommittee, especially faculty who teach some of the non-traditional courses. The task of the subcommittee will be to identify guidelines.

10. Roy Nutter, ACF representative, said the Legislature completed its work this past Saturday. He said 16 Bills from the House made it through the Senate and 6 Bills did not make it through. The Legislature will go into extra session to discuss the budget.
11. Robert Griffith, BOG representative, reported on the following issues:
 - The BOG visited the College of Physical Activity and Sport Sciences. It toured the new basketball practice facility, which was built with private donations. A dinner was held Saturday night, and the President said the facility will contribute to student recruitment.
 - Representatives from the WVU Student Government gave a report describing the activities they are presently doing in conjunction with faculty.
 - A new BOG member, Mr. David Alvarez, a business man from Bridgeport, WV was sworn in on Friday.
 - A report was given by Oliver Luck, Athletic Director. Revenues increased by \$500,000 for the Athletic Department from the combination of beer, pretzels and hot dog sales. Misbehaviors were down.
 - Narvel Weese reported that investment returns are up.
 - Carolyn Long instituted more intramural programs for WVU-Tech including the swimming team. She is listening to the needs of the students by eating lunch in the cafeteria several times a week.
 - The BOG will hold a meeting at WVU-Tech this Thursday.
 - The BOG approved 3 million dollars to renovate WVU-Tech's "Old Main" building.

- Seven million dollars was approved for new animal quarters at the HSC because it has been substandard for years. If it is not updated, the NIH (National Institutes of Health) will withdraw its funding.
- The BOG approved bonds for the Evansdale construction.
- Additional funds were approved for the Evansdale Greenhouse.
- The purchase of 1.4 acres was approved for the Athletic Department. The property is located by the Shoney's Restaurant in Morgantown.
- Funds were approved for the "pit" parking lot, which is near the Mountaineer Station. Improvements will include repaving and rearrangement of parking spaces.

12. New Business

Stan Cohen recognized Chair Cottrell for her service that exceeded beyond the call of duty for the competition she entered, "Dancing with the Mountaineer Stars."

13. The meeting adjourned at 4:35 p.m. to reconvene on Monday, April 9, 2012.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: February 27, 2012
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

New Courses:

Political Science

POLS 332. Civil Society in Context. 3 Hr. Classic theories of citizenship and organization and critical examination of contemporary dynamics of ethnicity, minority politics, and social reform. (Effective Term: Fall 2012) (CIP 451001)

Rationale: The importance and power of ethnicity, organization and civil society are important cornerstones of political theory and understanding. At present, Political Science lacks offerings on some of these important issues, and there is not a single course that brings them together in this way. This course, with both an analytic examination of classic theories of civil society and a cross-cultural examination of other societies (including a study-abroad component of this course), provides a unique theoretical practical academic experience for students focusing on Political Science at West Virginia University. This course enhances the course offerings for students in the International Studies Program as well.

POLS 460. Gender and International Relations. 3 Hr. PR: POLS 260. Focuses on how women affect and are affected by international conflict, development, and human rights issues, using a “feminist” lens and methodology in studying international relations. (Effective Term: Fall 2012) (CIP 451001)

Rationale: The political science department has been actively adding courses in gender issues to our curriculum. The addition of this class also provides international studies majors with a class that takes a more critical approach to IR theory, which adds breadth to the already strong curriculum of mainstream IR theory. This also fits well within WVU’s 2020 Strategic Plan, specifically in regards to Goal 4 which focuses on integrating global themes broadly into the curriculum.

World Languages, Literature and Linguistics

FCLT 321. Gods and Heroes of Nordic Mythology. 3 Hr. This course examines the historical events, peoples, cultural artifacts and traditions of medieval Scandinavian civilization, as well as literature in translation from 400 C.E. to the end of the Viking Age in roughly 1066 C.E. (Effective Term: Fall 2012) (CIP 160101)

Rationale: This course provides an overview of a Scandinavian culture and literature during the early middle ages and adds an important component to the study of world cultures.

FCLT 488. Capstone Latin American Studies. 3 Hr. Capstone experience required for all Latin American Studies majors. Options include study abroad, internships, service learning, and senior research projects. (Effective Term: Fall 2012) (CIP 240101)

Rationale: This course offers students, majoring in Latin American Studies, the Capstone experience, and may be fulfilled through Study Abroad, Internship, Service Learning, or a senior research project.

College of Human Resources and Education

Counseling

New Course:

COUN 415. Human Services Capstone Exp. 3 Hr. PR: COUN 303 and COUN 400 and COUN 405 and COUN 410. Field experience in Human Services designed to expose students to the work involved in the human services field(s). (Effective Term: Summer 2012) (CIP 131101)

Rationale: The Department of Counseling, Rehabilitation Counseling and Counseling Psychology offers undergraduate courses related to the helping professions. These courses are the department's opportunity to introduce undergraduate students to the fields of counseling and psychology, as well as add a perspective to their education on how to operate in future work settings. This course aligns with the missions of both West Virginia University and the College of Human Resources and Education by creating an educational experience that allows students to explore the concept of "respect(ing) the dignity of each person and all cultures." In an academic climate where undergraduate students possess an increasing desire to pursue courses in the human services/counseling field, a course in Diversity & Human Relations helps fill an undergraduate curriculum gap in the University, a gap that the Department is qualified to fill.

The proposed course, Human Services Capstone Experience, therefore meets the needs not only of undergraduate students across many degree programs, but also of an expanding WVU student community by increasing an understanding of our ever-changing society and its diverse nature.

College of Business and Economics

New Courses:

Marketing

MKTG 710. Philosophy of Research. 3 Hr. This course provides an overview of the philosophical principles that guide research in organizations, ethical dilemmas and practical relevance of research, and factors that guide the selection of a research design and method of analysis. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course is considered part of the core curriculum for the Ph.D. in Business Administration with an emphasis in Marketing. It provides the requisite background on philosophy of science so that the students understand alternative approaches to scientific learning about marketing phenomena. It also provides the foundation for positivistic inquiry in marketing research.

MKTG 711. Advanced Topics in Marketing 1. 3 Hr. This seminar involves the study of theory and empirical research as it relates to the following areas in Marketing: channels of distribution, sales and sales management, retail management, and services marketing. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course will provide an introduction of marketing theory and empirical research for students pursuing a Ph.D. in Business Administration with an emphasis in Marketing.

MKTG 721. Adv. Topics in Marketing 2. 3 Hr. This seminar further develops students' understanding of marketing theories and empirical research. Topics include pricing, international marketing, brand management, new product management and advertising and promotion. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course is part of the core curriculum for the Ph.D. in Business Administration with an emphasis in Marketing. It is taken in the first term and compliments MKTG 700 (Marketing Theory) and MKTG 740 (Buyer Behavior). It is designed to expose students to a number of sub-marketing fields (i.e., pricing, international marketing, brand management, new product management, advertising and promotion and marketing and society.)

Business

BCOR 199. Introduction to Business. 3 Hr. This course introduces the student to the major business disciplines, basic business communications, and the University environment. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course introduces the student to the College of Business & Economics, the various business disciplines, and the University environment (by covering the required Freshman Year Experience topics). The course is a major component of the new four-year College format.

College of Creative Arts

Dance

New Courses:

DANC 200. Dance Practicum. 1 Hr. PR: By audition only. (May be repeated six times for a maximum of 6 credits.) Students participate as dancers/performers in a dance production. Contact the Director of Dance for audition information. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course will offer academic credit for lower classmen for rehearsal and performance activities within the Division of Theatre and Dance under the direction of a member of the dance faculty. This course is repeatable for up to six times to allow students to perform in numerous dance performances throughout their course of study. This course is part of the DANC 200/300/400 progression that allows students to grow artistically, similar to the Division's existing THET 200 course.

DANC 240. Intermediate Tap. 2 Hr. PR: DANC 140 or consent. (May be repeated for a maximum of 4 credit hours.) A studio course focusing on dance through the tap dance technique at the intermediate

level. Teaching the student intermediate models, movement phrases and techniques through styles of the Tap Dance genre of movement. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course provides students the opportunity to continue their exploration and expand their level of proficiency in the art of tap dancing.

DANC 300. Dance Practicum. 1-3 Hr. By audition only. (May be repeated six times up to a maximum of 6 credit units.) Students participate as dancers/performers in a dance production. Contact the Director of Dance for audition information. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course will offer upper classmen academic credit for rehearsal and performance activities within the Division of Theatre and Dance under the direction of a member of the dance faculty. This course is repeatable up to six times to allow advanced students to perform in numerous dance performances throughout their course of study. This course is part of the DANC 200/300/400 progression that allows students to grow artistically.

DANC 350. Modern/Ballet Partnering. 2 Hr. PR: DANC 210 and DANC 220 or consent. (May be repeated for a maximum of 4 credit hours.) The practical application of partnering work as it pertains to movement and dance through weight sharing and trust training models and movement phrases in Modern and Ballet genres of dance. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course provides students the opportunity to continue their exploration and expand their level of proficiency in the art of modern and ballet partnering.

DANC 372. Dance Criticism. 3 Hr. PR: ENGL 101 and ENGL 102 or ENGL 103. This course is designed for Dance Major/Minor students and other students interested in reading and writing about dance and dance performance, and viewing performances. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course serves students in the dance program as one of the core literature courses on the subject of Dance, which is currently missing. It would also fulfill the GEC writing requirements for dance minors and other students.

DANC 400. Choreography Practicum. 2 Hr. PR: DANC 260 and DANC 360. (May be repeated four times for a maximum of 6 credit hours.) Students participate as choreographers in a dance production. Contact the director of Dance for audition information. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course will offer academic credit for the choreography and production of a substantial creative work for advanced dance students in the Division of Theatre and Dance under the direction of a member of the dance faculty. This course is repeatable for up to three times to allow students to choreograph numerous dance performances throughout their course of study. This course is part of the DANC 200/300/400 progression to allow students to grow artistically. The additional credit hour is due to the volume of work the student is expected to complete outside of the studio, as well as to the leadership nature of serving as a choreographer.

DANC 410. Ballet Repertory. 1 Hr. PR: By audition only. (May be repeated 4 times for a maximum of 4 credit hours.) The study and practice of excerpts from ballets by prominent ballet choreographers. The

course covers the historical aspects of each of the segments studied and their place within the larger context of dance history. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course would complete the sequence of courses within the Ballet technique class progression already offered in the minor. It assimilates the skills and knowledge covered in the technique courses. As a repertory class it gives the students the forum to put their training into practical application as they take on existing choreography by prominent dance artists.

DANC 420. Modern Repertory. 1 Hr. PR: By audition only. (May be repeated 4 times for a maximum of 4 credit hours.) The study and practice of excerpts from dances by prominent contemporary choreographers. The course covers historical aspects of each of the segments studied and its place within the larger context of dance history. (Effective Term: Spring 2012) (CIP 500301)

Rationale: This course would complete the sequence of courses within the Modern Dance technique class progression already offered in the minor. It assimilates the skills and knowledge covered in the modern technique courses. As a repertory class it gives the students the forum to put their training into practical application as they take on existing choreography by prominent dance artists.

School of Public Health

New Courses:

Biostatistics

BIOS 602. Applied Biostatistics Lab. 1 Hr. Co-Req: BIOS 601. This course, taken concurrently with BIOS 601, introduces students to the use of statistical software (SAS, R) to perform basic analyses. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics, reflecting the ASPH Public Health Competencies, which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students practical skills in analyzing data utilizing common statistical software packages.

BIOS 603. Applied Biostatistics II. 3 Hr. PR: BIOS 601 and BIOS 602. Addresses estimation and hypothesis testing within the context of the generalized linear model. Examines multiple linear regression, logistic regression, survival analysis, and select advanced techniques. Emphasis on applied data analysis of health care studies. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics, reflecting the ASPH Public Health Competencies, which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 students to gain further knowledge in more advanced statistical techniques based on fundamental regression principles.

BIOS 604. Applied Biostatistics III. 3 Hr. PR: BIOS 602 and BIOS 603. Focus on advanced methodological tools important in public health contexts. Topics include structural equation models and hierarchical linear models (mixed models, random-effect models), using relevant software packages. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 students to gain an understanding of sophisticated and state-of-the-art methods to analyze multivariate data from complicated designs.

BIOS 610. Intermediate Biostatistics. 4 Hr. Designed for students advanced mathematical background, focus is on mathematically sophisticated principles and methods of hypothesis testing, associations, one- and two-sample parametric and non-parametric tests. Includes real data set analyses on public health datasets. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students more technical background of fundamental statistical principles in order to prepare them to more advanced methodology.

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. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will allow students to become adept at data management and analysis using powerful and popular statistical software packages.

BIOS 612. Public Health Statistical Inference I. 3 Hr. Fundamental applications used in the field of public health including, probability, discrete and continuous distributions, functions of random variables, descriptive statistics, fundamentals of statistical inference, including estimation and hypothesis testing. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 is a critical element of the biostatistics curriculum as it covers fundamental statistical theoretical principles that underlie almost all analytical methods used in biostatistics.

BIOS 620. Applied Linear Models HS. 3 Hr. PR: BIOS 611 and BIOS 612. Mathematically sophisticated introduction to the analysis of continuous data using applications related to public health, including multiple linear regression (selection of predictor variables, diagnostics), analysis of variance, and mixed models. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students the knowledge and skills to powerfully and accurately analyze data of a continuous nature often seen in health research.

BIOS 621. Categorical Data Analysis-HS. 3 Hr. PR: BIOS 610 and BIOS 611. Introduction to the analysis of categorized data with a Health Sciences-Epidemiologic focus: rates, ratios, and proportions; relative risk and odds ratio; Mantel-Haenszel methods; logistic regression, Poisson regression, and other models for categorical data. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students the knowledge and skills to powerfully and accurately analyze categorical data often seen in health research.

BIOS 622. Analysis of Time-to-Event Data. 3 Hr. PR: BIOS 610 and BIOS 611. Introduction to modern methods for the analysis of time-to-event data (eg. survival, cessation, and recidivism). Theory and application are emphasized; covering survival functions, hazard rates, inference, regression, model construction, stratification, time-dependent covariates, and clinical trials. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students the knowledge and skills to powerfully and accurately analyze time-to-event data (e.g., survival data) often seen in medical research.

BIOS 623. Biostatistical Consulting. 1 Hr. PR: BIOS 610 and BIOS 611. Focuses on the responsibilities of the biostatistician as a consultant. Discussion topics include consulting models, interpersonal communication, ethics, common client types, time management, and other issues. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduates studies and provide the basis for the Credentialed 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 will provide students important background knowledge into the statistical consulting process, a vital portion of most biostatistical careers.

