

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
APRIL 9, 2007

1. Professor Parviz Famouri, Faculty Senate Chair, called the meeting to order at 3:15 PM in Assembly Rooms A/B, NRCCE.

Members Present:

Ameri, S.	Davari, A.	Kershner, R.	Miller, M.	Shelton, E.
Atkins, C.	Dixon, S.	Kite, S.	Murthy, K.	Sherwood, L.
Banta, L.	Douglas, W.	Kleist, V.	Napolitano, M.	Siegrist, J.
Bergner, G.	Etzel, E.	Kuhlman, J.	Nath, C.	Steranka, P.
Bonner, D.	Fitch, C.	LaGodna, B.	Nutter, R.	Stolzenberg, A.
Bowen, E.	Garbutt, K.	Lake, M.	Olson, K.	Stuchell, R.
Branch, D.	Graeber, J.	Lastinger, M.	Peace, G.	Tauger, M.
Brooks, R.	Griffith, R.	Latimer, M.	Petronis, J.	Temple, J.
Brown, G.	Hall, D.	Lively, M.	Putman, H.	Urbanski, J.
Bryan, W.	Hartman, K.	Long, K.	Riemenschneider, S.	Valenti, M.
Campbell, L.	Held, J.	Mancinelli, C.	Riley, W.	Verlinden, S.
Clark, N.	Hoey, J.	Mandich, M.	Robbins, J.	Vona-Davis, L.
Cohen, S.	Hornak, L.	Mays, M.	Royall, B.	Weihman, L.
Culberson, J.	Howard, S.	McDiarmid, M.	Sand-Jecklin, K.	Wilcox, G.
Cumming, J.	Iskander, W.	McGinley, P.	Sedgeman, J.	Woloshuk, J.
D'Souza, G.	Jackowitz, A.	McNerney, K.	Selin, S.	

Members Absent:

Abbott, J.	Bryner, R.	Gerbo, R.	Melton, P.	Richards, A.
Almond, C.	Buchanan, T.	Gladwin, M.	Morgan, D.	Shambaugh, N.
Anderson, R.	Cook, L.	Grose, K.	Mullett, C.	Stockdale, T.
Bagby, M.	Cottrell, L.	Hill, R.	Mutz, C.	Townsend, C.
Behling, R.	Cottrell, S.	Hornsby, G.	Nestor, P.	Valentine, S.
Bilgesu, I.	Dedhia, H.	Hurst, M.	Nuss, M.	Walker, E.
Brown, P.	Dillis, C.	Jones, R.	Price, S.	Wright, F.

2. There was no report from the President's office.
3. Chair Famouri reported that his job was complete for the presidential search committee. He said that 3 candidates have been chosen for interviews, and they all have strengths and weaknesses; he encouraged senators to listen to the last candidate before making any decisions. The Chair said if senators want to hold a special meeting on Wednesday, April 11th, he will send out an e-mail on Tuesday to all senators, including senators from the regional campuses. He reported that he discussed the presidential search in all 6 of his reports that were printed in the *Mountaineer Spirit*, and he reports at the Faculty Senate meetings as well. The Chair indicated that only one faculty member responded to him concerning the disproportional faculty representation of law and health sciences verses the general University. Chair Famouri said he wants to make it clear that it is important to him and that he is committed to the majority and he emphasized the majority of the faculty voices will be heard. The Chair recommended that today's agenda not be amended for discussion of the presidential search, but the discussion would take place under "New Business".

4. Margaret Phillips, VP Human Resources, gave an update on the status of the Department of Human Resources (HR). She said she assumed the Vice-President's role 9 months ago, and much has been accomplished. The department has been reorganized and 3 new directors have been hired as well as the filling of several key vacancies. VP Phillips identified several new initiatives that have been put in place within the department, and she said the department's goals and directives have also been re-evaluated. In the spring, 2006, Vice-President Narvel Weese commissioned Professor Nancy Lohmann to conduct an environmental assessment of the HR department. As a result, goals and values have been re-established as well as a new mission and a new vision have been put in place. VP Phillips introduced the directors of Human Resources: Toni Christian, Director of Benefits Administration, Patricia Gyurke, Director of Employment Services, LuAnn Moore, Director of Human Resource Operations, Chelle Adams, Director of Training & Development, Cindy Curry, Director of Classification & Compensation Administration, and Jim Morris, Director, Employee Relations. VP Phillips said HR will also be recruiting an Executive Director for Compensation Administration. The directors gave an update concerning the various programs being implemented. VP Phillips gave pay-raise predictions for 2007 from the Mercer HR Consulting Survey and CUPA (College and University Personnel Association). She said the average salary increase for faculty will be 3.9% nationwide.

VP Phillips said she was approached by Professor Stan Cohen, Faculty Welfare Committee, with a proposal from the Committee to implement a "Wellness Program." She said on March 5, 2006, she met with the committee to discuss the initiatives needed for the program to get underway. Toni Christian gave an update on this program. Some of the other projects that HR is working on include the following: a new student employment office, a retirement conference to be held later this year, and a dual career program.

5. Sarah Rotruck, graduate assistant from the Provost's Office, Academic Affairs, and Professor Ed Etzel, Physical Education and Sports Studies, gave a presentation concerning the, "Foundations of Excellence," which is a guided self-study of freshman's First-Year Experience. Sarah discussed, "why the first year matters," "what the first year experience is," and "what is being done to insure the excellence of the first year in the future." Sarah said in July, 2005, WVU established an office of the first-year experience, which is housed under Student Affairs. The first-year is more important than the remaining years for WVU students because students need to make important and different kinds of decisions for their lives. She said the students can adapt more easily if they join pre-major honoraries, student/community groups, clubs, and organizations. She said it would also help if the faculty would interact with the first year students and encourage them to do their best. Sarah said last fall a survey was given to faculty, staff, and students about their opinions of the first year experience for students, how much they know about the first year and if they had any recommendations for improvements that could be made. Sarah said the survey reflected that faculty believe they are unevenly prepared to deal with the range of interests and motivations of first-year students. Professor Etzel recommended that "acts of kindness" be part of the faculty-student involvement, which could include faculty encouraging students to visit them during their office hours to discuss any decisions that they may have to make. Sarah said she believes that special resources and more support are needed for the large freshmen classes to succeed.

6. Sara Bishop, Administrative Information Systems, discussed the new electronic system for the Student Evaluation of Instruction (eSEI) forms. She said this year she has been working with the SEI committee, as well as Associate Provost C.B. Wilson and the Division of Extended Learning to address two major issues: to allow extended learning students to complete an on-line evaluation form and to update the current 7-year system, so it can be more secure and have better benefits from newer technology. She presented a power point presentation to show where and how to get into the electronic system. She said paper forms are still available as well as the new electronic form. A handout was provided. Sara said if anyone has questions or needs assistance with the new version, he/she can log in a ticket to Information Services, and someone will contact them.
7. It was moved and duly seconded to approve the minutes from the March 12, 2007 meeting. Motion carried.
8. The following Curriculum Committee reports and the General Education Oversight Committee Report were moved for approval from the consent agenda:

New Courses and Course Changes listed in [Annex I](#). Motion carried.
Prefix Change from F&CS to DISB listed in [Annex II](#). Motion carried.
Capstone Experience – Public Relations 459 listed in [Annex III](#). Motion carried.
Psychology B.A. Program Proposal listed in [Annex IV](#). Motion carried.
Program Changes for the Forensic and Investigative Sciences BS Degree listed in [Annex V](#). Motion carried.
The Alteration Report was presented for information in [Annex VI](#).

The General Education Oversight Committee Report listed in [Annex VII](#). Motion carried.
9. Because of a full agenda, Professor Art Jackowitz, will give the Advisory Council of Faculty report next month.
10. Associate Provost Cheryl Torsney said the Senate Executive Committee reviewed the 2008-2009 academic calendar, and it recommended that the spring recess be changed from March 21 – March 29, 2009 to March 14 – March 22, 2009. Professor Steve Kite recommended that the last day to drop classes be changed to March 27th to reflect the spring recess change. It was duly seconded. Motion carried
11. New Business

Professor Lastinger and Chair Famouri indicated that they have reserved the Gluck Theatre, Mountainlair for Wednesday, April 11, 2007 from 3:00 p.m. to 5:30 p.m., if necessary, for a special meeting to be held after the last presidential candidate is interviewed.

Professor Donald Hall moved that the Chair call a special Faculty Senate meeting on Wednesday, April 11th, 2007 from 3:00 p.m. to 5:30 p.m. in the Gluck Theatre, Mountainlair, so a formal recommendation can be made. It was duly seconded. Motion

carried. The special meeting will include the regional campus senators, and a conference call will be set up in the Gluck Theatre.