BIOS 628. Biostatistics Practicum. 3 Hr. PR: Consent. Students will work in a collaborative setting for a minimum of 180 hours, applying sophisticated biostatistical principles and skills learned in classes to address research questions that arise in that setting. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 will provide students a practical in-depth collaborative experience that will help prepare them for a career in biostatistics.

BIOS 660. Applied Bioinformatics 1. 3 Hr. PR: BIOS 610 and BIOS 611. Foundational methodological tools for analyzing molecular and population genetics are discussed in detail including methods for modeling genetic inheritance, linkage analysis, genetic association studies, family designs, SNPs analysis, gene interactions, and genome wide association studies. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 students to gain foundational knowledge germane to the analysis of high-dimensional data often seen in genetic and other research.

BIOS 661. Applied Bioinformatics 2. 3 Hr. PR: BIOS 612 and BIOS 660. The course will cover the fundamental methods that have been successfully applied in bioinformatics, such as supervised learning,

unsupervised learning, and multiple testing. Students will learn relevant programming languages and software. (Effective Term: Spring 2014) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 provides students further specialized knowledge and analytic skills useful in analyzing data from modern translational research.

BIOS 662. Statistics in Clinical Trials. 3 Hr. PR: BIOS 610 and BIOS 611. Introduces concepts relevant to the design and analysis of clinical trials. Topics covered include protocol development, quality control, ethical considerations, adherence, randomization, power analysis, and interim analysis. (Effective Term: Spring 2014) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 provides students foundational knowledge and skills associated with the proper design and analysis of clinical trials, an important area for many biostatistics graduates who embark on careers in the pharmaceutical industry.

BIOS 663. Introduction to Meta-Analysis. 3 Hr. PR: BIOS 603. An introduction to the quantitative analysis (meta-analysis) of data from systematic reviews, including (1) effect size and precision, (2) fixed versus random-effects models, (3) heterogeneity, (4) complex data structures, and (5) bias. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Biostatistics. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Credentialed 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 provides students knowledge in how to accurately analyze data from meta-analysis studies, an increasingly used and powerful way to summarize data from multiple studies of the same topic area, and hence a popular tool in public health research.

Epidemiology

EPID 610. Principles of Epidemiology. 3 Hr. PR: BIOS 601. An intensive introduction to epidemiological concepts and methods for masters students intending to engage in, collaborate in, or interpret the results of epidemiologic studies. Familiarity with biomedical concepts may be needed. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide MPH students important skills and knowledge in epidemiology and serve as their first-level epidemiology methods course. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our MPH students must be able to understand and apply these concepts in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course is a critical element in the MPH curriculum as it teaches important introductory epidemiologic concepts and skills necessary to practice as a competent public health professional, and also to understand more advanced epidemiological concepts taught in subsequent methods courses. This course allows students to gain skills and knowledge that will allow them to calculate epidemiologic measures of disease occurrence and association, to identify sources of bias such as confounding in epidemiologic studies, and to critically evaluate epidemiologic literature.

EPID 611. Advanced Epidemiologic Theory. 3 Hr. PR: BIOS 610 and EPID 610. An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of masters-level students. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students advanced skills and knowledge in epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (ASPH) Public Health Competencies, nationally accepted as a framework for public health graduate studies and the basis for the Certified in Public Health (CPH) examination, the national credentialing exam in public health. Public health students focusing their studies in epidemiology must be able to understand and apply these in-depth methodologic concepts to successfully compete in today's job market and to utilize epidemiology in the rapidly changing field of public health. This course comprises critical elements of the curriculum as it covers the theoretical basis of the science of epidemiology and its application in the conduct and interpretation of epidemiologic studies. Students will be able to more effectively assess the epidemiologic literature critically as well as design different types of epidemiologic studies to test causal hypotheses by examining the association between a putative risk or protective factor and an outcome of interest.

EPID 612. Applied Epidemiology for PH. 3 Hr. BIOS 601 and EPID 610 and EPID 611. Applied quantitative methods essential to core training of epidemiology majors. Covering analysis of large public health datasets, methods of summarizing results, calculation of confidence intervals, standardization, calculation of measures of association. (Effective Term: Spring 2013) (CIP 512201).

Rationale: This course will provide MPH students important, broad-based skills and knowledge in chronic disease epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our MPH students must be able to understand and apply these concepts of disease causation and prevention in order to successfully compete in today's job market and

to be responsive to the rapidly changing field of public health. This course is a critical element in the MPH curriculum as it teaches important, broad-based concepts and skills related to chronic disease epidemiology that are necessary to practice as a competent public health professional. This course allows students to gain skills and knowledge that will allow them to identify major risk factors for the common chronic diseases affecting Americans, discuss strategies for prevention, calculate epidemiologic measures of disease occurrence and association, and to critically evaluate epidemiologic literature.

EPID 625. Principles of Clinical Trials. 3 Hr. Students will apply the core elements of clinical trials and learn to address their major challenges by critically evaluating clinical trial literature, designing original clinical trials and developing grant proposals in clinical trial research. (Effective Term: Fall 2012) (CIP 512201)

Rationale: Using real world examples, the course will familiarize students with the core elements of clinical trials and the major challenges and issues to consider in clinical trial design, planning, conduct, reporting, and evaluation. Students will learn to critically evaluate and synthesize the clinical trial literature, to design an original clinical trial, and to develop and prepare a preliminary grant proposal in clinical trial research. This course will complement the departmental curriculum by providing methodological and ethical training in the design, conduct, and reporting of clinical trials, which, in turn, provide an essential foundation for both public health and clinical practice and policy. In addition, this course will further advance all students' skills in the critical evaluation and synthesis of the research literature, and in research grant design and development, skills that are relevant to all disciplines of public health. These skills, coupled with a solid foundation in the design, conduct, and evaluation of clinical trials are increasingly essential in today's market, given the current challenging economic climate and spiraling health care costs, the increasing globalization of clinical research, and the growing need to identify cost-effective, sustainable approaches to disease prevention and management, and will help position students to address these challenges effectively.

EPID 627. Epidemiology Proposal. 2 Hr. Students develop a proposal for a epidemiology practicum project (applied or research-based) that integrates public health skills, theory and knowledge and is supported by a faculty-review process, (part one of the MPH culminating experience). (Effective Term: Spring 2013) (CIP 512201)

Rationale: The proposal course provides students with the opportunity to apply public health and epidemiology skills and knowledge gained in the MPH program to an applied or research-based public health issue. Students will apply their theoretical knowledge base during the development of the proposal. This is considered to be one option for a culminating experience, which is a required MPH activity for accredited public health programs and schools.

EPID 628. Epidemiology Practicum. 3 Hr. PR: EPID 627. Students implement the substantive public health project (planned in proposal course) under the mentorship of faculty and preceptors. Results are reported through a formal paper and a poster presentation to faculty, students and guests. (Effective Term: Spring 2013) (CIP 512201)

Rationale: Students apply their approved proposal from EPID 627, providing them with experience in implementing an applied- or research-based project focused on epidemiology and public health. Once completed, the students present their findings in a formal or publishable paper, as well as in a poster presentation to SPH faculty and students and other guests. These are all part required practicum activities for accredited public health programs and schools and are considered to be one option for a culminating experience.

EPID 664. Chronic Disease Epidemiology. 3 Hr. PR: EPID 610 or Instructor Permission. A broad introduction to the epidemiology of chronic non-infectious diseases, including diabetes mellitus, hypertension, cardiovascular disease, cancer, osteoporosis, Alzheimer's disease, and the role of various lifestyle risk factors for these diseases (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide MPH students important broad-based skills and knowledge specific to the epidemiology of chronic disease. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our MPH students must be able to understand and apply these concepts in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course is a critical element in the MPH curriculum as it provides specific skills and knowledge with respect to the epidemiology of chronic non-infectious diseases. Chronic non-infectious diseases covered include (1) diabetes mellitus, (2) hypertension, (3) cardiovascular disease, (4) cancer, (5) osteoporosis and (6) Alzheimer's disease. Included in this course is the role of various lifestyle risk factors for these diseases.

EPID 665. Injury Control Seminar. 1 Hr. A survey of current research practice in injury prevention and control (IPC). Local and regional researchers and practitioners provide students a unique perspective on IPC research, interventions, programs, and policies. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide students important knowledge of the interdependency of the conduct of injury prevention and control research and the application of these findings to the practice of injury prevention and control. This knowledge reflects some of the Association of Schools of Public Health (ASPH) Public Health Competencies, nationally accepted as a framework for public health graduate studies and the basis for the Certified in Public Health (CPH) examination, the national credentialing exam in public health. Public health students must be able to understand and apply these concepts to successfully compete in today's job market. This course provides a unique opportunity for students to learn of cutting-edge findings from the researchers themselves and how such findings are translated into contemporary practice by public health professionals practicing in the field.

EPID 710. ADV Principles of Epidemiology. 3 Hr. Co-Req: BIOS 610. An intensive introduction to epidemiological concepts and methods for PhD students intending to engage in, collaborate in, or interpret the results of epidemiologic studies. Familiarity with biomedical concepts may be needed. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide doctoral students important skills and knowledge in epidemiology and serve as their first-level epidemiology methods course. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our doctoral students must be able to understand and apply these concepts in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course is a critical element in the PhD curriculum as it teaches important introductory epidemiologic concepts and skills necessary to practice as a competent public health professional, and also to understand more advanced epidemiological concepts taught in subsequent methods courses. This course allows students to gain skills and knowledge that will allow them to calculate epidemiologic measures of disease occurrence and association, to identify sources of bias such as confounding in epidemiologic studies, to critically evaluate epidemiologic literature, and to design an epidemiologic study.

EPID 711. ADV Epidemiologic Theory. 3 Hr. PR: EPID 710 and BIOS 610. An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of doctoral students. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students advanced skills and knowledge in epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (ASPH) Public Health Competencies, nationally accepted as a framework for public health graduate studies and the basis for the Certified in Public Health (CPH) examination, the national credentialing exam in public health. Doctoral-level epidemiologists must be able to understand and apply these in-depth methodologic concepts to successfully compete in today's job. This course comprises critical elements of the curriculum as it covers the theoretical basis of the science of epidemiology and its application in the conduct and interpretation of epidemiologic studies. Students will be able to critically assess the epidemiologic literature as well as design and conduct different types of epidemiologic studies to test causal hypotheses by examining the association between a putative risk or protective factor and an outcome of interest.

EPID 712. Quantitative Methods in Epidemiology. 3 Hr. PR: EPID 610 or instructor permission. Quantitative methods essential to core training of epidemiology majors, covering crude analysis of categorical and continuous variables, confounding, sensitivity analysis, effect measure modification, logistic regression, Poisson regression and negative binomial regression, and survival analysis. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Epidemiology. 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 (CPH) 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 is a critical element in the curriculum as it teaches important quantitative methods in epidemiology that are necessary to practice as a competent epidemiologist. The course

allows students to gain skills and knowledge that will allow them to evaluate confounding and effect measure modification, conduct sensitivity analysis, conduct crude and multivariate analyses using SAS and/or Stata, and determine the validity of quantitative methods in published articles and reports.

EPID 714. Molecular and Genetic Epidemiology. 3 Hr. PR: EPID 710. Students are introduced to molecular & genetic epidemiology with a focused exposure to areas of emphasis, linkage and association analysis with exposure to tools needed to critically review literature in genetic epidemiology and human genetics (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Epidemiology. 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 (CPH) 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 is a critical element in the curriculum as it teaches important basic epidemiologic concepts and skills that necessary to practice as a competent public health professional. The course allows students to gain skills and knowledge that will allow them to understand the fundamentals of study design and methods of data analysis in molecular and genetic epidemiology, to choose appropriate tests of association between molecular or genetic markers and outcome and summarize and interpret the results of these tests of association, to critically review the literature in genetic epidemiology and human genetics, and to design and conduct a molecular and genetic epidemiologic study to test a causal hypothesis examining the association between a putative risk factor and an outcome of interest.

EPID 761. Cardiovascular Epidemiology. 3 Hr. PR: EPID 710. An in-depth introduction to epidemiological methods in studying cardiovascular disease and related conditions, including diabetes, hypertension, chronic kidney disease, sleep-disordered breathing. In addition, "classical" as well as novel cardiovascular risk factors will be covered (Spring 2014) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in cardiovascular disease epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts related to the prevention of cardiovascular diseases in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course is a critical element in the curriculum as it teaches important epidemiological concepts and skills related to the prevention of cardiovascular diseases that are necessary to practice as a competent public health professional. This course allows students to gain skills and knowledge that will allow them to identify major risk factors for cardiovascular disease, discuss strategies for prevention of cardiovascular disease, calculate epidemiologic measures of cardiovascular disease occurrence and association, and to design an epidemiologic study to investigate a causal hypothesis related to cardiovascular disease.

EPID 762. Cancer Epidemiology. 3 Hr. PR: EPID 710 or instructor permission. This course is intended for students considering cancer epidemiology as a substantive focus. Providing students fundamental concepts and methodology in cancer epidemiology and reviewing current epidemiologic research in cancer from a variety of perspectives. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Epidemiology. 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 (CPH) 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 is a critical element in the curriculum as it teaches important epidemiologic concepts and skills that necessary to practice as a competent public health professional. The course allows students to gain skills and knowledge that will allow them to describe basic substantive knowledge concerning major cancers and risk factors, to identify confounding bias in cancer epidemiological studies, to critically evaluate epidemiologic literature, and to design an epidemiologic study to test a causal hypothesis examining the association between a putative risk factor and an outcome of interest.

EPID 763. Injury Epidemiology. 3 Hr. PR: EPID 711. In-depth application of epidemiology to injury. This course covers how to use select epidemiologic methods to study injury as a public health problem, focusing on issues specific to the prevention and control of injury. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students advanced skills and knowledge in injury epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (ASPH) Public Health Competencies, nationally accepted as a framework for public health graduate studies and the basis for the Certified in Public Health (CPH) examination, the national credentialing exam in public health. Doctoral-level epidemiologists conducting injury-specific research must be able to understand and apply these in-depth methodologic concepts to compete successfully in today's job market. This course comprises critical elements of the curriculum as it covers the application of epidemiologic methods to injury as a public health problem; students will learn select methods often used in the study of injury in great depth. Students will be able to design and conduct different types of epidemiologic studies focused on the prevention and control of injuries.

EPID 764. Mind-body Medicine. 3 Hr. PR: EPID 710 or instructor permission. Using real world examples, this course covers the complex relationships between psychosocial factors and chronic illness; major mind-body practices and common clinical applications of these practices; the effects of these practices on specific health outcomes. (Effective Term: Fall 2013) (CIP 512201)

Rationale: Using real world examples and hands on experience, the course will familiarize students major mind-body practices, with the use and common clinical applications of these practices, and with recent evidence-based research regarding the effects of these practices on both clinical outcomes of and risk indices for specific chronic conditions. The course will also explore the complex, bidirectional relationships of stress, sleep, mood, and other psychosocial factors to chronic disease. Students will

learn to critically evaluate and synthesize the mind-body medicine literature, and to prepare a brief systematic review regarding in an existing or emerging area of mind-body medicine research. This content course will complement the departmental curriculum by familiarizing students literature regarding the role of psychosocial factors in the development and progression of chronic illness, and specific low cost, mind-body interventions to address chronic disease prevention and management. In addition, this course will further advance all students' skills in critical evaluation and synthesis of the research literature, skills that are relevant to all disciplines of public health. Familiarity with the determinants and sequelae of, and low cost, sustainable approaches to chronic disease prevention and management are increasingly important given the current challenging economic climate and spiraling health care costs, and will help position students to address these challenges effectively.

EPID 765. EPID of Transportation Safety. 3 Hr. PR: EPID 712. A broad introduction of epidemiological designs and methods in transportation safety in the context of specific road users, including inexperienced and mature drivers, passengers, large-truck drivers, pedestrians, bicyclists, motorcyclists, and all-terrain vehicle riders. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Epidemiology. 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 (CPH) 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 is a critical element in the curriculum as it teaches important epidemiologic designs and methods in transportation safety that are necessary to practice as a competent public health professional in transportation safety. The course allows students to gain skills and knowledge that will allow them to conduct systematic review and meta-analysis, measure public health burden, conduct crude and multivariate analyses using SAS and/or Stata, and develop a research paper or report in transportation safety and other public health areas.

EPID 766. Physical Activity Epidemiology. 3 Hr. PR: EPID 710. This course provides an in-depth examination of the epidemiology of physical activity. The course builds upon basic epidemiological methods and explores the relationship between physical activity and chronic diseases. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in physical activity epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts related to physical activity epidemiology in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course is a critical element in the curriculum as it teaches important epidemiological concepts and skills related to the role of physical activity in preventing chronic diseases that are necessary to practice as a competent public health professional. This course allows students to gain skills and knowledge that will allow them to identify

preventive factors related to physical activity, and to design an epidemiologic study to investigate a hypothesis related to the health benefits of physical activity.

EPID 767. Maternal and Child Health EPID. 3 Hr. PR: EPID 710 and BIOS 610. A broad introduction of epidemiological designs and methods in maternal and child health topics including prenatal care, maternal complications, preterm birth, low birth weight, fetal, neonatal/infant mortality, congenital malformations, prenatal substance exposure and development disabilities. (Effective Term: Fall 2014) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Epidemiology. 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 (CPH) 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 is a critical element in the curriculum as it teaches important epidemiologic designs and methods in maternal and child health that are necessary to practice as a competent maternal and child health professional. The course allows students to gain skills and knowledge that will allow them to identify the recent epidemiologic trends in major problems of maternal and child health, distinguish the strengths and weaknesses of the different data sources, apply epidemiologic designs to maternal and child health, and critically review published articles or reports to determine the validity and clinical and public health relevance.

EPID 768. Environmental Epidemiology. 3 Hr. PR: EPID 710. A broad introduction of epidemiological methods to study environmental determinants of disease will be presented in the context of studies of specific health outcomes, including: cancer, non-malignant respiratory diseases, adverse reproductive outcomes, and neurologic diseases. (Effective Term: Fall 2013) (CIP 512202)

Rationale: This course will provide students important skills and knowledge in environmental epidemiology. These skills and knowledge reflect the Association of Schools of Public Health (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 (CPH) exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts related to environmental epidemiology in order to successfully compete in today's job market and to be responsive to the rapidly changing field of public health. This course allows students to gain skills and knowledge that will allow them to identify the role of major environmental exposures involved as risk factors for chronic diseases, discuss prevention/ intervention strategies to limit their effect, and to design an epidemiologic study to investigate a hypothesis related to the health effects of environmental exposures.

Health Policy, Management & Leadership

HPML 610. Health Economics for Pop Health. 3-Hr. PR: BIOS 601 and HPML 601. Students acquire fundamental knowledge of health economics and economic approaches and methodologies to analyze critical issues in health care and health policy. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course is required for all students enrolled in the MPH program, Health Policy & Management major. This course presents fundamental economic approaches, perspectives, and methodologies used to analyze health care and health policy alternatives. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to; D1) Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S., and L9) Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

Course Change:

From:

CHPR 635. Public Health Leadership & Management 1. 3 Hr. PR: CHPR 612 and PUBH 601. The course provides students the essential skills to be effective managers in the community and public health environment.

To:

HPML 620. Public Health Leadership & Management 1. 3 Hr. Students gain a foundation for students in the principles of leadership and management for public health and health care settings. Topics addressed include aspects of both strategic planning and human resources. (Effective Term: Spring 2014) (CIP 512201)

Rationale: This course is required for all students enrolled in the MPH program, Health Policy & Management major. This course presents fundamental aspects of leadership and management, including strategic planning and personnel management, skills of significant importance as public health professionals. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: D5) Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives, and H1) Describe the attributes of leadership in public health.

HPML 622. Analytic Methods for Health Policy, Management & Leadership. 3 Hr. PR: BIOS 601 and HPML 601. Students acquire a foundation in essential evaluation approaches and methods needed as professionals in health policy, management, and leadership, including policy analysis, health services research, program evaluation, and decision analysis. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course is required for all students enrolled in the MPH program, Health Policy & Management major. This course presents the four essential evaluation approaches and methods critical to success in health policy, management, and leadership: policy analysis, health services research, program evaluation, and decision analysis, including cost effectiveness and cost benefit analysis. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: J3) Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health, and K10) Assess evaluation reports in relation to their quality, utility, and impact on public health.

HPML 626. Internship. 6 Hr. The internship provides students the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice. (Effective Term: Spring 2013) (CIP 512201)

Rationale: The internship course represents one of the options for a culminating experience for MPH students in the Department of Health Policy, Management and Leadership Epidemiology. Mentored by a practicing public health professional, the student has the opportunity to gain real-world professional experience and apply academic knowledge and skills within an agency or organization. The internship allows the student to refine and enhance areas of competency as described by the Association of Schools of Public Health. This experience is a recommended activity for accredited public health programs and schools.

HPML 660. Methods for Health Services Research 1. 3 Hr. PR: BIOS 601 and HPML 622. Students acquire proficiency in health services research methodologies used to assess how health care services are organized, financed, accessed and delivered, and how these arrangements affect health care quality and outcomes, and population health. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course is an elective for students enrolled in the MPH program, Health Policy & Management major. This course provides students the fundamental knowledge that they will need as public health professionals to understand and apply the principles of sound health services research methodology, and analyze and evaluate the quality and outcomes of health services. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: J3) Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health, and K6) Differentiate the purposes of formative, process, and outcome evaluation.

HPML 670. Policy Analysis for Pop Hlth 1. 3 Hr. PR: BIOS 601 and HPML 601 and HPML 622 and HPML 671. This course provides students an intermediate understanding of policy analysis approaches during the formation, implementation, and outcome stages of a policy's lifespan. A wide variety of healthcare and public health policies will be analyzed. (Effective Term: Fall 2013) (CIP 512201)

Rationale: This course is an elective for students enrolled in the MPH program, Health Policy & Management major. This course provides students the fundamental knowledge that they will need as public health professionals to understand and apply the principles of sound policy analysis, and analyze and evaluate health policy alternatives. Additionally, this course addresses several of the core competencies listed by the Association of Schools of Public Health, including but not limited to: J3) Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health, and L9) Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

Occupational and Environmental Health Sciences

OEHS 626. Internship. 6 Hr. PR: Consent. The internship provides students the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques

gained from their MPH coursework to public health practice. (Effective Term: Spring 2013) (CIP 512201)

Rationale: The internship course represents one of the options for a culminating experience for MPH students in the Department of Occupational and Environmental Health Sciences. Mentored by a practicing public health professional, the student has the opportunity to gain real-world professional experience and apply academic knowledge and skills within an agency or organization. The internship allows the student to refine and enhance areas of competency as described by the Association of Schools of Public Health.

Public Health

PUBH 685. Internship-Pub Health Practicum. 5 Hr. The internship provides students the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice. (Effective Term: Spring 2012) (CIP 512201)

Rationale: The internship course represents one of the options for a culminating experience for MPH students. Mentored by a practicing public health professional, the student has the opportunity to gain real-world professional experience and apply academic knowledge and skills within an agency or organization. The internship allows the student to refine and enhance areas of competency as described by the Association of Schools of Public Health. This experience is a recommended activity for accredited public health programs and schools.

Social and Behavioral Sciences

SBHS 626. Internship. 5 Hr. The internship provides students the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice. (Effective Term: Spring 2013) (CIP 512201)

Rationale: The internship course represents one of the options for a culminating experience for MPH students in the Department of Social and Behavioral Sciences. Mentored by a practicing public health professional, the student has the opportunity to gain real-world professional experience and apply academic knowledge and skills within an agency or organization. The internship allows the student to refine and enhance areas of competency as described by the Association of Schools of Public Health. This experience is a recommended activity for accredited public health programs and schools.

SBHS 628. Practicum. 3 Hr. PR: SBHS 627, Instructor permission. Culminating Experience: Students implement the substantive public health project (planned in proposal course) under the mentorship of faculty/preceptors. Results are reported through a formal paper and a poster presentation to faculty, students and guests. (Effective Term: Spring 2013) (CIP 512201)

Rationale: Students apply their approved proposal from SBHS 627, providing them with experience in implementing an applied- or research-based project focused on the social and behavioral sciences and public health. Once completed, the students present their findings in a formal or publishable paper, as well as in a poster presentation to SPH faculty and students and other guests. These are all part of the

required practicum activities for accredited public health programs and schools and are considered to be one option for a culminating experience.

Benjamin Statler College of Engineering and Mineral Resources

New Courses:

Computer Science and Electrical Engineering

SENG 611. Strategies for Software Development. 3 Hr. PR: SENG 510 or Consent. This course investigates the forces which drive a software organization's business strategy; alignment of a project to the business needs (product line or platform); and the importance of various project management, development and business models. (Effective Term: Fall 2012) (CIP 100101)

Rationale: This objective of this course is to expand the student's understanding of the business models for software organizations, how development projects align with the organization's strategy, and techniques and case studies for successful projects. Meeting these objectives enables the student to apply the lessons of other software engineering courses in the Master of Software Engineering program to real-world challenges in a business and management context.

Chemical Engineering

CHE 480. Cellular Machinery. 3 Hr. PR: Junior Standing and BIOL 115 or Consent. Fundamental understanding of how a cell operates like a chemical factory; understanding how self-sustaining capacity of the cell's complex chemical reaction networks and cellular components can be manipulated in a synthetic environment. (Effective Term: Fall 2012) (CIP 140701)

Rationale: This is an eligible elective course for those pursuing the Biomedical Engineering Certificate. The course follows the "introduction to Biomedical Engineering" (381) and "Biomaterials" (382) respectively, both taught in the ChE program for the Biomedical Engineering Certificate. By teaching the fundamentals of cell structure, organization and function and how the interactions within the cells, whether physical or functional, instrumental in understanding the cellular machineries, this multidisciplinary course provides an overview of the "cell operating like a chemical factory". The course reveals practical examples of how cellular components can be manipulated in synthetic environment for applications in biology, bioengineering and biosensors. The course is designed for the undergraduate and graduate levels.

School of Dentistry

Dental Hygiene

Course Change:

From:

DTHY 101. Introduction to Dental Hygiene. 1 Hr. PR: Consent. Historical evolution of the profession, the professional association, and its Code of Ethics will be emphasized. Professionalism, the

various roles of a dental hygienist, legal scope of practice, and specialties of dentistry will also be included.

To:

DTHY 101. Introduction to Dental Hygiene. 2 Hr. PR: Permission from the course director. Historical evolution of the profession, the professional association, specialties of dentistry and the various roles of a dental hygienist will be emphasized. This course incorporates the University's required first-year experience objectives (Effective Term: Fall 2012) (CIP 510602)

Rationale: Incorporated required First Year Experience objectives into this already existing freshman course. Therefore, an additional hour is needed to cover the WVU 191 topics.

TO: Department Chairs

FROM: Richard Turton, Senate Curriculum Committee Chair

RE: Requirement for a Capstone Experience in all Undergraduate Programs

DATE: January 2, 2001

In accordance with the recommendations of the Capstone Experience Team, as ratified in the University Senate, a capstone experience is now required for all undergraduate programs at the University. In order to expedite the ratification of these capstone experiences, the Senate Curriculum Committee requests that each program complete and submit 15 copies of the attached to the Faculty Secretary's Office, PO Box 6621. The completed forms should be submitted as soon as possible, but no later than April 15, 2002. Forms must be completed and submitted for every course that is considered part of the Capstone Experience.

The following information regarding the Capstone Experience, taken from the report from the Capstone Experience Team, is included for your information.

Capstone Courses

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

Capstone Experience Form

This form must be completed for each course in your Department/Program that is considered part of the Capstone Experience. For each course, do not exceed the two-page limit of this form. Upon completion, please mail 15 copies of each completed form to the Faculty Secretary's Office, PO Box 6621.

College: Medicine

Department/Program: Pathology/Medical Laboratory Science

Course(s) in which the Capstone Experience is fulfilled: MTEC 475 (Spring 2012)

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

MTEC 475 includes a requirement for the student to develop and write a case study. Students work independently to research the case and gather necessary medical data including laboratory data on an approved topic. The student prepares a first submission, which is evaluated by their faculty mentor. The mentor provides feedback and the student makes the necessary additions and corrections to the written case study. All cases are prepared under HIPAA requirements.

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

In the case study, the student has to evaluate the laboratory data and the patient's medical history and apply it to their specific case. This evaluation requires the student to use theory and knowledge from the MLS curriculum, physiology, and biochemistry curriculum and the practical knowledge obtained through the clinical or histological laboratory experiences of the MLS curriculum. The paper includes an analysis of the data and a summation.

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

All students in this course will have documented training in the HIPAA standards approved by the WVU School of Medicine. This training includes confidentiality and ethics regarding private medical information. In addition, ethical theory from MTEC 381 (PATH 381 after summer 2012) will be utilized in collecting and presenting the case study data.

Capstone Experience Form

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

Students will successfully prepare and write a medical laboratory case study using theory from the MLS, physiology and basic science courses and practical knowledge obtained from medical laboratory experiences. The student will be required to prepare a 14 page paper that will fully develop the correlation between laboratory testing and human disease. The paper will contain a cover page, case history summary, laboratory or data findings, discussion including analysis of the data, conclusion, and references.