Professor James Harner said two major factors need to be considered - a conflict of interest as well as the composition of the search. Professor Branch, Physical Education, thanked Chair Famouri, for his work on the presidential search committee, Michael Lastinger for his work on the Board of Governors this year and Jim Harner for being bold enough to step forward and speak his mind. Professor Branch challenged the senators to be more assertive, up front, and to take part in the governance process. Professor Wilkinson supported the special meeting and advised senators to ask different questions about higher education that have not been asked before. Professor Lastinger said all comments are being gathered and presented to the Board of Governors; he will ask Chairman Goodwin if the comments could be made available to the public. Professor Art Jackowitz asked if it would be possible to invite the next acceptable candidate on the list to come for an interview, so there are three choices instead of two. Chair Famouri said this is not possible because the search committee's job is over. Professor Riemenschneider asked if comments could be distributed to the senate as a whole so issues could be reviewed; Chair Famouri indicated that senators can send comments to the Faculty Senate Office, so they can be sent out via electronic mail to the whole Senate. Professor Olson said she has served on 2 of the 5 searches that have been underway at the College of Creative Arts, and she said that confidence has been given to the committees appointed as well as the two leaders. She said questions should have been brought up early in the process. Professor Griffith said faculty is not regarded by the Board of Governors as the heart and soul of the University. Professor Kleist thanked her peers for serving on the presidential committee and she appreciates the opportunity that the body can speak on Wednesday and give a formal record of what its views are about evaluating all the candidates that came to the campus. She said if a formal recommendation cannot be made, then she suggested another candidate be contacted and brought in for an interview. Professor D'Souza asked if the candidates had strong resumes in order to receive promotion & tenure, which is reviewed 6 years after they become president. He said one has to have a substantial contribution in teaching & research. He said since new evidence has been brought up, he believes the process should be questioned. Professor Harner said he disapproves of the process that has been currently used, and he believes the process needs repaired for future searches. Professor Hornak said it would be helpful if the criteria were known regarding the selection so it could provide insight. He said during the meeting on Wednesday, issues should be discussed in a professional manner to see the process through. Professor Sherwood said that before Wednesday, information should be gathered about previous search committees to see if this is a normal process. Professor Atkins said there were many faculty concerns, so why does Friday, April 13th have to be the date of decision. Professor Lastinger said the Board of Governors is listening to all the constituents, and it is a timing issue. He said the process is not the problem, but it is the candidates being interviewed. He believes that the faculty will have a voice, and he believes senators should contribute in all the forums and participate in the meeting on Wednesday.

Professor Bryan moved that the Faculty Senate body has no confidence in the process that has occurred up to this point, and it was duly seconded. Professor Lastinger said he would like to postpone the no confidence in the process motion until the May 14th Faculty Senate

meeting because the process is incomplete. It was duly seconded. Motion carried by a vote of 42 in favor and 17 against.

Professor Garbutt was in favor of postponing the motion because he said if a qualified candidate is chosen, then the faculty would be saying that it did not approve of the process. He said all the information should be gathered and senators should meet on Wednesday to make an informed decision about the presidential candidates.

Chair Famouri said he will work with the Faculty Senate Office to set up the communication for the special meeting on Wednesday. The regional campuses will be able to call an 800 number and be part of the discussion.

Professor Lastinger said on Friday, April 13th, the Board of Governors will meet to make its decision on the selection of the next WVU president. The Board will present its choice to the Higher Education Policy Commission, which will meet on April 26th to discuss the decision. An announcement of this meeting will be submitted one week before the group meets.

Professor Cohen announced that on May 4th an installation of the Faculty Senate Chairs' plaque will be held in the Milano Room, which is located on the third floor of the Wise Library. The reception will begin at 3:30 p.m.

Chair Famouri said the election for the Faculty Senate Chair-elect will be held on Monday, May 14, 2007. He encouraged faculty to step up to the plate and give their names to anyone on the Faculty Senate Executive Committee. He encouraged as many candidates to run for the position as possible.

12. The meeting adjourned at 5:50 p.m. to reconvene Monday, May 14, 2007.

Barbara Dunn
Committee Secretary

To: Faculty Senate Executive Committee
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee
Date: March 26, 2007
Re: New Courses and Course Changes

SCHOOL OF PHYSICAL EDUCATION

New Course:

PE 143. Intermediate Ice Skating. 1-Hr. PR: PE 137 or equivalent. Introduction to intermediate/advanced knowledge and skills in ice skating. (Effective Term: Fall, 2007) (CIP-131314)

Rationale: Allows students from PE 137 Ice Skating class to progress to more difficult skills.

EBERLY COLLEGE OF ARTS AND SCIENCES

Foreign Languages

New Course:

FLIT 371. Holocaust: East Eur. Film/Lit. 3-Hr. PR: ENG 101 & ENG 102. Extending beyond familiar representations of the Holocaust, this course examines verbal and visual texts testifying to events and experiences of the Nazi Holocaust in the context of several nations of Eastern Europe. (Effective Term: Spring, 2007) (CIP – 160101)

Rationale: FLIT 371 not only fulfills GEC Objectives 5 and 6 and LSP cluster A, but also fulfills the need for Writing courses in the ECAS.

This course meets GEC Objective 5 (Artistic Expression) through the intensive analysis of literary and filmic expression, examining art, film and literature from several countries in a comparative and critical manner. The comparative aspect of the course functions in two ways: geographically (across the nations, languages, and ethnic groups of Eastern Europe), and generically (examining visual and filmic arts as well as written, literary texts). Students will be expected to offer their own interpretations of the poetry, stories, essays, diaries and novels we read as well as of the films we view. To this end, inquiry into poetic meter, narrative voice, and technical aspects of filmmaking such as point of view and mise-en-scène will comprise daily discussion.

This course also meets GEC Objective 6 (The Individual in Society), in that the texts under examination help students to develop an awareness of the human experience, including both personal and social dimensions. The focus is on the human experience, primarily of Jews living in Eastern and Central Europe during the years of the Nazi Holocaust. The course examines both the personal dimension-through journals, diaries, and artistic expressions such as poetry-as well as the broader social context or East European Jewry in the immediate pre-World

War II period as well as the war years, allowing students to understand the rich cultural and social life that was annihilated along with the Jewish population of the region.

The anticipated audience for this course consists of upperclassmen interested in (1) discovering how Eastern European writers, artists, and filmmakers bear witness to the Holocaust, (2) examining in depth the notion of “witnessing” or testifying to the horror and pain of genocide, (3) developing writing and discussion skills in the process of analyzing films and texts, and (4) studying techniques and devices of narration both in literature and in film.

SEES 101. Int. to Slavic & E. Eur. Stud. 3-Hr. This course offers a multidisciplinary introduction to the geography, history, culture, societies, religions, and politics of Slavic and Eastern Europe, a broad region between contemporary Germany and Eurasian Russia and the Baltic and Black Seas. (Effective Term: Spring, 2008) (CIP-240101)

Rationale: SEES 101 is required of all students enrolled in the proposed new SEES major. SEES 101 fulfills GEC **Objective 4 (Issues of Contemporary Society)** in its discussion of issues related to regional geography, religion, politics and socio-economic development. The multidisciplinary nature of the course includes a necessarily strong social science approach that focuses on the contemporary nature of Slavic and East European societies. SEES 101 fulfills GEC **Objective 8 (Western Culture)** by introducing students to a cultural heritage that has drawn largely from mainstream sources and inspirations of the Latin Christian West, but has often done so from the periphery of Western culture. This has led to some unusual and interesting adaptations, as well as borrowings from neighboring non-Western religious and cultural traditions, particularly Eastern Orthodox and Islamic. By taking this course, students will have a greater appreciation of the richness and variety of Western culture as a whole, as something more broadly European in nature and origin.

Chemistry

New Course:

CHEM 314. Introduction to Microscopy. 3-Hr. PR: CHEM 115 and CHEM 116; PHYS 101 and PHYS 102 or PHYS111 and PHYS 112. Laboratory-based introduction to theory and practice of light microscopy, polarizing light microscopy, imaging, particle manipulation, comparison microscopy, and simple microchemistry. Open to non-FIDP majors and pre-admits on space available basis. (3hr. lab) (Effective Term: Fall, 2007) (CIP – 400501)

Rationale: This course replaces a pharmacy class in the forensic science curriculum. Microscopy is an essential forensic skill and as a lab-based course will strengthen the basis of our existing accreditation. This course will teach introductory microscopy in a comprehensive, laboratory-based format to insure students obtain the core skills necessary for forensic and other disciplines. Because microscopy is a fundamental skill in other disciplines, the course will be open to the university community as well as FIDP majors and pre-admits.

Orientation

New Course:

ORIN 175. Western Europe Study Trip. 3-Hr. Exploration of Western European (Belgium, France, Germany, Luxemburg, Netherlands) history, culture, and politics with an emphasis on relevance and links to the U.S. (Effective Term: Spring, 2007) (CIP- 240102)

Rationale: Adding this course as a regular university and GEC course will allow students to explore the Western Culture GEC objective not only with course work but also through the practical experience of travel. An increasingly interconnected world requires an understanding or at the very least an appreciation of other cultures and customs. To this day important economical, political, cultural, and social ties exist between the United States of America and Western Europe. Exploring these connections, not only in the classroom, but also by visiting cities, sites, and people, will hopefully lead to an awareness of the strong bond, common values, and current place of the United States and Western Europe in the World.