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

Each student will present his/her Capstone Case Study paper to classmates, faculty and medical laboratory personnel as scheduled. In order to enhance the presentation, the use of a PowerPoint presentation is required. A handout may also be used, but does not replace PowerPoint. The PowerPoint presentation is to be submitted to the faculty advisor prior to the presentation for review.

TO: Department Chairs
FROM: Richard Turton, Senate Curriculum Committee Chair
RE: Requirement for a Capstone Experience in all Undergraduate Programs
DATE: January 2, 2001

In accordance with the recommendations of the Capstone Experience Team, as ratified in the University Senate, a capstone experience is now required for all undergraduate programs at the University. In order to expedite the ratification of these capstone experiences, the Senate Curriculum Committee requests that each program complete and submit 15 copies of the attached to the Faculty Secretary's Office, PO Box 6621. The completed forms should be submitted as soon as possible, but no later than April 15, 2002. Forms must be completed and submitted for every course that is considered part of the Capstone Experience.

The following information regarding the Capstone Experience, taken from the report from the Capstone Experience Team, is included for your information.

Capstone Courses

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

Capstone Experience Form

This form must be completed for each course in your Department/Program that is considered part of the Capstone Experience. For each course, do not exceed the two-page limit of this form. Upon completion, please mail 15 copies of each completed form to the Faculty Secretary's Office, PO Box 6621.

College: Medicine

Department/Program: Pathology/Medical Laboratory Science

Course(s) in which the Capstone Experience is fulfilled: PATH 475 (Fall 2102 and later)

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

PATH 475 includes a requirement for the student to develop and write a case study. Students work independently to research the case and gather necessary medical data including laboratory data on an approved topic. The student prepares a first submission, which is evaluated by their faculty mentor. The mentor provides feedback and the student makes the necessary additions and corrections to the written case study. All cases are prepared under HIPAA requirements.

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

In the case study, the student has to evaluate the laboratory data and the patient's medical history and apply it to their specific case. This evaluation requires the student to use theory and knowledge from the MLS curriculum, physiology, and biochemistry curriculum and the practical knowledge obtained through the clinical or histological laboratory experiences of the MLS curriculum. The paper includes an analysis of the data and a summation.

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

All students in this course will have documented training in the HIPAA standards approved by the WVU School of Medicine. This training includes confidentiality and ethics regarding private medical information. In addition, ethical theory from

MTEC 381 (PATH 381 after summer 2012) will be utilized in collecting and presenting the case study data.

Capstone Experience Form

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

Students will successfully prepare and write a medical laboratory case study using theory from the MLS, physiology and basic science courses and practical knowledge obtained from medical laboratory experiences. The student will be required to prepare a 14 page paper that will fully develop the correlation between laboratory testing and human disease. The paper will contain a cover page, case history summary, laboratory or data findings, discussion including analysis of the data, conclusion, and references.

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

Each student will present his/her Capstone Case Study paper to classmates, faculty and medical laboratory personnel as scheduled. In order to enhance the presentation, the use of a PowerPoint presentation is required. A handout may also be used, but does not replace PowerPoint. The PowerPoint presentation is to be submitted to the faculty advisor prior to the presentation for review.

CAPSTONE APPROVAL APPLICATION

College: Eberly College of Arts & Sciences

Program: Latin American Studies

Course(s) in which the Capstone Experience is fulfilled: Students will enroll in FCLT 488, at the conclusion of which they will submit a Capstone paper comprising 15-20 pages of original research, and make a fifteen-minute presentation to LAS faculty and students. Upon approval for capstone, each student will sign a contract with the instructor stipulating the details of the coursework: list of readings, reaction papers to be written, meetings with the instructor, etc.

The Capstone may be associated with one of the following:

1. **Study Abroad.** The Capstone may be fulfilled as an add-on to a Study Abroad experience. For example, a student may spend a semester abroad, studying in a Latin American country, and then return home to write a research paper on an approved topic under the guidance of a LAS faculty Capstone director. At the end of the Capstone semester, the student will not only submit the paper, but also offer an oral presentation of his work at a special assembly of LAS faculty and students, summarizing the important points of his research and learning and discussing the study abroad experience in general.
2. **Service Learning.** The Capstone may be fulfilled in conjunction with a service learning project, such as the ones offered by Amizade in Bolivia and Brazil. Upon return, the student will then write a paper with a faculty advisor, and present the research to LAS faculty and students.
3. **Capstone Research.** In this, more traditional Capstone option, the student will study, read, and investigate a topic mutually agreed upon with a LAS faculty member, and then write a research paper under that faculty person's direction. The product of the research and a presentation of the paper would then also be presented to LAS faculty and students.
4. **Internship.** Students may enroll in an approved internship program. At the completion of the internship, under the direction of a LAS-faculty advisor, the student will write a paper and present his research to LAS faculty and students.

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Depending on their choice of Capstone activity, students may: a) gather material during the course of a Study Abroad experience (conducting research and gathering supporting evidence during their time abroad); b) gather material for their written and oral Capstone presentations during the course of their Service Learning experience, such as detailing the work done as part of the experience; c) conduct more traditional research at home in the course of preparation of the final written paper and the oral presentation for the traditional Capstone course; or d) compile research toward the written and oral Capstone presentation during the course of an internship. All such research will be conducted under the direction of a LAS faculty member and will culminate in the final Capstone paper and oral presentation before LAS faculty and students.

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

As part of the Capstone experience, students will be required to write in-depth research papers detailing their experiences abroad or their chosen topic of study. Such a paper is the culmination of the years of undergraduate study in LAS, and will reflect a thoroughgoing understanding of cultural, political, historical or economic issues of a country or countries of the LAS region. Such papers may reflect a comparative approach and integrate more than one country or area, or may involve a focused discussion of a particular issue of a particular country or linguistic group within the region. These Capstone papers and oral presentations may also demonstrate the language proficiency a student has acquired during a Study Abroad, Service Learning, or Internship experience in a specific country.

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

Students will reflect on the importance of their course of study in an increasingly globalized world, where international experience and knowledge is fast becoming a prerequisite for success in business and public endeavors. They will also become better prepared for travel and work abroad, with a helpful background in the culture and country in which they may live and work. LAS Capstone students will be better engaged with the culture or cultures they choose to study and will be more likely to engage its people in a respectful, knowledgeable manner based on their extensive training. The importance of such respectful and sophisticated involvement with other peoples and nations can hardly be overestimated in today's world.

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

Students will submit a paper (15-20 pages) comprised of original research and detailing their work over the course of the semester, whether in Study Abroad, Service Learning, undergraduate research project, or Internship experiences. The composition of the paper will be supervised by a LAS faculty member.

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

Students will present their work in an informal setting before their peers and relevant LAS faculty; such presentations will give an overview of students' experiences and what they have learned or gained, while also encouraging underclassmen in the LAS major to begin considering their own potential Capstone topics.

January 11, 2012

College of Business and Economics
Department of Marketing
Andy Wood, Chair

Degrees Offered

Bachelor of Science

Admission Requirements

Beginning in fall 2011, eligible freshmen and transfer students will matriculate to the College of Business and Economics as part of a four-year plan. Therefore, new future student admission requirements have been established.

Eligible applicants are offered admission under three classifications:

- Direct Admit Business—Minimum 3.5 high school GPA and minimum (composite) score of 27 ACT or 1210 SAT
- General Admit Business—Minimum 3.0 high school GPA and a (composite) score of 21-27 ACT or 980-1210 SAT
- Pre-Business and Economics Admit—Minimum 2.5 high school GPA and (composite) score of 19 ACT and 910 SAT for WV residents. A composite score of 20 ACT and 950 SAT is required for non-residents.

Students from within WVU or from other institutions with fewer than 12 College credits will follow the same admission criteria as incoming freshmen, including test score requirements. Students with 12-28 semester hours on their transcript must possess a minimum overall College GPA of 2.5, but no test score submission is required.

Students who are not eligible for admission under the preceding classifications will be admitted to the University as a General Studies major. Students who raise their overall GPA to a minimum of 2.5 may seek admission to the College.

To remain in good academic standing with the College, students must maintain an overall GPA of at least 2.0 and demonstrate progress in completing the College course prerequisites listed.

Under the four-year plan, students apply for admission to a degree program and an academic major prior to the second semester sophomore year or at the beginning of the regular semester in which the admission criteria will be completed. The application link will be accessible during the application period, which commences at the beginning of each regular semester, on the College's website at www.be.wvu.edu.

The requirements for admission to either the degree of Bachelor of Science in Business Administration or the degree of Bachelor of Science in Economics include the following:

- A minimum overall GPA of 2.5
- Completion of a minimum of 45 semester hours at the end of the semester in which the application is filed
- English 101 and 102 or 103 with a minimum grade of C
- Computer Science 101 with a minimum grade of C
- Accounting 201 and 202 with a minimum grade of C (Minimum grade of B for Accounting majors)
- Economics 201 and 202 with a minimum grade of C (Minimum grade of B for Finance majors, and B or better in either 201 or 202 for Economics majors)
- Economics 225 or Statistics 211 with a minimum grade of C
- Math 126 or 153 with a minimum grade of C
- Math 150, 154, 155 or higher level of college calculus with a minimum grade of C. Students who successfully place into Math 150 or a higher level of college calculus and earn a minimum grade of C in the course are waived from having to complete Math 126 or Math 153.

Students who meet the aforementioned criteria are guaranteed admission to one of the two degree programs and one of the following majors. However, a competitive GPA greater than 2.5 may be required for some majors. Students will be required to force rank the academic majors on the application.

- Accounting
- Economics
- Finance
- Business Management
- Management Information Systems
- Marketing
- General Business

Degree Requirements

- Required courses of all Bachelor of Science in Business Administration majors ACCT 201, 202; ECON 201, ECON 202, ECON 225; BCOR 199, 299, 320, 330, 340, 350, 360, 370, 380, and 460.
- To remain in good academic standing with the College, students must maintain an overall GPA of at least 2.0 and demonstrate progress in completing the College course prerequisites listed. In addition, a minimum grade of C is required in the following courses: ENGL 101, 102 or 103; CS 101; ACCT 201 and 202; ECON 201 and 202; ECON 225 or STAT 211; MATH 126 or 153; and MATH 150, 154, 155. Students who successfully place into MATH 150 or a higher level of college calculus and earn a minimum grade of C in the course are waived from having to complete MATH 126 or 153.

- All Students seeking the B.S. in Business Administration, Marketing, must complete the following courses MKTG 315, 325, 330, 350, 485, and four elective courses listed in the tracks; and complete all other College and University B.S. degree requirements.
- For students primarily interested in a career in Professional Sales, the courses in the track for Professional Sales are MKTG 320 Personal Selling, MKTG 345 Selling with Digital Media (pending Senate approval), MKTG 420 Sales Management, and MKTG 465 Focal Points in Marketing or MKTG 474 Outside Case Competition (pending Senate approval).
- For students primarily interested in a career in Marketing Promotions, the courses in the track for Marketing Promotions are MKTG 345 Selling with Digital Media (pending Senate approval), MKTG 380 Integrated Marketing Promotions, MKTG 475 Social Media and Marketing (pending Senate approval), and MKTG 465 Focal Points in Marketing or MKTG 474 Outside Case Competition (pending Senate approval).
- For students primarily interested in a career in Sustainable Pathways to Markets, the courses in the track for Sustainable Pathways to Markets are MKTG 345 Selling with Digital Media (pending Senate approval), MKTG 410 Retail Management, MKTG 493 SPTP: Sustainability in Marketing (course under development), and MKTG 465 Focal Points in Marketing or MKTG 474 Outside Case Competition (pending Senate approval).
- For students not interested in one of the tracks, any combination of four courses from MKTG 320, 345, 410, 420, 465, 474, 475, 493.

Proposal

The proposal is to alter Marketing major requirements to create three tracks along with the general Marketing major.

Overview

The proposed change will align the Marketing major to current trends in the industry. Allowing students to concentrate their studies in a particular track deepens their learning, improves problem-solving skills, and enhances their career opportunities. While the existing program of study provided broad exposure to all aspects of marketing, over time some major challenges for students developed.

1. Students did not find they were able to differentiate themselves from marketing majors from other universities.
2. The lack of flexibility in course scheduling hindered student's ability to participate in internships and study abroad opportunities.
3. Experiential learning opportunities were limited.

Current Procedure

Marketing majors currently enroll in a prescribed program of study that allows for only one elective course in the major.

Rationale for proposed change

1. The proposed change will reduce the number of core credit hours required for the Marketing major.
2. The proposed change will increase the number of elective credit hours required for the Marketing major.
3. The proposed change will reduce the number of unrestricted elective hours available for the Marketing major.

Resources required

None

Potential Issues

1. The process of transitioning from the old program of study to the new program of study will require offering courses that do not count toward the new requirements. New Students will need to be advised that these courses will count only as general electives if taken
2. The DegreeWorks system will need to be updated to reflect the change in major requirements. Pending approval of this proposal, the Chair of the Department of Marketing will coordinate with the Registrar's office to implement this change.
3. The Undergraduate catalog will need to be updated.

Agent of action

The Department of Marketing's Teaching, Learning, and Assessment Committee, the Department Chair, the full faculty committee, the College's Undergraduate Programs Committee, and the Associate Dean of Undergraduate Academic Affairs have approved this proposal.

Pending approval by the Senate Curriculum Committee, the Chair in the Department of Marketing will be responsible for implementation.

MARKETING				
Semester 1	Marketing Promotion	Sales	Sustainable Pathways	
	BCOR 199			3
	CS 101			4
	GEC Objective 2B, 3, 5, 9			3
	MATH 126A/B/C or 153			3 or 4
	SOCA 101			3
Semester 2	Marketing Promotion	Sales	Sustainable Pathways	
	ACCT 201			3
	ECON 201			3
	ENGL 101			3
	MATH 150 or 154 or 155 or 156			3 or 4
	Natural Science w/ Lab			4

Semester 3	Marketing Promotion	Sales	Sustainable Pathways	
	ACCT 202			3
	ECON 202			3
	ECON 225			3
	ENGL 102			3
	PSYC 101			3
	Unrestricted Electives			1
Semester 4	Marketing Promotion	Professional Sales	Sustainable Pathways	
	BCOR 299	BCOR 299	BCOR 299	3
	BCOR 330	BCOR 330	BCOR 330	3
	BCOR 350	BCOR 350	BCOR 350	3
	BCOR 370	BCOR 370	BCOR 370	3
	Unrestricted Elective	MKTG 320	Unrestricted Elective	3
Summer Semester 5		Sales Internship		
Semester 5	Marketing Promotion	Sales	Sustainable Pathways	
	BCOR 320	BCOR 320	BCOR 320	3
	BCOR 340	BCOR 340	BCOR 340	3
	MKTG 315 (Buyer Behavior)	MKTG 315 (Buyer Behavior)	MKTG 315 (Buyer Behavior)	3
	MKTG 380 (IMP)	MKTG 320 (Personal Selling)	MKTG 493L (Sustainable Marketing)	3
	Unrestricted Elective	Unrestricted Elective	Unrestricted Elective	3
Semester 6	Marketing Promotion	Sales	Sustainable Pathways	
	BCOR 360	BCOR 360	BCOR 360	3
	Unrestricted Elective	Unrestricted Elective	Unrestricted Elective	3
	MKTG 325 (Marketing Research)	MKTG 325 (Marketing Research)	MKTG 325 (Marketing Research)	3
	MKTG 345 (Digital Media)	MKTG 345 (Digital Media)	MKTG 350 (Product & Price)	3
Summer Semester 7		Sales Internship or MKTG 345 (Digital Media)	Internship or MKTG 345 (Digital Media)	
Semester 7	Marketing Promotion	Sales	Sustainable Pathways	
	BCOR 380	BCOR 380	BCOR 380	3
	MKTG 350 (Product & Price)	MKTG 350 (Product & Price)		3
	MKTG 330 (Channels)	MKTG 330 (Channels)	MKTG 330 (Channels)	3
	MKTG 474 (Outside Case)	MKTG 420 (Sales Management) or 460 (B2B) or 474 (Outside Case)	MKTG 410 (Retailing)	3
	Unrestricted Elective	Unrestricted Elective	Unrestricted Elective	3
Semester 8	Marketing Promotion	Sales	Sustainable Pathways	
	BCOR 460	BCOR 460	BCOR 460	3
	MKTG 485	MKTG 485	MKTG 485	3
			MKTG 345 (Digital Media)	3
	MKTG 475 (Social Media)	MKTG 420 (Sales Management) or 460 (B2B) or 465 (Focal Points in Marketing)	MKTG 465 (Focal Points in Marketing)	3

REQUEST FOR CHANGE IN CENTER NAME, MAJOR NAME, MINOR NAME, GRADUATE CERTIFICATE NAME, and COURSE DESCRIPTOR

Actions Requested

Change of Center name:

Old name: Center for Women's Studies

New name: Center for Women's and Gender Studies

Change of Major, Minor, and Graduate Certificate Titles:

The "Major Title" for the current "Women's Studies" (1456) major on the Curriculum Matrix will change to "Women's and Gender Studies." The "Degree Program Title" will remain "Interdepartmental Studies." This change will be made at the Bachelor's degree level.

The title for the current "Women's Studies" (U035) minor on the Curriculum Matrix will be replaced with "Women's and Gender Studies."

The title for the current "Women's Studies" (CG06) Graduate Certificate program on the Curriculum Matrix will be replaced with "Women's and Gender Studies."

The CIP Code 24.0101 will not change.

Change in Course Descriptor

We are requesting a change in course prefix descriptor from "WMST" to "WGST"

We have attached a course alteration application to change the name of the current WMST 170: Introduction to Women's Studies to WGS 170: Introduction to Women's and Gender Studies (30 character limit course title for Banner = Intro to Women's/Gender Studies)

Rationale

The Center for Women's Studies is proposing to change its name to the Center for Women's *and Gender* Studies. This document outlines the rationale for changing the name of the program, the mission statement of the Center, and the specific changes required for this process.

Feminist scholarship has shifted significantly in the past 20 years from a focus on women to recognition of diverse social categories and especially the intersectionality of race, class, age, disability, sexuality, and other social axes of power relations and roles in society. Gender implies an investigation of how femininity and masculinity are socially defined, as well as how these identities implore us to look beyond binary categories and to examine how gender is an integral part of political, economic, and cultural institutions. In addition, the profile of our students, both undergraduate and graduate, is changing. Men are increasingly attracted to our courses, and the term 'gender' in the name is more inclusive of students from many different backgrounds and perspectives. The Center for Women's Studies has grown and developed over the past several decades to become an important center for women's and gender teaching, research, and advocacy on campus and in our community. This transition has provided an opportunity to not only reflect on past accomplishments, but also to plan future directions and goals of the Center.

The Center for Women's Studies Mission Statement

The Center for Women's Studies at WVU is dedicated to the mission of creating, evaluating, and disseminating knowledge based on feminist scholarship. We recognize diverse approaches to gender studies and the intersection of gender with other social identities such as class, race, sexual orientation, ability, age, and

ethnicity. We are committed to expanding access to education about women beyond the classrooms and campuses of WVU and to do so by connecting the people of our state and region to sources of feminist scholarship worldwide. We accomplish our mission as a program within the WVU Eberly college of Arts and Sciences, while pursuing a unique university-wide mission. (Women's Studies Goals 2000-2010)

The mission statement already includes the terms 'gender' and 'women' in reference to scholarship and outreach. The only change in this mission statement will be to include gender in the statement about expanding access to education about women beyond WVU. The Center is undergoing strategic planning this year, thus the proposed change in our name will fit well with other attempts to update and highlight our contributions to the University, State, and broader community.

With the name change to include gender, the program will continue to contribute to cutting edge research and teaching in feminist scholarship. In addition, the Center serves an important role in the community and state through our outreach efforts focused on gender-based violence, the feminization of poverty, and women in politics, for example.

In sum, justification for this name change includes the need to:

- reflect contemporary scholarship in this field,
- continue to attract students to our courses and program,
- support developments in the curriculum and specific courses, and
- promote more inclusive approaches to advocacy and activism in our program.

Finally, the women's studies curriculum at WVU already reflects some of the diverse approaches and sub-fields in feminist studies. We have courses in different disciplines across campus that include gender and violence, gender and the law, the geography of gender, sexual diversity in literature and film, and gender and the research process. The name change of the program will enhance these course offerings among our faculty associates and be more attractive to today's students. In addition, friends and alumni of our program recognize the value of maintaining the history of women's struggles and equality, but also support the move to keep up with contemporary ways of thinking about gender, women, and feminism. Attached is a letter from a member of the visiting committee and a strong supporter of the program who is in favor of the name change (Appendix A.).

Similar conversations about identity and change in programs such as ours are taking place around the country. For example, the University of Kentucky has a Department of Gender and Women's Studies; the University of Massachusetts- Amherst named its unit the Women, Gender, Sexuality Studies Program; Ohio University underwent a similar process several years ago and changed its name to Women's and Gender Studies; and Middle Tennessee State University has a Women's and Gender Studies Program. These efforts to reconfigure and define programs in ways that reflect the diversity and relevance of women's, gender, feminist, and sexuality studies are common in the academy and reflect a healthy transformation of these programs.

3. Resource implications

The proposed change does not involve changes in curriculum or assessment, or the commitment of additional resources.

4. Effective term

Change in name of Center effective upon final approval. Curriculum action changes--posting of major, minor, graduate certificate--effective Fall 2012 (201208), made available to students graduating in May 2012 if final approvals are secured such that that is an option.

**REQUEST FOR CHANGE IN CENTER NAME, MAJOR NAME, MINOR NAME, GRADUATE
CERTIFICATE NAME, and COURSE DESCRIPTOR**

Current: Women's Studies

New: Women's and Gender Studies

5. Endorsements

Chair, Center for Women's Studies Curriculum Committee

Signature

Date

Director, Center for Women's Studies

Signature

Date

ECAS Curriculum Committee

Signature

Date

Dean, Eberly College of Arts and Sciences

Signature

Date

Provost

Signature

Date

Faculty Senate Curriculum Committee

Date

Faculty Senate

Date

6. Attachments

1. Catalog copy revisions
2. Course alteration application for WMST 170
3. Letter of endorsement from former member of the Center for Women's Studies Visiting Committee

Catalog Copy Revisions

Current copy (Undergraduate Catalog):

Women's Studies

Ann M. Oberhauser, Director, Professor of Geography
<http://wmst.wvu.edu/>

Degree Offered

Bachelor of Arts

The Center for Women's Studies has a University-wide mission to coordinate interdisciplinary teaching and research on women and gender. The center offers a bachelor of arts degree in women's studies, as well as a minor, and an area of emphasis for regents B.A. students. Many students in women's studies double major in other fields such as history, psychology, communication studies, English, and other fields in the social sciences, humanities, and physical sciences. The center also sponsors lectures, films, colloquia, an annual residency, faculty and student development programs, and a scholarships and awards programs.

Nature of Program

Scholarship on women and gender has revolutionized most academic disciplines over the last several years. Women have been studied for a long time, but only recently have women significantly influenced the questions that have been asked, the methods that have been used, or the uses to which that knowledge has been put. Women's and gender studies courses examine the contributions, perspectives, experiences, roles, and status of women within a multicultural and historical framework. Challenging the stereotypes of women and men, our students explore the relationships among gender, race, ethnicity, sexual identity, socioeconomic class, and age. Women's studies is an interdisciplinary field which embraces the arts, humanities, social sciences, life sciences, and physical sciences.

Career Opportunities

Business, public administration, health care, communications, law, teaching, social work, counseling, creative arts, government, and journalism are all fields in which a major or minor in women's studies may be a valuable professional credential. A women's and gender studies background is helpful to both women and men entering professions that have traditionally been restricted to one sex. Women's studies is especially useful for employment in areas such as rape crisis centers, feminist publishing houses, campus women's centers, affirmative action offices, sex equity projects, advocacy and lobbying programs, domestic violence shelters, and displaced-homemaker programs, and as preparation for law school.

Academic Opportunities in Women's and Gender Studies

Women's and gender studies courses in a variety of areas throughout the University are available to interested students. Many of these courses fulfill General Education Curriculum distribution requirements. In addition to the women's studies courses listed in this catalog, many women's studies courses are offered through other departments. Updated lists of women's studies courses are available from the Center for Women's Studies each semester. Undergraduate students may earn a bachelor of arts in women's studies or a minor in women's studies.

Admission Requirements

If University admission requirements are met, a student may be accepted to WVU as a women's studies major. Students already enrolled at WVU will need an overall GPA of 2.0 to enter the major. They will be required to earn a minimum GPA of 2.5 in the nine required hours of the major (see below) and an overall 2.0 in all their major courses.

Degree Requirements

The women's studies major require 30 credit hours, including a minimum of 18 hours of upper-division classes. Most students will start their major with the required WMST 170 course. An honors section of this course is offered every year. Intermediate courses are designed to broaden students' perspectives on women's studies and to prepare them for the advanced required courses as well as for advanced upper-division electives. A maximum of nine credits of intermediate courses will be counted toward the minimum 30 credits required for the major. The required advanced core (six hours) includes two courses designed to prepare students for specialized study in the major: WMST 330 Feminist Theory and WMST 484 Seminar: Capstone. Women's studies majors may take no more than six hours of independent study (WMST 495) or field experience (WMST 491) credit, and these credits must be approved by the student's women's studies advisor before registration. Because the program draws on courses throughout the University, students should check with an advisor at the Center for Women's Studies in 218 Eiesland Hall or check the program's website at <http://wmst.wvu.edu> for the most current list of courses.

Coursework

Thirty hours in women's studies courses (not all with WMST prefix), including the following:

- Minimum of 12 hours of upper-division courses (300/400 level)
- WMST 170
- Maximum of nine hours of intermediate courses
- Required six hours of advanced core courses: WMST 330 and WMST 484
- No more than six hours of WMST 491 or 495
- Formal minor or second major (optional)
- Electives
- University and college requirements
- Total hours required for graduation 128

Minor in Women's Studies

Any student admitted to an undergraduate degree program at WVU may earn a minor in women's studies. Students are advised to design an individualized minor and may choose to focus on an area of concentration such as feminist thought or women's health and sexuality. A grade point average of 2.75 in 15 hours of coursework is required for the minor. Students must take WMST 170, 484 or 330, and nine additional hours in women's studies courses or approved departmental primary courses with at least nine hours in upper-division courses. The nine additional hours

may include no more than six hours with any one prefix (WMST courses excepted), no more than one course in the student's major, and no more than three hours of independent study or field experience. Students are required to register with the Center for Women's Studies to enroll in the minor. Application forms and more information about the women's and gender studies curriculum may be obtained from the Director, WVU Center for Women's Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. Telephone (304) 293-2339, x1155.

Revised Copy (Undergraduate Catalog):

Women's and Gender Studies

Ann M. Oberhauser, Director, Professor of Geography
<http://wmst.wvu.edu/>

Degree Offered

Bachelor of Arts

The Center for Women's and Gender Studies has a University-wide mission to coordinate interdisciplinary teaching and research on women and gender. The center offers a bachelor of arts degree in women's and gender studies, as well as a minor, and an area of emphasis for regents B.A. students. Many students in women's and gender studies double major in other fields such as history, psychology, communication studies, English, and other fields in the social sciences, humanities, and physical sciences. The center also sponsors lectures, films, colloquia, an annual residency, faculty and student development programs, and a scholarship and awards program.

Nature of Program

Scholarship on women and gender has revolutionized most academic disciplines over the last several years. This field studies the advancement of women, as well as how gender influences the questions that are asked, the methods that are used, and the uses of knowledge in creating feminist scholarship within a multicultural and historical framework. Women's and gender studies courses lead students to challenge the stereotypes of women and men and to explore the relationships among gender, race, ethnicity, sexual identity, socioeconomic class, and age. As an interdisciplinary field, women's and gender studies embraces the arts, humanities, social sciences, life sciences, and physical sciences.

Career Opportunities

Business, public administration, health care, communications, law, teaching, social work, counseling, creative arts, government, and journalism are all fields in which a major or minor in women's and gender studies may be a valuable professional credential. A background in this field is helpful to both women and men entering professions that have traditionally been restricted to one sex. This area of study is especially useful for employment in areas such as rape crisis centers, feminist publishing houses, campus women's centers, affirmative action offices, sex equity projects, advocacy and lobbying programs, domestic violence shelters, and displaced-homemaker programs, and as preparation for law school.

Academic Opportunities in Women's and Gender Studies

Women's and gender studies courses in a variety of areas throughout the University are available to interested students. Many of these courses fulfill General Education Curriculum distribution requirements. In addition to the women's and gender studies courses listed in this catalog, many of these courses are offered through other departments. Updated lists of women's and gender studies courses are available from the Center for Women's and Gender Studies each semester. Undergraduate students may earn a bachelor of arts or a minor in women's and gender studies.