COLLEGE OF BUSINESS & ECONOMICS

Business Administration

New Course:

BADM 561. Readings in Global Business. 3-Hr. Students examine current issues in international business pertaining to regions of their interest. The effect of the legal environment, regulatory issues, and cultural differences are examined. (Effective Term: Spring, 2007) (CIP- 520101)

Rationale: This course provides students in the Master of Business Administration programs with the opportunity to build on the international experience provided in an International trip by exploring current issues in global business that pertain to the United States, the country or region that they recently visited, and other regions of the world.

PERLEY ISAAC REED SCHOOL OF JOURNALISM

Journalism

New Course:

JRL 210. Visual Journalism & New Media. 3-Hr. PR: JRL 101 or Consent. Theory and principles of visual communication and image culture. Visual literacy, critical thinking, and ethics by visual journalists in digital media. Software applications for photography, graphic design, video, and web publishing. (Effective Term: Fall, 2007) (CIP- 090401)

Rationale: This is a new core course requirement for all News-Editorial majors in the School of Journalism. As part of our AEJMC accreditation report, we were encouraged to strengthen the curriculum in visual communication. The emphasis on visual culture theory reflects the growing importance of images in contemporary life, and the necessity of an interdisciplinary approach to visual literacy and storytelling in the context of a rapidly changing new media landscape. The lab component stresses equipping students with tools of a new media.

Public Relations

New Courses:

PR 301. Writing for Public Relations. 3-Hr. (Open to PR minors only.) PR: JRL 101 and PR 215. Basic writing techniques and tools for public relations practitioners, including news writing, AP style, news releases, media advisories, media lists, pitching stories, presentations, and publications. (Effective Term: Summer I, 2007) (CIP- 090902)

Rationale: This course serves as the first of two core skill classes designed to support the Public Relations minor. A general introduction to media writing and specific skills important for public relations work are covered. Students learn the societal role of public relations work and the importance and application of professional ethics. Students experience professional expectations, learn specific news styles, and are required to produce communication materials for real and/or hypothetical clients.

PR 401. Applied Public Relations. 3-Hr. (Open to PR minors only.) PR: PR 301. A core class in the Public Relations minor focusing on PR case studies, strategic campaign planning, and tactics. Students develop campaign ideas and strategies and produce an abbreviated campaign plan. (Effective Term: Summer I, 2007) (CIP- 090902)

Rationale: This course serves as the second of two core skill classes designed to support the Public Relations minor. The course covers both case studies and campaign planning, topics which are addressed in two separate courses for the PR major. Building on the foundation of basic communication tools and tactics, the course covers broader and more sophisticated concepts including management, research, objective-setting, and communication strategies.

PR 410. Integrated Mktg Comm for PR. 3-Hr. PR: PR 301 or PR 324 or ADV 315. This course provides a comprehensive look at public relations and its role in the integrated marketing communications process. Other IMC elements such as advertising, Internet marketing, sales promotion and direct marketing are also discussed. (Effective Term: Summer I, 2006) (CIP- 090902)

Rationale: This course elucidates the practice of public relations within the spectrum of integrated marketing communications. It is required for the public relations minor, and also serves as an elective course supporting the public relations and advertising majors. Students will develop a professional integrated public relations campaign exposing them to market research, media strategies, public relations development, creative design, advertising and sales and evaluation techniques.

PR 459. Public Relations Campaigns. 3-Hr. PR: PR 422 or consent. Capstone seminar designed to give students the opportunity to integrate prior to learning in developing a PR campaign for an actual client. (Effective Term: Fall, 2007) (CIP- 090902)

Rationale: This course provides a hands-on capstone experience for public relations majors. They will research and analyze a PR problem/situation then develop and implement an actual PR campaign plan. They will creatively employ analytical skills and further develop writing and editing skills learned in previous courses.

Course Change:

From:

PR 422. Public Relations Case Studies. 3-Hr. PR: PR 324 and JRL 421 or consent. Seminar based on in-depth studies of public relations programs developed and applied in support of our institutions. Primary emphasis on successful campaigns, but unsuccessful efforts also will be examined for causes of failure.

To:

PR 422. PR Research and Case Studies. 3-Hr. PR: PR 324 or consent. This course familiarizes students with common PR research methods and their respective strengths and weaknesses. A wide range of actual campaigns, including government, corporate, IMC, international, investor, crisis, and nonprofit, are examined and critiqued. (Effective Term: Spring, 2007) (CIP- 090902)

Rationale: This course encompasses aspects of a previously required research course (JRL 421), but now focuses on the research methods most relevant to public relations students. These include focus groups, surveys, in-depth interviews, content analyses, calculation of media impressions/exposure, and various types of secondary research. Students will examine and critique a variety of PR campaigns and develop an understanding of the research conducted. In a subsequent capstone course (PR 459) they will apply this knowledge as they conduct their own primary and secondary research to develop real-life campaigns.

MEMO

TO: WVU Faculty Senate Curriculum Committee

FROM: Barbara L. Ludlow, Chair

DATE: March 26, 2007

SUBJECT: Request for Approval to Establish a New Prefix and Transfer Courses
from Another Program Unit

During 2006, the Davis College of Agriculture, Forestry, and Consumer Sciences has undergone a reorganization that has resulted in the need to transfer some programs to the College of Human Resources and Education. The Child Development program is now housed in the Department of Technology, Learning and Culture. The certificate program in Disability Studies sponsored by the WVU Center on Excellence (CED) in Disabilities and currently housed in the Family and Consumer Sciences program, is seeking to be moved to the Department of Special Education.

This proposal requests approval to establish a new prefix for the certificate courses, DISB for Disability Studies, so that the existing seven (7) courses, two (2) of which are also already approved as General Education Curriculum (GEC) courses, can be transferred to this Department, which has agreed to collaborate with the CED in supporting this program. CED staff will continue to teach these courses and this Department will provide administrative assistance as needed.

We have been advised by the Faculty Secretary's office to request approval of these courses as NEW courses but note the transfer of existing courses on the application forms. These changes have been reviewed and approved by the Academic Affairs Committee and the Dean of the College of Human Resources and Education. I have enclosed the following materials:

- a letter from the Division of Family and Consumer Sciences supporting the transfer
- letters from two chairs of related departments within the College of Human Resources and Education indicating no opposition to these changes
- application forms and syllabi for seven (7) courses

The F&CS courses have been left on the books until the DISB courses have been approved, at which time that program unit will submit forms to delete them.**

The faculty and I appreciate your assistance in getting these changes through the program approval process as expeditiously as possible.

ADDITION

**At the request of the Senate Curriculum Committee, F&CS submitted applications for course drops for all these courses on February 13.

College: Perley Isaac Reed School of Journalism

Department/Program: Public Relations

Course(s) in which the Capstone Experience is fulfilled: PR 459 (new course)

Contact: R. Ivan Pinnell

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:

Students will develop skills in conducting quantitative and qualitative research to analyze an actual PR problem/situation in a real-world atmosphere.

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

Students will be working directly with/for local business and community leaders (to include non-profits) and/or administrators, along with the capstone instructor, to develop and implement, whenever possible, a professional PR plan for an actual organization. This activity will require the students to apply the practical PR skills learned in undergraduate courses to develop PR support materials (brochures, newsletters, websites, etc.) designed to influence specific audiences.

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

In developing their PR plan and its PR support materials the students will be required to adhere to the Public Relations Code of Ethical Conduct. In addition, as they are working for an actual organization, they will be required to protect the professional interests of that organization, the university and the Public Relations profession.

Capstone Experience Form

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

Students, working in small groups of 5-6 individuals, will research and analyze an actual PR problem/situation then develop a PR plan to meet the needs of the organization for which they are working. At the end of the course each group will provide the organization and the instructor with a professionally produced PR plan, to include support materials.

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

At the end of the semester, students will be presenting a professional PR briefing of their PR plan to the leaders of the organization for which they were working and the capstone instructor. Outside PR professionals may be invited to the briefings to conduct assessments of student professionalism.

Proposal for a New Degree Program at WVU Tech Psychology Bachelor of Arts

Part I. Program Description

A. Program Background and Objectives

West Virginia University Institute of Technology (WVU Tech), which will become a division of West Virginia University on July 1, 2007, seeks permission to offer a new baccalaureate degree program in psychology. Currently, a Psychology Two Plus Two program, introduced in 1997 as a transfer program, is offered and requires students to complete two years in Montgomery and transfer to Morgantown to finish a bachelor's degree. The transfer program has not been attractive to students in southern West Virginia, many of whom are economically disadvantaged, commute considerable distances, and transfer to area institutions of higher education rather than Morgantown to complete their degree.

The interest in a full degree-granting program at WVU Tech is strong. The psychology faculty offers service courses for such programs as nursing, athletic coaching education, and others that attract some of the highest enrollments on campus.