Admission Requirements

If University admission requirements are met, a student may be accepted to WVU as a women's and gender studies major. Students already enrolled at WVU will need an overall GPA of 2.0 to enter the major. They will be required to earn a minimum GPA of 2.5 in the nine required hours of the major (see below) and an overall 2.0 in all their major courses.

Degree Requirements

The women's and gender studies major require 30 credit hours, including a minimum of 18 hours of upper-division classes. Most students will start their major with the required WGS 170 course. An honors section of this course is offered every year. Intermediate courses are designed to broaden students' perspectives on women's and gender studies and to prepare them for the advanced required courses as well as for advanced upper-division electives. A maximum of nine credits of intermediate courses will be counted toward the minimum 30 credits required for the major. The required advanced core (six hours) includes two courses designed to prepare students for specialized study in the major: WGS 330 Feminist Theory and WGS 484 Seminar: Capstone. Women's and gender studies majors may take no more than six hours of independent study (WGS 495) or field experience (WGS 491) credit, and these credits must be approved by the student's women's studies advisor before registration. Because the program draws on courses throughout the University, students should check with an advisor at the Center for Women's and Gender Studies in 218 Eiesland Hall or check the program's website at <http://wmst.wvu.edu> for the most current list of courses.

Coursework

Thirty hours in women's and gender studies courses (not all with WGS prefix), including the following:

- Minimum of 12 hours of upper-division elective courses (300/400 level)
- WGS 170
- Maximum of nine hours of intermediate courses
- Required six hours of advanced core courses: WGS 330 and WGS 484
- No more than six hours of WGS 491 or 495
- Formal minor or second major (optional)
- Electives
- University and college requirements
- Total hours required for graduation 128

Minor in Women's and Gender Studies

Any student admitted to an undergraduate degree program at WVU may earn a minor in women's and gender studies. Students are advised to design an individualized minor and may choose to focus on an area of concentration such as feminist thought or women's health and sexuality. A grade point average of 2.75 in 15 hours of coursework is required for the minor. Students must take WGS 170, 484 or 330, and nine additional hours in women's and gender studies courses or approved departmental primary courses with at least nine hours in upper-division courses. The nine additional hours may include no more than six hours with any one prefix (WGS courses excepted), no more than one course in the student's major, and no more than three hours of independent study or field experience. Students are required to register with the Center for Women's and Gender Studies to enroll in the minor. Application forms and more information about the women's and gender studies curriculum may be obtained from the Director, WVU Center for Women's and Gender Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. Telephone (304) 293-2339, x1155.

Current copy (Minors Catalog on Provost's website <http://provost.wvu.edu/r/download/103214>):

Women's Studies

Any student admitted to an undergraduate degree program at WVU may earn a minor in women's studies. Students are advised to design an individualized minor and may choose to focus on an area of concentration such as feminist thought or women's health and sexuality. A grade point average of 2.75 in **15 hours** of coursework is required for the minor. Students must take **WMST 170, WMST 330 or WMST 484, and 9 additional hours in women's studies** courses or approved departmental primary courses with at least nine hours in upper-division courses. The **9** additional hours may include no more than six hours with any one prefix (WMST courses excepted), no more than one course in the student's major, and no more than three hours of independent study or field experience. Students are required to register with the Center for Women's Studies to enroll in the minor.

Application forms and more information about the women's studies curriculum may be obtained from the Director, WVU Center for Women's Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. Telephone (304) 293-2339, ext. 1155. E-mail: ann.oberhauser@mail.wvu.edu. Online at: www.wvu.edu/~wmst.

Minor Code: U035

Revised copy (Minors Catalog on Provost's website <http://provost.wvu.edu/r/download/103214>):

Change also the tile on the "Minors Listed by College/School" listing.

Women's and Gender Studies

Any student admitted to an undergraduate degree program at WVU may earn a minor in women's and gender studies. Students are advised to design an individualized minor and may choose to focus on an area of concentration such as feminist thought or women's health and sexuality. A grade point average of 2.75 in **15 hours** of coursework is required for the minor. Students must take **WGS 170, WGS 330 and/or WGS 484, and 9 additional hours in women's and gender studies** courses or approved departmental primary courses with at least nine hours in upper-division courses. The **9** additional hours may include no more than six hours with any one prefix (WGS courses excepted), no more than one course in the student's major, and no more than three hours of independent study or field experience. Students are required to register with the Center for Women's and Gender Studies to enroll in the minor.

Application forms and more information about the women's studies curriculum may be obtained from the Director, WVU Center for Women's and Gender Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. Telephone (304) 293-2339, ext. 1155. E-mail: ann.oberhauser@mail.wvu.edu. Online at: www.wvu.edu/~wmst.

Minor Code: U035

Current Copy (Graduate Catalog):

Women's Studies

218 Eiesland Hall
<http://wmst.wvu.edu/>

Nature of the Program

The Center for Women's Studies has a University-wide mission to coordinate interdisciplinary teaching and research on women and gender. The center sponsors lectures, lms, colloquia, symposia, conferences, faculty development programs, and scholarships. Students interested in doing graduate work in women's studies can apply for admission to the master of arts in liberal studies program (M.A.L.S.) offered through the Eberly College of Arts and Sciences. The women's studies-directed M.A.L.S. program is a special emphasis within the M.A.L.S. program that allows students to focus their work on women's studies. Interested students should become familiar with the requirements of M.A.L.S. as described on page 394 and contact the director of the Center for Women's Studies for specify requirements for the program or, see the Center's website at <http://wmst.wvu.edu/>.

Financial Assistance

Financial assistance is available to students doing graduate work in women's studies who qualify for our scholarships. Graduate students doing coursework or research in women's or gender studies may apply to the Winifred South Knutti Graduate Scholarship in Women's Studies and the Velma M. Miller/West Virginia Alliance for Women's Studies Graduate Scholar Award. Teaching assistantships are also available to qualified students.

The Center for Women's Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. E-mail: wmst@mail.as.wvu.edu. Telephone: (304) 293-2339.

In addition to the women's studies courses listed here, other courses focusing on women and gender, as well as independent study opportunities, are available in several University departments.

Graduate Certificate in Women's Studies

Students can choose to complete a graduate certificate in women's studies in conjunction with another graduate degree or as a non-degree graduate student. The certificate consists of 15 hours of graduate-level work in women's studies, using those courses approved by the WVU Women's Studies Curriculum Committee as primary or component courses for the Women's Studies Program. A current list of courses is available from the Center for Women's Studies.

Revised Copy (Graduate Catalog):

Women's and Gender Studies

218 Eiesland Hall
<http://wmst.wvu.edu/>

Nature of the Program

The Center for Women's and Gender Studies has a University-wide mission to coordinate interdisciplinary teaching and research on women and gender. The center sponsors lectures, films, colloquia, symposia, conferences, faculty development programs, and scholarships.

Students interested in doing graduate work in women's and gender studies can apply for admission to the master of arts in liberal studies program (M.A.L.S.) offered through the Eberly College of Arts and Sciences. The women's and gender studies-directed M.A.L.S. program is a special emphasis within the M.A.L.S. program that allows students to focus their work on women's and gender studies. Interested students should become familiar with the requirements of M.A.L.S. as described on page 394 and contact the director of the Center for Women's and Gender Studies for specify requirements for the program or, see the Center's website at <http://wmst.wvu.edu/>.

Financial Assistance

Financial assistance is available to students doing graduate work in women's and gender studies who qualify for our scholarships. Graduate students doing coursework or research in women's or gender studies may apply to the Winifred South Knutti Graduate Scholarship in Women's Studies and the Velma M. Miller/West Virginia Alliance for Women's Studies Graduate Scholar Award. Teaching assistantships are also available to qualified students.

The Center for Women's and Gender Studies, 218 Eiesland Hall, P.O. Box 6450, Morgantown, WV 26506-6450. E-mail: wmst@mail.as.wvu.edu. Telephone: (304) 293-2339.

In addition to the women's and gender studies courses listed here, other courses focusing on women and gender, as well as independent study opportunities, are available in several University departments.

Graduate Certificate in Women's and Gender Studies

Students can choose to complete a graduate certificate in women's and gender studies in conjunction with another graduate degree or as a non-degree graduate student. The certificate consists of 15 hours of graduate-level work in women's and gender studies, using those courses approved by the WVU Women's and Gender Studies Curriculum Committee as primary or component courses for the Women's and Gender Studies Program. A current list of courses is available from the Center for Women's and Gender Studies.

Attachment 3. Letter of support from Visiting Committee member

August 25, 2011

Dear Ann,

I am writing in very strong support of the name change from the Center for Women's Studies to the Center for Women's and Gender Studies. As a mother of a son and grandmother of a little boy, I became aware of the need for scholarships regarding males and all aspects of their relationships and lives.

The new course on masculinity is one I would like to audit! I'm delighted with the more inclusive direction the Center is taking. Thank you!

I've read the very articulate rationale. It makes so much sense to me! Best wishes for even greater success!

Judy Wilkinson

A PROPOSAL FOR A NEW MAJOR IN LATIN AMERICAN STUDIES

Committee:

**Ángel Tuninetti, Associate Professor/Chair, Department of World Languages,
Literatures, and Linguistics**
**Victoria Garrett, Teaching Assistant Professor, Department of World Languages,
Literatures, and Linguistics**
**Pablo García, Assistant Professor, Department of World Languages, Literatures,
and Linguistics**
Karleen Jones West, Assistant Professor, Department of Political Science
Daniel Renfrew, Assistant Professor, Department of Sociology and Anthropology
Silver Moon, Assistant Professor, Department of History

OVERVIEW

The above-named committee seeks approval for the following:

1. An interdisciplinary major Latin American Studies (LAS):
Level: Bachelor
Degree Program Title: Interdepartmental Studies
Designation: B.A.
CIP Code: 24.0101
Major Title: Latin American Studies
2. An interdisciplinary minor Latin American Studies;
3. Latin American Studies Capstone, FCLT 488.

This document outlines a proposal for an interdepartmental major “Latin American Studies” (LAS) beginning in the fall term of 2012. LAS is a broad-based area of study, enabling students to integrate the study of Latin American-predominant languages (Spanish and Portuguese) with the history, geography, cultures, politics, economies, religions, and societies of the region. The LAS major enables students with an interest in working in Latin America, for example, to earn a relevant major and receive credit toward a degree program. It will also allow them to integrate existing and new study abroad programs in Buenos Aires and Guanajuato, as well as Spring Break programs in Mexico or other countries. The major and minor would also allow students to direct their focus on a region of unquestioned social and economic importance. The major would enable students to integrate their language study into a rigorous program focusing on the region. Such a major would enhance students’ ability to compete in a challenging global market by concentrating specifically on one region and by recognizing that focus on both transcript and diploma.

RATIONALE

The target geographical area of the LAS program would include South America, Central America, Mexico, and the Caribbean. The LAS program would also address issues of immigration and Latino culture in the United States. Such a program would strengthen the Spanish language program at WVU by encouraging motivated undergraduates to combine an interest in the region's strategic importance with a program of language study, attracting more students through a broader application than that of the traditional language-only major. LAS will also provide a useful second major for students in other disciplines, such as International Studies, History, Political Sciences, etc. Similarly, the study abroad programs administered by the Office of International Programs would benefit from an increased number of participants attracted by the exciting and relevant course of study in LAS. While Study Abroad cannot be mandatory, it is strongly encouraged.

LAS would provide students with an interdisciplinary approach to an area of the world that bears strategic importance to the United States. Such a program would offer language training, a study abroad component, a firm historical and cultural background, and an up-to-date consideration of the economics and politics of the area. The program capitalizes on the renewed interest in this area of the world that has arisen from current global events—including significant regional trade agreements, questions about the United States' role in the region, and the increasing economic importance of Brazil and Venezuela. Students currently attending WVU have expressed great interest in the potential major in LAS.

The only new course required for the proposed major is FCLT 488 (Capstone). The other required course (FCLT 161 "The Many Latin Americas") was already approved on March 8, 2010. Courses in other areas may eventually be added as WVU has hired several new faculty with specialization in the region since 2007.

The LAS program and courses will be administered by a Coordinator, Victoria Garrett (Department of Foreign Languages). The Coordinator will be responsible for regularizing curriculum, advising, and other administrative issues; the position is modeled on the successful program in Slavic and Eastern European Studies, as a truly multidisciplinary major with an oversight committee comprised of members of the departments contributing courses.

PROPOSED LAS CURRICULUM

Latin American Studies Major: Required Core Courses

- | | |
|-------------------------|--------------------|
| 1. FCLT 161: | 3 hours |
| The Many Latin Americas | |
|
2. Language |
6 hours |

Spanish or Portuguese (Students may select any combination of the courses below, or get credit by examination or Study Abroad):

- SPAN 301, 302, 303, 304, offered every semester
- PORT 203, 204 (301, 302 upon future availability).¹

3. Social Sciences

9 hours

Students may select any combination, but a maximum of six credits can be taken in one discipline:

- HIST 104: Latin America: Past and Present
- HIST 241: LA: Conquest and Colonization
- HIST 242: LA: Reform and Revolution
- HIST 350: Aztec, Maya, and Inca
- HIST 438: Women in Colonial Latin America
- POLS 355: Latin American Governments
- SOCA 350: Latin American Cultures
- SOCA 354: Mesoamerican Archaeology

4. Literature and Culture

6 hours

Choose from the following:

- FCLT 260: Cultures of Mexico
- FLIT 266: Latin American Literature
- FLIT 285: Brazilian Literature in Translation
- FLIT 360: Discovering Mesoamerica
- SPAN 330: Latin American Culture
- SPAN 331, 332: Spanish American Literature I and II
- SPAN 334*: Key Works of Spanish American Literature
- SPAN 335*: Cultural Expressions of Latin America

5. Electives

6 hours

Electives may include any of the courses listed above but not taken to fulfill a requirement in the program, or other approved courses. This excludes, however, upper-division language courses, which may not count for elective credit toward the LAS major. Electives may include credits from Study Abroad.

6. Capstone (FCLT 488)

3 hours

(May be associated with Study Abroad, Internship, Service Learning, or Research)

Total: 33 hours

N.B. At least 15 hours of upper-division coursework must be taken to fulfill the LAS major, in addition to the capstone. At least 15 hours must be taken at WVU (not including WVU study abroad credits).

¹ Since at this point the Department of World Languages, Literatures, and Linguistics offers Portuguese courses up to the 200-level, this proposal follows the precedent set by the SEES program, which accepts different levels of proficiency according to the language offerings on campus. It would pose a burden for students to require advanced level courses, forcing them to complete those courses at other institutions.

No more than 12 credits in one discipline may be counted toward the 33 credits of the LAS major.

Students majoring in International Studies or Spanish can apply only nine hours of credits used to fulfill requirements of those majors toward the LAS major.

Students will be able to fulfill the Writing requirement with one of the several FCLT/FLIT courses offered by the Department of World Languages, Literatures, and Linguistics each semester. As the LAS program develops, W courses within the major will be developed.

Only courses in which the student earns a grade of "C" or higher may be applied to the LAS major.

* Courses pending approval.

ASSESSMENT: LEARNING GOALS

At the end of their work in the B.A. Degree Program in Latin American Studies, students will demonstrate:

1. A substantive knowledge of basic political, historical, and cultural structures that define the region of the world known as Latin America.
2. An interdisciplinary knowledge of the multifaceted challenges and possibilities globalization presents to the region from various perspectives, including economic, political, and cultural.
3. An understanding of the historical and cultural issues today that gave rise to contemporary Latin America.
4. A clear identification and comprehension of the languages and cultures of the region.
5. The ability to compare differences in the histories and cultures of different nations and sub-regions within Latin America.

ROTATION OF COURSES

For a listing of the frequency of LAS courses for a two-year period, based on input from the departments concerned, please see the attached chart at the end of this proposal. Please note that the LAS Capstone courses would be offered every semester, as needed.

All courses required for the LAS major are already offered and taught by instructors in the participating departments, although additional departments and courses may be added in the future.

LAS CAPSTONE (FCLT 488):

Students can complete the LAS Capstone (FCLT 488) in conjunction with one of the following. Students will be able to enroll in the capstone option upon completing their junior year, and Capstone credit must be taken in residence at WVU. Prior to registering for the LAS capstone, students are expected to have completed 15 hours of LAS-related course work, including LAS 101, six hours of a LAS language, and six additional hours of lower and/or upper division courses. This requirement may be waived, however, by

the program coordinator under certain circumstances—for example, to enable a student to participate in a study abroad opportunity.

Upon approval to register, the student and instructor will collaboratively develop a course contract stipulating a list of readings, reaction papers to be written, due dates, meetings with the instructor, and expectations for the final course paper and presentation.

The Capstone may be associated with one of the following:

1. **Study Abroad.** The Capstone may be fulfilled as an add-on to a Study Abroad experience. For example, a student may spend a semester abroad, studying in a Latin American country, and then return home to write a research paper on an approved topic under the guidance of a LAS faculty Capstone director. At the end of the Capstone semester, the student will submit the paper and offer an oral presentation of his work at a special assembly of LAS faculty and students, summarizing the important points of her/his research and learning and discussing the study abroad experience in general.
2. **Service Learning.** The Capstone may be fulfilled in conjunction with a service learning project, such as the ones offered by Amizade in Bolivia and Brazil. Upon return, the student will under direction of the Capstone director conduct related research culminating in a paper and research presentation, as described above.
3. **Capstone Research.** In this, more traditional Capstone option, the student will study, read, and investigate a topic mutually agreed upon with the Capstone director and a LAS faculty member who serves as the student's research mentor. The product of the research and a presentation of the paper would then also be presented to LAS faculty and students.
4. **Internship.** Students may enroll in an approved internship program. The student and Capstone director will develop a contract for secondary or applied research the student will conduct in conjunction with the internship placement and activities. The project will culminate with a paper and presentation of the research.

COSTS AND BENEFITS

There are no expected increases in costs to the college or the university due to this proposal.

The benefits of the program are many, including:

- Students will increase their knowledge of the area of Latin America, a marketable and strategically vital skill.
- Students interested in the region with a focus on the humanities will have a more flexible option than the current International Studies major (“Americas” track.)
- The program will offer an interdisciplinary, trans-geographic and transcultural perspective of Latin America. Its scope will include Portuguese America, the Caribbean, and Latinos in the U.S., areas of study not covered by the Spanish major.

- The ECAS will graduate well-trained, motivated, and enthusiastic specialists in this region, sought after by the government and the private sector alike.
- The ECAS will enjoy an enhanced reputation.
- The ECAS will recruit committed students interested in intensive study of this specific region.
- Students will receive recognition of study in LAS as a specialized major.
- WVU will enjoy an increase in students participating in Study Abroad, and increased international contacts for the college and the university.

CATALOG STATEMENT: MAJOR

The catalog copy would read:

Latin American Studies

Degree Offered

Bachelor of Arts

Major: Interdepartmental Studies

Nature of Program

The Latin American Studies (LAS) interdisciplinary major offers an integrated approach to the study of the languages, cultures, history, geography, politics, economies, religions and societies of Latin America. This region includes South America, Central America, Mexico, and the Caribbean. The program incorporates diverse disciplines, language study, and study abroad to provide students with a deep as well as broad grasp of the region's past, present and future.

Career Goals for Graduates

In today's increasingly global setting, business, diplomacy and scholarship all benefit from a thorough knowledge of at least one foreign language and a familiarity with the culture, history, and economics of the region speaking that language. A major in LAS prepares students for further study in graduate or professional schools, as well as contributes background that may be applied to work in government, foreign service, non-governmental organizations (NGOs), and international business or law.

Graduation Requirements

Students majoring in LAS are required to complete a minimum of 33 hours of coursework, of which the following are required: 1) FCLT 161 (3 hours); 2) Language (6 hours, either 300-level Spanish, or Portuguese at intermediate level); 3) Social Sciences (12 hours): GEOG 200; HIST 104, 241, 242, 350, 438; POLS 355; SOCA 350 and 354; 4) Literature and Culture (3 hours): FCLT 360; FLIT 266, 360; SPAN 330, 331, 332, 334, 335; 5) Capstone Experience (3 hours).

The remaining courses (6 hours) may be electives. Electives may include any of the courses listed above but not taken to fulfill a requirement, or other approved courses. This excludes, however, upper-division language courses, which may not count for elective credit toward the LAS major. Electives may include credits from Study Abroad.

Students majoring in International Studies or Spanish can apply only nine hours of credit used to fulfill requirements of those majors toward the LAS major.

A minimum of 15 of the 33 hours counted toward the LAS major must be upper division (300- and 400-level). No more than 12 credits can be counted from one discipline. Only courses in which the student earns a grade of C or better can be applied to the LAS major. Students must also satisfy University General Education Curriculum and Eberly College of Arts and Sciences requirements and earn a total of 128 hours of credit.

Residency Requirement

A student completing a major in LAS at WVU must complete a residence requirement of 15 hours in the major on campus.

Other Coursework/Second Majors/Minors

Students are strongly encouraged to work closely with advisors and faculty in the LAS program to select related courses, second majors, and/or minors (such as International Studies, Foreign Languages, History, Sociology and Anthropology, Political Science, or Business/Economics) that will complement their work in LAS and lead to meaningful career options.

Minor in Latin American Studies

The minor in Latin American Studies is an interdisciplinary program recognizing students' successful completion of coursework focusing on the language, culture, history, politics, and economies of Latin America with the award of an academic minor degree.

Requirements for the Minor

Students minoring in LAS are required to complete a minimum of 15 hours of coursework, of which the following are required: 1) FCLT 161 (3 hours); 2) Language (6 hours, either 300-level Spanish, or intermediate level Portuguese); 3) Social Sciences (6 hours): HIST 104, 241, 242, 350, 438; POLS 355; SOCA 350 and 354. Only courses in which the student earns a grade of C or better can be applied to the LAS minor. At least 9 hours of upper-division coursework must be taken to fulfill the LAS minor. At least 6 hours must be taken in residence at WVU.

ROTATION OF COURSES

	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015	Spr 2016
FCLT 161 Many Lat Amers	X		X		X		X	
Capstone*	X	X	X	X	X	X	X	X
SPAN 330 LA Cult	X		X		X		X	
SPAN 331 Early Sp Am Lit	X		X		X		X	
SPAN 332 Mod Sp Am Lit		X		X		X		X
SPAN 334 Key Works on Span Am Lit*		X		X		X		X
SPAN 335 Cult Expressions of Lat Am*	X		X		X		X	
SPAN 301,302,303,304	X	X	X	X	X	X	X	X
PORT 203	X		X		X		X	
PORT 204		X		X		X		X
FCLT 260 Culture of MX		X		X		X		X
FLIT 266 LA Lit Intro	X		X		X		X	
FLIT 285 Brazilian Lit	X		X				X	
FLIT 360 MesoamericanLit		X		X		X		X
SOCA 350 LA Cultures	X		X		X		X	
SOCA 354 Mesoamerican Arch	X		X		X		X	
POLS 250 Intro to Comp Pol		X		X		X		X
POLS 355 LA Governments		X		X		X		X
HIST 104 LA Survey	X		X		X		X	
HIST 241 Conquest and Col		X		X		X		X
HIST 242 Reform and Rev	X					X		
HIST 438 Women In Col LA		X						
* Courses pending Senate approval.								

School of Theater and Dance
Dance Renumbering
February 2012

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
DANC	102	100	DANC 102. Introduction-Dance Techniques. 2 Hr. Fundamental principles of dance with emphasis on the development of stationary and motor forms of techniques to develop body awareness, coordination, endurance, and flexibility with elements of creativity.	DANC 100. Fundamentals Dance Techniques. 2 Hr. Studio class covering fundamental s of dance techniques such as Ballet, Modern Dance, Jazz Dance, Tap, Ballroom, Partner dances, and other dance and movement vocabulary such as folk and social dances.	X	X
DANC	141	110	DANC 141. Introduction to Ballet. 2 Hr. Simple ballet techniques, positions, basic barre work, and motor combinations will be developed.	110. Fundamentals of Ballet. 2 Hr. (May be repeated for a maximum of 4 credits hours.) Topics covered include basic ballet dance technique, dance vocabulary, dance literacy, proper alignment, musicality, and sound anatomical practices.	X	X
DANC	131	130	DANC 131. Elementary Jazz. 2 Hr. Basic jazz dance fundamentals and techniques; development of coordination, strength, and flexibility through the execution of the elementary jazz warm-ups, movement progressions, and combinations.	DANC 130. Fundamentals of Jazz. 2 Hr. (May be repeated maximum of 4 credit hours.) Basic jazz dance fundamentals and techniques; development of coordination, strength, and flexibility through the execution of the elementary jazz warm-ups, movement progressions, and combinations.	X	X

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
DANC	151	140	DANC 151. Tap Dance I. 1 Hr. Introduction to tap dance technique, including study of basic tap vocabulary, fundamental rhythms, loco motor movements and tap styles.	DANC 140. Fundamentals of Tap. 1 Hr. (May be repeated for a maximum of 4 credit hours.) Basic tap dance technique, including study of basic tap vocabulary, fundamental rhythms, loco motor movements and tap styles	X	X
DANC	101	170	DANC 101. Introduction to Dance. 3 Hr. Introductory course designed to develop an aesthetic appreciation and understanding of dance as a fine art and its impact on society.	DANC 170. Introduction to Dance. 3 Hr. Introductory lecture course designed to develop an aesthetic appreciation and understanding of dance as a fine art and its impact on society.	X	
DANC	121	220	DANC 121. Intermediate Modern Technique. 2 Hr. PR: Consent. Intensive concentration of technique form, interpretation, and artistic sensitivity of performance. Barre and center practice developing in difficulty as to length and complexity will enhance the level of execution.	Dance 220. Intermediate Modern Technique. 2 Hr. PR: Consent. (May be repeated for a maximum of 6 credit hours.) Intensive concentration of technique form, interpretation, and artistic sensitivity of performance. Barre and center practice developing in difficulty as to length and complexity will enhance the level of execution.	X	

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
DANC	132	230	DANC 132. Intermediate Jazz. 2 Hr. PR: Consent. Continuation of jazz dance techniques and concepts with an emphasis on jazz isolations, polyrhythm, and syncopated movement sequences; continued practice in the development of the body as an instrument of expression.	DANC 230. Intermediate Jazz. 2 HR. PR: Consent. (May be repeated for a maximum of 6 credit hours.) Continuation of jazz dance techniques and concepts with an emphasis on jazz isolations, polyrhythm, and syncopated movement sequences, continued practice in the development of the body as an instrument of expression.	X	
DANC	153	250	DANC 153. Ballroom Dance. 1 Hr. Introduction to popular ballroom dancing. Styles will range from fox trot, waltz and swing to Latin dances.	DANC 250. Ballroom Dance. 1 Hr. Introduction to popular ballroom dancing. Styles will range from fox trot, waltz and swing to Latin dances.	X	
DANC	272	251	DANC 272. World Dance. 3 Hr. Introduction to world cultures through the media of dance lecture and movement. Study of global, religious, social, educational, and courtship rituals as related to dance.	DANC 272. World Dance. 3 Hr. Introduction to world cultures through the media of dance lecture and movement. Study of global, religious, social, educational, and courtship rituals as related to dance	X	
DANC	154	252	DANC 154. African Dance.2 Hr. Exploration of the culture and technique of African dance.	DANC 252. African Dance.2 Hr. Exploration of the culture and technique of African dance.	X	
DANC	160	260	DANC 160. Introduction to Choreography. 2 Hr. In-depth study of movement	DANC 260. Fundamentals of Choreography. 2 Hr. In-depth study of movement phrases in the	X	X

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
			phrases in the elements of space, time, and force. Emphasis on technique in stationary and motor forms, combinations, and progressions.	elements of space, time, and force. Emphasis on technique in stationary and motor forms, combinations, and progressions.		
DANC	241	310	Advanced Ballet. 2 Hr. PR: DANC 142. Advanced technique of classical theatrical dancing. An in-depth continuation of adage, allegro, and Pointe work. Combinations and choreographic studies will be a focus of training. Fundamentals will also be developed. (Repeatable for max. 6 hr. credit.)	DANC 310. Advanced Ballet. 2 Hr. PR: DANC 142. (May be repeated for a maximum of 8 credit hours.) Advanced technique of classical theatrical dancing. An in-depth continuation of adage, allegro, and Pointe work. Combinations and choreographic studies will be a focus of training. Fundamentals will also be developed.	X	
DANC	221	320	DANC 221. Advanced Modern Technique. 2 Hr. PR: DANC 102 or DANC 160 or DANC 121. Advanced tutorial techniques relating advanced theories and individual study in the design of technique, style, and compositional form.	DANC 320. Advanced Modern Technique. 2 Hr. PR: DANC 100 or DANC 220 or DANC 260. (May be repeated for a maximum of 6 credit hours.) Advanced tutorial techniques relating advanced theories and individual study in the design of technique, style, and compositional form.	X	
DANC	231	330	DANC 231. Advanced Jazz. 2 Hr. PR: DANC 132. In-depth exploration of both traditional and contemporary jazz techniques and styles; continues progression	DANC 330 Advanced Jazz. 2 Hr. PR: DANC 230. In-depth exploration of both traditional and contemporary jazz techniques and styles; continues progression towards a more		