WVU Tech proposes to establish a Bachelor of Arts degree in Psychology with emphasis in human behavior and counseling. It is broadly conceived and designed to prepare students for a variety of careers. Students completing the program will:

- Acquire a broad background in the liberal arts
- Have an ability to conduct comprehensive research reviews using psychological scientific literature, exhibit intelligent reading and interpretation of the literature, and use it properly in the writing of scientific papers using the format approved by the American Psychological Association
- Pursue the scientific approach in problem solving with emphasis on designing experiments involving human and animal participants
- Have a knowledge of the fundamental psychological concepts and processes necessary for the pursuit of such careers as psychological scientists, counselors, and other fields
- Be capable of critical thought and pursue a life-long pattern of educational and professional development
- Be prepared for graduate study in psychology and related disciplines

B. Program Identification

It is recommended that the CIP code 42.0101 (General Psychology) be applied to the Psychology B.A. program.

C. Program Features and Curriculum

The Psychology B.A. program requires the completion of 128 credit hours of courses. Students may earn the degree by:

- meeting WVU Tech's admission requirements for entry into baccalaureate programs (see Appendix C)
- completing a minimum of 39 credit hours of psychology courses
 - PSYC 101 (Introduction to Psychology) 3 credits
 - PSYC 201 (Psychology as a Profession) 1 credit
 - PSYC 202 (Research Methods) 3 credits
 - PSYC 251 (Intro to Social Psychology)
 - PSYC 241 (Intro to Human Development) 3 credits
 - PSYC 301 (Biological Foundation of Behavior) 3 credits
 - PSYC 302 (Behavior Principles) 4 credits
 - PSYC 362 (Psychological Assessment) 3 credits
 - PSYC 363 (Personality Theory) 3 credits
 - PSYC 382 (Exceptional Children) 3 credits
 - PSYC 401 (Psychology Capstone) 1 credit
 - PSYC 424 (Learning and Behavior Theory) 3 credits
 - PSYC 474 (Behavior Modification) 3 credits
 - PSYC 491 (Field Experience) or PSYC 493 (Special Topics) or PSYC 495 (Independent Study) 3 credits
- completing 29 hours of electives approved by the academic advisor and selected from the humanities, social sciences, and sciences
- completing 12 credit hours in a single foreign language
- completing 12 hours of additional required classes: ENGL 305, SPCH 250, SOCA 222 and SOCA 322
- completing 36 additional credit hours to fulfill the university's general education curriculum
- maintaining a minimum 2.0 GPA in all psychology courses attempted
- maintaining a minimum 2.0 GPA overall
- completing 15 clock hours of department approved community service
- meeting department assessment standards

Appendix A contains a pattern sheet outlining a recommended plan of progression for students. Restricted electives must be approved by the student's advisor. The curriculum was developed in collaboration with the WVU Department of Psychology and incorporates similar psychology lecture and laboratory classes. WVU Tech shares with WVU a common course numbering system, course descriptions, and course and program learning outcomes. A letter of support for proposal from the WVU Psychology Department Chair may be found in Appendix B.

Among the notable features of the program are a course in research methods with an emphasis in behavioral and social adjustment in a laboratory setting, a field experience option that allows student to earn credits for placement in a public or private enterprise for professional competence development, and a capstone course that integrates methodology, research, and writing in the

discipline. The combination of coursework and field experience will permit students to achieve professional certification necessary to work with special needs children. Since stand-alone undergraduate psychology programs are ordinarily not accredited, it is not anticipated that the proposed WVU Tech Psychology B.A. program will seek accreditation.

D. Program Outcomes

Graduates of the program will be prepared to enter careers in applied mental health or organizational settings. Some examples of career options include education, children and youth behavioral services, adult behavioral services, counseling, corrections, health-care related occupations, and other fields. Psychology majors may also pursue advanced degrees in graduate or professional schools. A list of program outcomes may be found page 1 among the bullets under Heading A (Program Background and Objectives).

E. Program Delivery

The first two years of the program will incorporate traditional humanities, social sciences, modern languages, and natural sciences courses. Students will, nevertheless, enroll in introductory psychology classes, assimilate necessary foundation skills, and meet pre-requisite requirements for more advanced courses in the discipline. Years three and four will continue to build on the social sciences and fine arts, but also focus on discipline specific fields of study, build on laboratory and writing skills, and allow students to pursue field experience or focus on a specific area of special interest. Appendix A contains more information on the kinds and sequence of course delivery.

Part II. Program Need and Justification

A. Relationship to Institutional Goals/Objectives

The mission statement of WVU stipulates that “West Virginia University’s primary mission is to provide high quality programs of instruction at the undergraduate, graduate, and professional levels; to stimulate and foster both basic and applied research and scholarship; to engage in and encourage other creative and artistic work; and to bring the resources of the University to all segments of society through continuing education, extension and public services activities.” As a division of the university, WVU Tech has responsibility for providing undergraduate programs in southern West Virginia. These goals and objectives are consistent with WVU and WVU Tech’s missions.

B. Existing Programs

Undergraduate psychology programs are offered by the following institutions: West Virginia University (Morgantown), West Virginia State University, Concord University, Marshall University, Shepherd University, and Fairmont State University.

C. Program Planning and Development

A committee of WVU Tech faculty, including the Biology Department chair and dean of the College of Business, Humanities and Sciences met in Morgantown with WVU psychology faculty and the Eberly College of Arts and Sciences Dean Mary Mazey in March 2006 to plan the curriculum. The WVU chair of the Department of Psychology worked closely with the WVU Tech faculty in the development of program courses and served on a search committee that hired a new faculty member for the department in 2006. See Appendix B for a letter of support from the WVU Psychology Department.

The curriculum has been approved by the WVU Tech Curriculum Committee of the College of Business, Humanities and Sciences and the WVU Tech Academic Affairs Committees. It will be submitted in January 2007 for approval to the WVU Tech president, the WVU Faculty Senate Curriculum Committee, and WVU Faculty Senate.

Various faculty across the university will provide courses necessary for students to complete the program. Although existing resources are expected to support the program, it is anticipated that the faculty will explore grants and other funding sources to help provide support for future growth and development.

D. Clientele and Need

With minimal marketing and an absence of a separate Psychology Department (the faculty is presently included in the Biology Department), the program at WVU Tech has succeeded in drawing numerous students. Over the past decade, the number of full-time students majoring in psychology ranges from fifteen to twenty per year. While students often transfer from other majors to psychology, first-time freshman also enroll in the program. The faculty responds to approximately twenty written requests for information about the program each semester from prospective students, including inquiries from outside of West Virginia.

WVU Tech offers the first two years of the WVU psychology program, as well as a minor in psychology. Rather than transfer to Morgantown as required by the current program, most students move to other majors or to institutions in southern West Virginia with full psychology programs. Nearly all students in the transfer program express strong interest in remaining at WVU Tech to complete their degrees.

A Psychology B.A. program has the potential of significantly improving WVU Tech's retention and graduation rate and attracting substantial numbers of high school graduates interested in a liberal arts degree. The program offers the potential for high enrollment and low delivery costs, which will help to offset high-cost STEM (science, technology, engineering, and math) program that make up the majority of WVU Tech's majors.

The psychology faculty will have the ability to provide additional service courses, which would ease scheduling conflicts common to other programs. WVU Tech's Regents B.A. and Interdisciplinary Studies degree programs might also be enhanced through the availability of

more liberal arts courses. A Psychology B.A. major will complement related fields such as social sciences, nursing, health services administration, and biology.

A crucial strategy for maintaining WVU Tech's viability and ensuring future growth is to provide a diversity of program offerings, particularly high-demand, low cost programs. Expanding the number and kinds of majors available to students will increase the division's appeal to a wide range of prospective students, both inside and outside of its traditional market area. It is evident that there is considerable interest and demand for a full four-year bachelor's degree in psychology, which is reflected in high student credit hour production by the psychology faculty and inquiries by prospective students.

E. Employment Opportunities

The proposed Psychology B.A. major will prepare students for a variety of important careers in West Virginia, including education, children and youth behavioral services, adult behavior services, corrections, counseling, health-care related businesses, and other fields. With its behavioral and social adjustment focus and incorporation of laboratory and field experience options, students may achieve professional certification necessary to work with special needs children. For example, the Kanawha Valley has a disproportionately high rate of children and adults suffering from autism, and the state has one of the highest rates nationwide for Alzheimer's disease. Two years ago, two WVU Tech Psychology Two Plus Two majors were placed in positions that work with autistic children in Fayette County. The lack of psychologists was so great that the two students were hired even without having completed a psychology degree. In addition, students who finish the Psychology B.A. program will have the opportunity to pursue advanced study in professional and graduate programs.

F. Program Impact

The main impact that the Psychology B.A. program will have on other programs at WVU Tech is to increase enrollment in such support courses as biology, mathematics, statistics, English, Spanish, history, and social sciences. While it is difficult to predict how many new students may be added, it is anticipated that the program will help to increase the overall enrollment at the institution, raise the retention rate (see above Heading D "Clientele and Need" for more information), and improve the division's finances. Nearly every department has excess capacity and will be able to accommodate additional students without the necessity of hiring more faculty.