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
			towards a more advanced level of technical skill as developed and utilized through this specific dance technique.	advanced level of technical skill as developed and utilized through this specific dance technique.		
DANC	362	360	DANC 362. Advanced Choreography. PR: DANC 160. Provides opportunity for creative explorations and analysis of principles of dance composition through improvisations and problem solving. Informal presentations of student works will be included.	DANC 360. Advanced Choreography. PR: DANC 260. Provides opportunity for creative explorations and analysis of principles of dance composition through improvisations and problem solving. Informal presentations of student works will be included.	X	
DANC	371	370	DANC 371. History and Philosophy of Dance. 3 Hr. A study of dance history and philosophy and prominent personalities in the world of dance through their legacy of techniques, choreographies, and performances.	DANC 370. History and Philosophy of Dance. 3 Hr. A study of dance history and philosophy and prominent personalities in the world of dance through their legacy of techniques, choreographies, and performances.	X	
DANC	270	371	DANCE 270. Creative Dance for Educators. 2 Hr. PR: DANC 102. Specific learning experiences for the future of dance education and competencies to be achieved for children's dance. Grades K-12. Integration of movement experience with other academic subjects and	DANCE 371. Creative Dance for Educators. 2 Hr. PR: DANC 100. Specific learning experiences for the future of dance education and competencies to be achieved for children's dance. Grades K-12. Integration of movement experience with other academic subjects and various cultural heritage emphasized.	X	

SUBJ	Old Course Number	New Course Number	Old Course Description	New Course Description	Number Change	Title Change
			various cultural heritage emphasized.			
DELETES						
DANC	101		Replaced by DANC 170			
DANC	102		Replaced by DANC 100			
DANC	121		Replaced by DANC 220			
DANC	131		Replaced by DANC 130			
DANC	132		Replaced by DANC 230			
DANC	141		Replaced by DANC 110			
DANC	151		Replaced by DANC 140			
DANC	153		Replaced by DANC 250			
DANC	154		Replaced by DANC 252			
DANC	160		Replaced by DANC 260			
DANC	161		No longer needed			
DANC	162		No longer needed			
DANC	221		Replaced by DANC 320			
DANC	231		Replaced by DANC 330			
DANC	241		Replaced by DANC 310			
DANC	262		No longer needed			
DANC	270		Replaced by DANC 371			
DANC	272		Replaced by DANC 251			
DANC	361		No longer needed			
DANC	362		Replaced by DANC 360			

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello
Senate Curriculum Committee**Date:** 1/29/12**RE:** Monthly Alterations Report

Subject Code	Course Number	CIP	Action	Old	New	Rationale	Effective Term
BIOC	785	260210	Specify the allowable number of times that the course may be taken for graduate credit.	BIOC 785. Biochemistry and Molecular Biology Journal Club. 1HR. Guided reading and critiquing of the current scientific literature for graduate students in the Biochemistry and Molecular Biology Graduate Programs.	BIOC 785. Biochemistry and Molecular Biology Journal Club. 1 HR. (May be repeated for a maximum of 16 credit hours.) Guided reading and critiquing of the current scientific literature for graduate students.	The course is part of the curriculum and must be repeated each semester by graduate students in Biochemistry and Molecular Biology.	201208
BIOL	386	260101	Specify the allowable number of hours that the course may be taken for credit.	BIOL 386. Undergraduate Research. 1-4 Hr. PR: Written consent of chair and a 2.7 grade point average in biology. Individual laboratory or field experiments supervised by a faculty member.	BIOL 386. Undergraduate Research. 1-4 Hr. PR: Written consent of chair and a 2.7 grade point average in biology. (May be repeated for a maximum of 6 credit hours.) Individual laboratory or field experiments supervised by a faculty member.	The credit maximum has been specified to allow undergraduate students research opportunities that may occur across semesters.	201208
BIOL	490	260101	Specify the allowable number of	BIOL 490. Teaching Practicum. 1-3 Hr. PR: Consent. Teaching	BIOL 490. Teaching Practicum. 1-3 Hr. PR: Consent. (May be repeated	The credit maximum has been specified to	201208

			hours that the course may be taken for credit.	practice as a tutor or assistant.	for a maximum of 9 credit hours.) Teaching practice as a tutor or assistant.	allow undergraduate students teaching opportunities that may occur across semesters.	
EDLS	785	130401	Change number of credit hours that may be scheduled per semester and the grading system.	EDLS 785. Education Administration Internship. 3-6 Hr. (May be repeated for credit.) PR: Consent. Practical experiences in the administration of an organizational unit under the supervision of an administrator within the unit	EDLS 785. Education Administration Internship. 1-6 Hr. PR: Consent. (May be repeated for credit.) Practical experiences in the administration of an organizational unit under the supervision of an administrator within the unit. (Grading is S/U).	The changes will allow flexibility in completing degree requirements for students who are pursuing certification in educational administration.	201207
ENGL	309	230101	Change the prerequisite course.	ENGL 309. Approaches to Teaching Composition. 3 Hr. PR: ENGL 201. (May not be taken for both undergraduate and graduate credit.) Surveys attitudes toward and techniques of teaching writing in elementary and secondary schools. Provides experiment in class with methods of teaching writing.	ENGL 309. Approaches to Teaching Composition. 3 Hr. PR: ENGL 200. (May not be taken for both undergraduate and graduate credit.) Surveys attitudes toward and techniques of teaching writing in elementary and secondary schools. Provides experiment in class with methods of teaching writing.	The new prerequisite provides a better background for students enrolling in ENGL 309.	201208
EPID	601	512201	Change of subject code and course number.	PUBH 660. Public Health Epidemiology. 3 Hr. Examines mortality and morbidity trends, disease and injury models, data sources classification, measures of frequency and association, research	EPID 601. Public Health Epidemiology. 3 Hr. Co-req: BIOS 601 Examines mortality and morbidity trends, disease and injury models, data sources classification, measures of frequency and association,	This course alteration is part of the curriculum changes that are associated with the new School of Public Health.	201208

				design, casual assessment, data interpretation, and screening from an epidemiological perspective.	research design, casual assessment, data interpretation, and screening from an epidemiological perspective.		
EPID	715	512201	Change of subject code, course title, and number.	PUBH 661. Advanced Epidemiology. 3 Hr. PR: PUBH 611 and PUBH 660 CON. Causality and threats to validity in epidemiologic research are presented, focusing on assessment and control of bias, including selection bias, information bias and confounding. Assessment and control of effect modification (interaction) are included.	EPID 715. Advanced Epid Research Methods. 3 Hr. PR: EPID 711. Causality and threats to validity in epidemiologic research are presented, focusing on assessment and control of bias, including selection bias, information bias and confounding. Assessment and control of effect modification (interaction) are included.	This course alteration is part of the curriculum changes that are associated with the new School of Public Health.	201208
EPID	760	512201	Change of subject code, course title, prerequisite, and number.	PUBH 704. Mortality and Survival. 3 Hr. PR: PUBH 660 or equivalent, and basic proficiency in Excel. Life table and other population-based techniques and approaches to studying international and sociodemographic patterns and differentials in mortality morbidity, and disability.	EPID 760. Demography and Transitions. 3 Hr. PR: EPID 710 or consent. Life table and other population-based techniques and approaches to studying international and sociodemographic patterns and differentials in mortality morbidity, and disability.	This course alteration is part of the curriculum changes that are associated with the new School of Public Health.	201208
EPID	770	512201	Change of subject code, course title and number.	PUBH 615. Nutrition/Chronic Disease Prevention. 3 Hr. This course addresses the role of nutrition and food components in primary, secondary, and tertiary	EPID 770. Nutritional Epidemiology. 3 Hr. This course addresses the role of nutrition and food components in primary, secondary, and tertiary disease prevention.	This course alteration is part of the curriculum changes that are associated with the new School of Public Health.	201208

				disease prevention. Through cooperative learning, students will practice critical thinking skills in the study of nutrition in chronic disease prevention.	Through cooperative learning, students will practice critical thinking skills in the study of nutrition in chronic disease prevention.		
LDR	382	UO65	Specify the number of credit hours allowable.	LDR 382. Readings in Leadership. 1-3 Hr. PR: LDR 201. This course allows students to read several books on the subject of leadership and to continue developing their knowledge and understanding of the subject.	LDR 382. Readings in Leadership. 1-3 Hr. PR: LDR 201. (May be repeated for a maximum of 6 credit hours.) This course allows students to read several books on the subject of leadership and to continue developing their knowledge and understanding of the subject.	The credit maximum has been specified to allow undergraduate students opportunities to repeat the course.	201208
HIST**	422**		Reinstate course that had been dropped by clerical error.	HIST 422. Twentieth-Century Germany from Weimar to Bonn. 3 Hr. The Weimar Republic, the Third Reich, and the two German states created after World War II.			201208
MAE	580	140201	Change course number.	MAE 580. Crystallography and Crystals. 3 Hr. Introduction to the principles of structure of materials, and theory and applications of diffraction and imaging techniques for materials characterization using X-ray diffraction and transmission electron microscopy (TEM).	MAE 680. Crystallography and Crystals. 3 Hr. Introduction to the principles of structure of materials, and theory and applications of diffraction and imaging techniques for materials characterization using X-ray diffraction and transmission electron microscopy (TEM).	Change course number to allow graduate students (M.S, Ph.D.) from other disciplines the opportunity to take the course as an elective.	201208
PSYC	661	420101	Modify title and course description.	PSYC 661. Adult Behavior Therapy. 3 Hr. Reviews the roots and development of	PSYC 661. Behavior Therapy. 3 Hr. Reviews the roots and development of	Modify the title and course description	201208

				behavioral interventions with adult populations. Applied clinical intervention is stressed in concert with evaluation and research application.	behavioral interventions. Applied clinical intervention is stressed in concert with evaluation and research application.	because course content includes the lifespan.	
SOCA	356	45101	Change course number, title, credit hours and eliminate prerequisite course.	SOCA 456. Field Methods. 3 Hr. PR: SOCA 311 or consent. The distinctive craft of data gathering in cultural anthropology. Development of skills in field methods and participant observation.	SOCA 356. Ethnographic Field Methods. 1-6 Hr. PR: Consent. (May be repeated up to a maximum of 6 hours.) The distinctive craft of data gathering in cultural anthropology. Development of skills in field methods and participant observation.	The department is modifying its curriculum to offer additional course work in Anthropology for undergraduate upper division students. A new companion course is also being added.	201208
STAT	521	270501	Change course title and description.	STAT 521. Advanced SAS Programming. 3 Hr. PR: STAT 511 or equivalent; any computer programming language. Advanced topics in Statistical Analysis System (SAS). Students will perform statistical data analyses, data modifications, file operations, statistical report writing.	STAT 521. SAS Programming. 3 Hr. PR: STAT 511 or equivalent. Topics in Statistical Analysis System (SAS). Students perform statistical data analyses, data modifications and manipulations, file operations, and statistical report writing. Prepares students for the SAS Base Programming certification exam.	The changes in title and description better reflect the course content and purpose.	201208
STAT	543	270501	Change course title, prerequisite, and description.	STAT 543. Microarray Data Analysis. 3 Hr. PR: STAT 512. Statistical analyses of genomic experiments using data visualization, clustering, multiple testing, and ensemble classification methods.	STAT 543. Bioinformatics Data Analysis. 3 Hr. PR: STAT 512 or equivalent. Statistical analyses of high-throughput experiments using data visualization, clustering, multiple testing, classification, and other	The changes in title and description better reflect the course content, current statistical terminology and purpose.	201208

				Data preprocessing, including background adjustment, etc. Case studies.	unsupervised and supervised learning methods. Data processing, including background adjustment and normalization. Case studies.		
STAT	555	270501	Change course prerequisite.	STAT 555. Categorical Data Analysis. 3 Hr. PR: STAT 215 or equiv. Bivariate association for ordinal and nominal variables, models for categorical or continuous responses as a special case of generalized linear models, methods for repeated measurement data, exact small- sample procedures.	STAT 555. Categorical Data Analysis. 3 Hr. PR: STAT 512 or equiv. Bivariate association for ordinal and nominal variables, models for categorical or continuous responses as special cases of generalized linear models, methods for repeated measurement data, exact small- sample procedures.	The change in course prerequisite is more appropriate for preparing students to take the course.	201208

Course Drops

CHPR 635 Management for Community and Public Health
 PUBH 611 Applied Biostatistics for Health
 PUBH 615 Nutritional Chronic Disease
 PUBH 630 Policy and the Health System
 PUBH 660 Public Health Epidemiology
 PUBH 661 Advanced Epidemiology
 PUBH 704 Mortality and Survival
 SOCA 456 Field Methods

Memorandum

Date: February 27, 2012

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on February 6th and 20th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

ARHS 388, The Art of Andy Warhol (Obj. 5 & 7)

HONR 210, City as Text (Obj. 7)

GEC Objectives (for information only)

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

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

Memorandum

Date: February 27, 2012
To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee
Re: GEC Audits – For Information Only

The GEC Oversight Committee met on January 30th and February 6th and 20th and passed the following courses for GEC Audit:

GEC Successful Audits:

ARHS 120, Survey of Art 1 (Obj. 3 & 5)
ARHS160, Survey of Art History 2 (Obj. 3 & 5)
COMM 306, Communication in Organizations/Institutions (Obj. 4 & 6)
ENGL 254, African American Literature (Obj. 5 & 7)
GEOG 107, Introduction to Physical Geography (Obj. 2B/lab & 4)
HIST 209, Twentieth Century Europe (Obj. 4 & 8)
HIST 225, Modern South Asia (Obj. 3 & 9)
HIST 241, Latin America: Culture, Conquest, Colonization (Obj. 3 & 9)
HIST 242, Latin America: Reform and Revolution (Obj. 4 & 9)
HIST 281, The Agrarian Transformation (Obj. 3 & 4)
SEP 373, African American in Sport (Obj. 4 & 7)
SOCA 258, Introduction to Archaeology (Obj. 3 & 9)
SPAN 332, Modern Spanish-American Literature (Obj. 5 & 9)
WMST 170, Introduction to Women's Studies (Obj. 4 & 7)

Writing Requirement Successful Audits:

BIOL 351, Plant Diversity
ENGL 366, Literature of the 18th Century I
MAE 471, Principles of Engineering Design
SOWK 494, Senior Seminar

Deletions from GEC by request of Department:

MATH 129, Pre-Calculus Mathematics (2A)

Course Change:

From: DANC 101, Introduction to Dance (Obj. 5)
To: DANC 170, Introduction to Dance (Obj. 5)

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)