G. Cooperative Agreements

Numerous institutions and businesses have expressed interest in the program. Some examples include Pretera Mental Health Services (one of the largest in the state), the Autism Training Center, and the Children's Therapy Center. Ample facilities are available for the placement of students in internships, and it is anticipated that the WVU Tech psychology program will be able to establish commitments at several quality sites willing to provide students with field experience.

H. Alternatives to Program Development

No alternatives were considered.

Part III. Program Implementation and Projected Resource Requirements

A. Program Administration

The Psychology B.A. program will reside in the WVU Tech College of Business, Humanities and Sciences (BHS). Since the psychology faculty is currently in the Department of Biology and the major is expected to attract large numbers of students, a separate Department of Psychology will be formed. The program will be administered by the Psychology Department chair. The administrative structure includes the department chair, college dean, vice-president of academic affairs, and provost. Academic and curriculum issues will be addressed by the department faculty, BHS College Curriculum Committee, and WVU Tech Academic Affairs Committee. The dean, the vice president for academic affairs, and the provost must endorse changes prior to final approval, especially in cases with resource implications. The dean and the vice president for academic affairs manage the academic decision making processes.

B. Program Projections

Students may be admitted as freshman or by transfer from accredited institutions of higher education into the program by meeting WVU Tech's admission requirements for entry into a baccalaureate program. See Appendix C for admission standards. A conservative estimate of the size of the psychology program is approximately 150 full-time students (all paying full tuition and fees) within five years. This estimate is based in part on interest expressed by numerous students attending Tech and by the popularity of similar programs at institutions offering psychology. WVU Tech's current psychology classes normally average 50 or more students. The WVU transfer program in 2006-2007 includes approximately 20 majors, all of whom would be expected to transfer immediately into the proposed new program. Projected enrollment in the first year is anticipated at 50 students, second year 95, and by the fifth year 150. Appendix D provides information on anticipated enrollment and student credit hour productivity.

C. Faculty Instructional Requirements

WVU Tech currently has two full-time psychologists. In order to implement a baccalaureate program, one additional full-time, tenure-track position in psychology and two or three adjuncts will be necessary. Psychology faculty requirements may be met according to the following timeline:

- Year 1: 2 adjuncts
- Year 2: 1 new full-time faculty position; 2-3 adjuncts
- Year 3 and after: 2-3 adjuncts

Within three or four years following the introduction of the program and as enrollment projections have been met, additional faculty in the departments of Biology and Mathematics

may be required to support the program. WVU Tech will be able to meet this demand by internal re-allocations, or if necessary, the hiring of additional faculty.

D. Library Resources and Instructional Materials

The use of existing scientific and professional journals already part of the university's holdings will provide a nucleus for support of the proposed program. In 2006, WVU Tech acquired approximately \$3,000 in subscriptions to professional journals in psychology to support the new program. Appendix E contains more information on library and instructional costs.

E. Support Service Requirements

Current laboratory and classroom facilities provide adequate space and equipment for collateral support of the proposed Psychology B.A. program and existing degree programs. No additional equipment or classroom facilities are anticipated. Recent studies suggest that WVU Tech's classroom and laboratory facilities are underutilized.

The Psychology B.A. program will require a dedicated vivarium. Existing space will be utilized as an animal laboratory for instructional purposes. Orndorff Hall, WVU Tech's science building, was constructed in the late 1980s and was designed to include such facilities. An evaluation of the facility by members of the WVU Office of Laboratory Animal Resources in November 2006 indicates that the vivarium and laboratory areas will meet animal regulatory standards. With modest renovation, these facilities will be ready for use by fall 2007. Costs associated with the renovations may be found in Appendix E.

It is estimated that between fifty and sixty percent of the psychology courses in the proposed curriculum already exist at WVU Tech. The remaining courses will be developed and taught predominately by full-time faculty with expertise in the particular content area. Adjunct faculty will be employed based up their ability to meet minimum standards for appointment and on expertise needed for the curriculum.

F. Operating Resource Requirements

Operation of the Psychology B.A. program will rely, to a large extent, on existing WVU Tech resources, service, and personnel. New resources required to support the program include 1.75 faculty (one full time, tenure track position and 2-3 adjuncts), chair salary supplement, and current expense dollars (department operating budget). The details regarding these needs are shown above in Heading C (Faculty Instructional Requirements) and Appendix E.

Most new costs associated with personnel will be incurred within the first two years of the program. In the first year, two adjuncts would be employed to assist the current faculty in providing courses for the program. In 2008, one full-time new psychology position would be added. Adjuncts will continue to be employed to offer additional sections of introductory psychology to cover service course requirements for other majors and to meet the requirements of Tech's Extended Education initiatives. Through aggressive marketing, it is anticipated that the growth in student majors would more than offset the costs associated with the addition of one

new position and adjunct faculty. As program growth continues, new faculty will be added and a separate Psychology Department will be established.

G. Source of Operating Resources

Operating resources will be derived from allocations from the WVU Tech central budget and, in the case of on-going laboratory expenses, from a proposed special fee of \$75 per student enrolled in psychology laboratory courses. It is estimated that the Psychology B.A. program will allow WVU Tech to increase its overall undergraduate enrollment beyond that which would have been expected had the program not been initiated. While it is difficult to estimate the incremental enrollment increase, it is anticipated that the program will attract sufficient enrollment to not only offset the additional costs for operating the program, but also will add to the financial assets of the institution. The faculty will seek support through research and grants available via NIH and other agencies. An expectation for tenure-track faculty will include procurement of external funding.

Appendix A: Psychology Curriculum

The program includes psychology courses with identical numbers and course descriptions as in the WVU program. The degree may be completed in four years. A proposed program pattern sheet is outlined below.

Psychology Bachelor of Arts

Semester 1

ENGL 101: English Composition I (GEC 1)	3
MATH 126: College Algebra (GEC 2)	3
PSYC 101: Intro to Psychology (GEC 6)	3
HIST 101: World Civilization (GEC 3)	3
Foreign Language*	3
TECH 100: Freshman Seminar (GEC 6)	1

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Semester 2

ENGL 102: English Composition II (GEC 1)	3
STAT 211: Stats for Health Sciences (GEC 2)	3
PSYC 241: Intro to Human Development	3
HIST 102: World Civilization (GEC 8)	3
Foreign Language*	3
PSYC 201: Psychology as a Profession	1

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Semester 3

PSYC 202: Research Methods	3
PSYC 363: Personality Theory	3
BIOL 101: General Biology (GEC 2)	4
ENGL 305: Technical Writing (GEC W)	3
Foreign Language*	3

16

Semester 4

PSYC 301: Bio Found of Behavior	3
PSYC 251: Intro to Social Psychology	3
BIOL 102: General Biology (GEC 2)	4
SPCH 250: Speech Communications	3
Foreign Language*	3

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Semester 5

PSYC 302: Behavior Principles	4
PSYC 362: Psychology Assessment	3
Fine Art Elective (GEC 5)	3
Elective (GEC 9)	3
Humanities Elective	3

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Semester 6

PSYC 474: Behavior Modification	3
PSYC 382: Exceptional Children	3
Restricted Electives	6
ECON 231: Principles of Economics (GEC 4)	3

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Semester 7

PSYCH 491: Field Experience OR	
PSYCH 495: Independent Study OR	
PSYCH 493: Special Topics	3
Restricted Electives	6
SOCA 101: Principles of Sociology (GEC 7)	3
Humanities/Art Elective	3
PSYC 401: Psychology Capstone	1

16

Semester 8

SOCA 222: Social Problems	3
SOCA 322: Cultural Anthropology	3
PSYC 424: Learning & Behavior Theory	3
Restricted Electives	8

17

*12 credit hours in a single foreign language (elementary and intermediate levels)

Appendix B: WVU Psychology Department Letter of Support



Memorandum

To: Guy Vitaglione

From: Michael Perone *Mike Perone*

Date: November 13, 2006

Re: Psychology Major at WVU Tech

This is to document my support for the proposed baccalaureate program in Psychology at the West Virginia University Institute of Technology. I have examined the proposed curriculum and discussed the program's objectives and methods with you and Dr. Lieving. As planned, the program would provide an excellent course of study for students interested in a psychology major.

If there is anything that I can do to assist you in the implementation of the program, please call on me.

Department of Psychology

Michael Perone, Professor and Chair
1130-A Life Sciences Building
PO Box 6040
Morgantown, WV 26506-6040

304-293-2001 x 31604
Fax: 304-293-6606
mperone@mail.wvu.edu

Equal Opportunity/Affirmative Action Institution

Appendix C: Admission Standards, WVU Tech

General Requirements for Admission

- Graduation from an accredited high school with a minimum overall GPA of 2.0
- Minimum high school credits
 - 4 units of English
 - 3 units of Social Sciences
 - 3 units of Mathematics (Algebra I & higher)
 - 3 units of Science (two of three must be laboratory science)
- Overall high school GPA 2.0 or higher
- Composite score ACT 17 or SAT 830

Or

- Meet General Education (GED) requirements
- Complete the ACT or SAT and have test scores sent directly from ACT or SAT

Or

- Non-residents must rank in upper three-fourths of their graduating class
- Complete the ACT or SAT and have test scores sent directly from ACT or S

Appendix D: Enrollment

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Form 1

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	Year 1	Year 2	Year 3	Year 4	Year 5
	2007	2008	2009	2010	2011
No. of Students Served by Courses in program:					
a. Headcount	250	295	325	335	350
b. FTE	63.4	108.4	138.4	148.4	163.4
No. of Student Credit from Courses within Program	2100	3450	4350	4650	5100
Number of Majors:					
a. Headcount	50	95	125	135	150
b. FTE Majors	50	95	125	135	150
Number of student Credit Hours from Majors in Program	1500	2850	3750	4050	4500
Degrees Granted	0	5	8	40	75

Appendix E: Five-Year Projection of Operating Resources & Costs

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A. FTE Positions

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
	2007	2008	2009	2010	2011
Administrators	0.25	0.25	0.25	0.25	0.25
Full-time Faculty	2.0	3.0	3.0	3.0	3.0
Adjunct Faculty (FTE)	0.5	0.75	0.75	0.75	0.75
Graduate Assistants					
Other Personnel					
Clerical Workers	0.33	0.33	0.33	0.33	0.33
Professionals					
Other Personnel					

Note: Include percentage of time of current personnel

B. Operating Costs

1. Personal Services	Year 1	Year 2	Year 3	Year 4	Year 5
	2007	2008	2009	2010	2011
a. Administrators	\$3,600.00	\$3,600.00	\$3,600.00	\$3,600.00	\$3,600.00
b. Full-time Faculty	\$87,500.00	\$133,900.00	\$137,917.00	\$142,555.00	\$146,316.00
c. Adjunct Faculty (FTE)	\$6,000.00	\$6,000.00	\$9,000.00	\$9,000.00	\$9,000.00
d. Graduate Assistants					
e. Non-Academic Personnel					
Clerical Workers	\$12,000.00	\$12,360.00	\$12,631.00	\$13,112.00	\$13,506.00
Professionals					
Total Salaries	\$109,100.00	\$155,860.00	\$163,148.00	\$168,267.00	\$172,422.00

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Five-Year Projection of Total Operating Resources Requirements*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2007	2008	2009	2010	2011
2. Office Expenses	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
3. Repairs and Alts.	\$900.00				
4. Equipment					
Education Equip.	\$ 18,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Library Books	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
5. Nonrecurring Expense	\$6,000.00				
Total Costs	\$27,400.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00

C. Sources

1. General Fund (University) Appropriations

X	Reallocation	New Funds			
Year 1	Year 2	Year 3	Year 4	Year 5	
2007	2008	2009	2010	2011	
\$136,500.00	\$160,860.00	\$168,148.00	\$173,267.00	\$177,422.00	

2. Federal Government

Year 1	Year 2	Year 3	Year 4	Year 5
2007	2008	2009	2010	2011

3. Private Sources

Year 1	Year 2	Year 3	Year 4	Year 5
2007	2008	2009	2010	2011

Total All Sources

Year 1	Year 2	Year 3	Year 4	Year 5
2007	2008	2009	2010	2011
\$136,500.00	\$160,860.00	\$168,148.00	\$173,267.00	\$177,422.00

NOTE: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (use additional sheet if necessary):

By Year 5, it is assumed that 150 students will be majoring in psychology. While it is difficult to estimate the number of "new" students, it is estimated that 100 to 125 will be new. Each student will enroll for an average of 15 credit hours. WVU Tech already employs 2 full-time faculty and

.25 to .50 adjuncts to provide courses necessary for students enrolled in the Psychology Two Plus Two Program, as well as for students fulfilling core curriculum requirements. One new full-time faculty member and a continued requirement for 50 to .75 FTE adjuncts will be necessary to offer a full baccalaureate program. The numbers in these calculations are subject to change based upon the actual student population from year to year. The resources needed to support the faculty positions will be derived from internal re-allocations or new revenues generated by enrollment in the program. The administrative (except for a chair stipend of \$3,600) and clerical positions already exist and represent no additional costs.

Program Change:
Forensic and Investigative Sciences BS degree program

1. Rationale

The Forensic and Investigative Sciences (FIS) program seeks to make adjustments to the curriculum based on changing job markets, natural evolution, student interest, faculty expertise, and recommendations of our external advisory board. The executive summary of the recent advisory board meeting is included in the appendices.

Three boundary conditions governed the proposed changes:

1. The program's accreditation must not be affected
2. The changes must be in accord with recommendations made by the program's external advisory board.
3. Student credit hour requirements must not increase.
4. Changes must mitigate scheduling issues.

Our accreditation is governed by the Forensic Education Programs Accreditation Commission (FEPAC) through the auspices of the American Academy of Forensic Sciences. The guidelines dictate courses and laboratory components required of any accredited program. The proposed changes have taken these into account. All associated paperwork for changes and new courses are being submitted concurrently with this request.

The table below provides an overview of the changes which are described in detail below.

Remove	New	Modify	Net effect credit hours
		Rename the chemistry track to chemistry and toxicology.	None
Psychology 101 (PSYC101)			-3
		FIDP 410 Reduce from 6 credits to 3	-3
		Introduction to Forensic Science → GEC	None
Pharmacy 449 PHAR449	Intro. to Microscopy CHEM314		None
ENGL305 Technical writing (writing intensive)			-3
FIDP408 Journal Club			-1
		Professional Forensic Communications to replace forensic journal club FIDP408. Writing Intensive class.	+3
		Increase credit hours of Laboratory Quality Assurance from 1 to 2 credits and renumber from special topics to permanent numbering.	+1
	Add requirement for research or upper division forensic course		+2
			NET: -4

2. Changes

The *minor* changes incorporated in the curriculum changes are:

1. Renaming Trace Evidence/Blood Spatter Analysis (FIDP 409) to Blood Stain Pattern Analysis to accurately reflect course content.
2. Re-designate ART335 Forensic Photography to FIDP335 Forensic Photography. The ART designation was used because the darkroom facilities in the CAC were utilized for the course. This is no longer necessary with facilities at the crime scene house complex and Olgebay hall. This course will also be opened to students in pathology and then to the university community on a space available basis. This reflects a request from the Pathology Department at the Health Sciences center as well as frequent requests from other students. Students will still have to get FIDP permission to enroll, with priority going to FIS majors, then pathology students, and then others.
3. The psychology course (PSYC101) has been evaluated by students, FIDP faculty, and our external advisory board and found to be unnecessary. Students may still elect to take this course, but it will no longer be required. Students will meet this GEC requirement now with the FIDP201 course.
4. The FIDP201 course, introduction to forensic science, will become a GEC course in area 4, Individual in Contemporary Society. Forensic majors can count this course both as GEC and toward the major and the addition of the lab component protects accreditation status. Because of the current interest in forensic science, opening the course to the university community will allow students to explore this topic within the framework of the GEC program. Permission of the program will no longer be required for enrollment in the class.
5. Reduce the capstone course FIDP410 from 6 credit hours to 3. This reflects the requirements of the newly revised course content. Because the new microscopy course will be a laboratory course, accreditation will not be affected.
6. Increase the credit hours of FIDP493, Laboratory Quality Assurance from 1 to 2 credit hours and renumber it as a regular rather than special topics course. The course is much more rigorous now and has grown to include laboratory management and accreditation topics. This will also be given a new number to replace the special topics designation.
7. Revamp the journal club class (FIDP408) to a writing intensive class entitled Professional Forensic Communications and Presentations. This will replace the ENGL305 course requirement in the curriculum and fulfill the W requirement within the major, as was recommended when the W-course requirement was approved by the Faculty Senate.
8. Add a requirement for all students to take a research, independent study, or other upper-level forensic/biology/chemistry course. Examples of approved courses

would be independent study in chemistry or biology (CHEM492/BIO386/FIDP491 or 495). This will also provide a mechanism for students to take courses from other forensic tracks. For example, forensic chemistry and biology majors will be allowed to count crime scene, latent print, or photography classes toward this requirement. Research under other departments such as chemistry, biology, and others can be used to fulfill this requirement. This broad selection of courses will facilitate scheduling for students.

9. Retirement of the toxicology and chemistry areas of emphasis and creation of a new chemistry/toxicology combined emphasis. This will involve retirement of the A122 and A123 AOE codes and creation of a new AOE code entitled chemistry/toxicology. In forensic laboratories, the academic preparation for both type of analyst is the same, and this is how the track is actually taught. The toxicology track was created in 1998 but never used and there are no classes associated with it.

The major changes and new courses incorporated in the curriculum changes are:

1. Creation of a new course, CHEM314 Introduction to Light and Polarized Light Microscopy. This laboratory-based course will replace the PHAR449 course. Microscopy is a fundamental skill and tool required of forensic scientists, but it is not taught in depth within a traditional science curriculum. There is no comparable course offered elsewhere in the university. The new course will delve in depth into techniques of light microscopy, polarizing light microscopy, and micro-imaging and microchemical analysis. The program is already well-equipped with microscopes to teach this course and will have a state-of-the-art microscope teaching lab in Olgebay hall in which to teach this laboratory-intensive class.
2. Creation of a forensic technical writing course as noted above, Professional Forensic Communications and Presentations.

Old copy	New copy
<p data-bbox="149 232 680 261">Forensic and Investigative Science</p> <p data-bbox="149 264 396 289">Clifton Bishop, Director</p> <p data-bbox="149 318 323 342">Degree Offered</p> <p data-bbox="149 345 730 370">Bachelor of Science in Forensic Identification (B.S.F.I.)</p> <p data-bbox="149 399 384 423">Nature of Program</p> <p data-bbox="149 427 1020 756">The Forensic and Investigative Science (FIS) program comprises three areas of emphasis (forensic examiner, DNA-biology, and chemistry.) Each provides a strong background in the physical and biological sciences associated with forensic science, such as effective methods of collecting, processing, and identifying trace evidence from crime and disaster scenes. These courses of study were developed through the efforts of the Federal Bureau of Investigation (FBI) and WVU in cooperation with professional associations such as the International Association for Identification (IAI). The program draws on faculty expertise in a variety of disciplines including art, biology, biochemistry, chemistry, computer science, law, pharmacology, pharmacy, physics, and others. Students completing the program will earn a bachelor of science in forensic identification (B.S.F.I.) conferred by the Eberly College of Arts and Sciences</p> <p data-bbox="149 786 470 810">Admission Requirements</p> <p data-bbox="149 813 1020 1360">Students interested in the FIS program will be admitted as pre-program majors as freshmen and sophomores. Strong high school preparation in biology, chemistry, physics, algebra, trigonometry, and pre-calculus is recommended. Computer literacy is also strongly recommended. Students who wish to enter the program must apply for admission and must have completed or be enrolled in courses listed below under the pre-program requirements. Because of the individualized instruction in classrooms, laboratory courses, and internships, enrollment is limited. Applicants must have a minimum cumulative GPA of 2.75 in the pre-program requirements and no less than a C in any required course. Other requirements include strong letters of recommendation focusing on personal integrity and character. In accordance with the unique nature of the program, a statement related to a drug-free lifestyle is required. Following the submission of all appropriate data, the Forensic Identification Admissions Committee will interview qualified students. Admission to the limited number of places in the three FIS areas of emphasis will be on a competitive basis. Prior to applying for acceptance into the major (typically done at the end of the sophomore year), transfer students must have completed or be in the process of completing a one-year residency at the WVU Morgantown campus. Students must have completed or be enrolled in FIDP 201 Introduction to Forensic Science. Additional information and criteria for selection are available from the program areas.</p> <p data-bbox="149 1390 426 1414">Degree Requirements</p> <p data-bbox="149 1417 957 1442">The first two years of the program are identical for all students and provide a</p>	<p data-bbox="1043 232 1575 261">Forensic and Investigative Science</p> <p data-bbox="1043 264 1377 315">Suzanne Bell, Director Keith Morris, Assistant Director</p> <p data-bbox="1043 344 1218 368">Degree Offered</p> <p data-bbox="1043 371 1331 396">Bachelor of Science (B.S.)</p> <p data-bbox="1043 425 1281 449">Nature of Program</p> <p data-bbox="1043 453 1938 620">The Forensic and Investigative Science (FIS) program is based on a rigorous, science-based curriculum that comprises three areas of emphasis: DNA-biology, chemistry/toxicology, and forensic examiner. Each track provides a strong background in the physical and biological sciences associated with forensic science. The program is fully accredited by the Forensic Education Programs Accreditation Commission (FEPAC).</p> <p data-bbox="1043 649 1944 756">Because of the unique nature of the program and forensic science employment, strict policies and procedures apply related to issues that could affect a student's ability to obtain a background check. These policies are available from the Program office and faculty.</p> <p data-bbox="1043 786 1367 810">Admission Requirements</p> <p data-bbox="1043 813 1944 950">Students interested in the FIS program will be admitted as pre-program majors as freshmen and sophomores. Outstanding freshman may be admitted as direct admits if they meet the requirements for admissions to the Honors College. Strong high school preparation in biology, chemistry, physics, algebra, trigonometry, and pre-calculus is recommended. Computer literacy is essential.</p> <p data-bbox="1043 979 1934 1196">Students who wish to enter the program must apply for admission and must have completed or be enrolled in courses listed below under the pre-program requirements. Because of the individualized instruction in classrooms, laboratory courses, and internships, enrollment is limited and admission is competitive. Applicants must have a minimum cumulative GPA of 2.75 in the pre-program requirements and no less than a C in any required course. Other requirements include a letter of recommendation focusing on personal integrity and character and a writing sample.</p> <p data-bbox="1043 1226 1944 1386">Following the submission of all appropriate data, the Forensic Science Admissions Committee will interview qualified students. Prior to applying for acceptance into the major (typically done at the end of the sophomore year), transfer students must have completed or be in the process of completing a one-year residency at the WVU Morgantown campus. Students must have completed or be enrolled in FIDP 201 Introduction to Forensic Science.</p>

preparatory curriculum. The first two years of study are virtually identical to that taken by biology, chemistry, and other majors allowing for easy transition to one of these majors should the student elect not to pursue a degree in forensics. The final two years are composed of specific courses related to the chosen area of emphasis as well as courses taken by all FIS students. Courses taken by all students include **Court Testimony (FIDP 406), Evidence and Law (FIDP 404), Drugs and Medicines (PHAR 249), Laboratory Quality Assurance (FIDP 493), Technical and Scientific Writing (ENGL 305), Forensic Journal Club (FIDP 408), and the Forensic Capstone (FIDP 410)** course. Additionally, all students will participate in area-appropriate Internship (FIDP 386) courses. Specialized courses in the forensic examiner area of emphasis, for instance, include **Science and Technology of Fingerprints (FIDP 301), Latent Fingerprints (FIDP 304), Crime Scene Investigation 1 and 2 (FIDP 302 and 402), Forensic Photography (ART 335), and Trace Evidence/Blood Splatter Analysis (FIDP 409)**. A four-year plan of study for each area of emphasis is available from the academic advisor.

Required Pre-Program Coursework

Pre-program courses include: BIOL 115, 117, and 219; CHEM 115, 116, 233, 234, 235, 236; CS 101; ENGL 101 and 102; MATH 155 and 156; PHYS 101 and 102; PSYC 101; SPA 270; STAT 215; and FIDP 201.

Internship

Early in the semester following acceptance into the major, the student will submit an application for placement in an approved internship site. The placement coordinator will submit the student's internship application materials to the requested site(s) for review. The host agency reserves the right to reject any student's application. The anticipated length of internships will be twelve weeks but may vary depending upon the host facility. The supervisor will submit an evaluation form to the faculty member responsible for grading the student. Because of the competency nature of the internships, an S (satisfactory) or U (unsatisfactory) will be submitted as the internship grade.

Performance Requirements

Students must maintain a minimum overall GPA of 2.75 and complete all required courses each term with a grade of at least a C (or P in courses offered only on a pass/fail grading basis or S in courses offered on a satisfactory/unsatisfactory grading basis); required courses offered for a letter grade that students have chosen to take on a pass/ fail basis cannot be applied to the degree. A student who does not meet these requirements may be placed on probation, suspended, or dismissed from the program. The forensic identification program reserves the right to suspend or dismiss any student who does not perform at an overall level considered satisfactory. WVU reserves the right to modify the program as needed. The information contained herein is presented as a general guide to assist students in preparing their course of study. Students should work closely with the program's advisor when registering for courses to assure that program requirements are being met.

Degree Requirements

The first two years of study are virtually identical to that taken by biology, chemistry, and other science majors. The final two years include forensic science and specific courses related to the chosen area of emphasis. Courses taken by all students include **Court Testimony (FIDP 406), Evidence and Law (FIDP 404), Introduction to Microscopy (CHEM 314), Laboratory Quality Assurance (FIDP 480), Professional Forensic Communications and Presentations (FIDP 408), and Forensic Capstone (FIDP 410)**. A four-year plan of study for each area of emphasis is available from the academic advisor. Students are **encouraged to double major** as appropriate as this provides students with greater flexibility and increases career options and marketability. The academic advisor can provide additional information.

Required Pre-Program Coursework

Pre-program courses include: BIOL 115, 117, and 219; CHEM 115, 116, 233, 234, 235, and 236; ENGL 101 and 102; MATH 155 and 156; PHYS 101 and 102 or PHYS 111 and 112*; SPA 270; STAT 215; and FIDP 201.

Internship

Early in the semester following acceptance into the major, the student will submit an application for placement in an approved internship site. Few if any internships are available in Morgantown so students must plan to be off campus for the summer. The placement coordinator, working with the Assistant Directory, will submit the student's internship application materials as appropriate. The host agency reserves the right to reject any student's application. The anticipated length of internships will be twelve weeks or a minimum of 460 hours. Although some internships may be paid, most are not and **students must plan to have the resources necessary to support themselves** during this experience. The internship course is grades on the S/U scale.

Performance Requirements

Students must maintain a minimum overall GPA of 2.75 and complete all required courses each term with a grade of at least a C (or P in courses offered only on a pass/fail grading basis or S in courses offered on a satisfactory/unsatisfactory grading basis). Required courses offered for a letter grade that students have chosen to take on a pass/ fail basis cannot be applied to the degree. A student who does not meet these requirements may be placed on probation, suspended, or dismissed from the program. The forensic identification program reserves the right to suspend or dismiss any student who does not perform at an overall level considered satisfactory. WVU reserves the right to modify the program as needed. The information contained herein is presented as a general guide to assist students in preparing their course of study. Students should work closely with the program's advisor when registering for courses to assure that program requirements are being met.

Suggested Curriculum**First Year**

First Semester	Hrs.	Second Semester	Hrs.
BIOL 115	4	BIOL 117	4
CHEM 115	4	CHEM 116	4
MATH 155	4	ENGL 101	3
SPA 270	3	MATH 156	4
Total	15	PSYC 101	3
		Total.....	18

Second Year

First Semester	Hrs.	Second Semester	Hrs.
BIOL 219	4	CHEM 234	3
CHEM 233/235	4	CHEM 236	1
CS 101	4	FIDP 201	3
STAT 215	3	PHYS 101	3
GEC Elective	3	ENGL 102	3
Total	18	GEC Elective	3
		Total	16

Third- and fourth-year courses are determined by the student's selected area of emphasis (forensic examiner, forensic biology, forensic chemistry, or forensic toxicology).

Suggested Curriculum**First Year**

First Semester	Hrs.	Second Semester	Hrs.
BIOL 115	4	BIOL 117	4
CHEM 115	4	CHEM 116	4
MATH 155	4	ENGL 101	3
SPA 270	3	MATH 156	4
Total	15	GEC Elective.....	3
		Total.....	18

Second Year

First Semester	Hrs.	Second Semester	Hrs.
BIOL 219	4	CHEM 234	3
CHEM 233/235	4	CHEM 236	1
PHYS 101 or 111.....	4	FIDP 201	3
STAT 215	3	PHYS 102 or 112	3
GEC Elective	3	ENGL 102	3
Total	18	GEC Elective	3
		Total	16

Third- and fourth-year courses are determined by the student's selected area of emphasis (forensic examiner, forensic biology, or forensic chemistry and toxicology.)

***Students interested in the forensic chemistry option are strongly encouraged to take the PHYS 111 and 112 series to facilitate obtaining a second major in chemistry.**

3. Resource implications

Facilities and equipment: The program has access to all necessary equipment to accommodate changes and new courses.

Personnel: The program has the necessary expertise and staffing assuming currently advertised positions are filled.

4. Effective term

Fall 2007

Signatures:

Contact person for this Course		Date:	September 15, 2006
Name (Please type or print): Suzanne Bell		Phone : 293-4551	Email: Suzanne.Bell@mail.wvu.edu
Signature: _____			
Date: 9/15/06	Initiated By (Please type or print): Suzanne Bell Initiator's Signature: _____ Initiator's Phone Number: 293-4551 Email: Suzanne.Bell@mail.wvu.edu		
Date: 9/15/06	Approved By (Please type or print): Keith Morris, Assistant Director FIS Approval Signature: _____ (Department Curriculum Committee)		
Date: 9/15/06	Approved By (Please type or print): Suzanne.Bell@mail.wvu.edu Approval Signature: _____ (Chairperson of Department/Division)		
Date: _____	Approved By (Please type or print): _____ Approval Signature: _____ (College Curriculum Committee)		
Date: _____	Approved By (Please type or print): _____ Approval Signature: _____ (Dean or College or School)		
Approved (Please type or print) (Faculty Senate or Academic Affairs)			
Approved by (Please type or print): _____		Date: _____	
Signature: _____			
ARC Only			
Date Received: _____		Date Entered: _____	

append:

- a. Sign off memos from other departments involved in or affected by the change
- b. Senate new course or course change applications for all changes applicable in the proposal
- c. Old catalog copy/New catalog copy, if not in the body of the proposal (see above)

Memorandum

To: Faculty Senate Executive Committee

From: Lesley Cottrell, Chair-Elect,
Senate Curriculum Committee

Date: March 26, 2007

RE: Alteration Report

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

BIOL	311	<p>Action: Change in credit hours. PR modification (PR or Coreq)</p> <p>Old: BIOL 311. Advanced Cellular/Molecular Biology – Laboratory. I. 1 Hr. Coreq: BIOL 310. Experimental approaches to the study of cellular systems.</p> <p>New: BIOL 311. Advanced Cellular/Molecular Biology Laboratory. 2 hr. PR: BIOL 310. Coreq: BIOL 310. Experimental approaches to the study of cellular systems.</p>	<p>Rationale: Additional time allowed for laboratory projects.</p>	200708
CHEM	547	<p>Action: Course number change and PR modification.</p> <p>Old: CHEM 441. Chemical Crystallography. II. 3 hr. PR or Conc.: Physical chemistry or consent. Applications of x-ray diffraction of crystals to the study of crystal and molecular structure. Includes theories of diffraction and crystallographic methods of analysis. (3 hr lec.).</p> <p>New: CHEM 547. Chemical Crystallography. 3 hr. PR or Conc.: Physical chemistry (Chem 346/348 or Chem 341) or consent. Applications of x-ray diffraction of crystals to the study of crystal and molecular structure. Includes diffraction theory, space group symmetry, and crystallographic methods of analysis. (3 hr lec.).</p>	<p>Rationale: Course had been offered under two different numbers (Chem 441 and 791H). However, students enrolled in the courses would essentially be at the same level. This course will allow the department to remove the 791 special topics course and will allow advanced undergraduates to take the same course with permission.</p>	200708
CHEM	794	<p>Action: Course number change.</p> <p>Old: 792 A-Z. Directed Study. I, II. 1-6 Hr. Directed study, reading, and/or research. Graduate students registered for Chem 792 (Colloquia) each semester for 1 credit hour. They are required to attend department colloquia given mainly by visiting speakers from other institutions.</p> <p>New: 794. Seminar. 1 Hr. Graduate students attend research seminars presented by visiting speakers. Attendance is mandatory for a satisfactory grade.</p>	<p>Rationale: This action is to bring the graduate chemistry course numbering in line with University policies concerning Special Topics courses.</p>	200705

DENT	773	<p>Action: Change in course title.</p> <p>Old: 773. Provisional Restorations. 1 Hr. This course will provide instruction and theory in the fabrication of optimal provisional restorations that satisfy biologic, mechanical and esthetic requirements. Using a seminar format, the properties of materials used, protection of the dental pulp, maintaining periodontal health, and providing occlusal compatibility will be discussed.</p> <p>New: 773. Composite Restorations. 1 HR. This course will provide theory and preclinical instruction in the selection and fabrication of optimal composite restorations that satisfy biologic, mechanical and esthetic requirements.</p>	<p>Rationale: The topic of composite restorations is common in dental practice but marginally covered in the predoctoral dental curriculum.</p>	200705
DISB	380	<p>Action: Pre-fix and course number change.</p> <p>Old: F & CS 382. Disabilities and the Family. This course is designed to familiarize students with developmental disabilities and their impact on families. Interdisciplinary, family-centered care is emphasized, along with how to access resources to meet the needs of children and families. (NOTE. This course was cross-listed with F & CS 580)</p> <p>New: DISB 380. Disabilities and the Family. This course is designed to familiarize students with developmental disabilities and their impact on families. Interdisciplinary, family-centered care is emphasized, along with how to access resources to meet the needs of children and families.</p>	<p>Rationale: Course has already been approved as a part of the Interdisciplinary Certificate in Disability Studies Program under the previous F & CS 486 listing. This request is to establish a new prefix and move the course to the College of Human Resources and Education</p>	200708
DISB	385	<p>Action: Pre-fix change.</p> <p>Old: F&CS 385. Disability and Society. 3 hrs. PR: F&CS 382 and F&CS385. This course provides a global, interdisciplinary overview of issues and policies that are the concern of individuals with disabilities (e.g., public policy, health-related issues, employment, and social benefits).</p> <p>New: DISB 385. Disability and Society. 3 hrs. This course provides a global, interdisciplinary overview of issues and policies that are the concern of individuals with disabilities (e.g., public policy, health-related issues, employment, and social benefits).</p>	<p>Rationale: Same as above.</p>	200708
DISB	486	<p>Action: Pre-fix change.</p> <p>Old: F & CS 486. Capstone Portfolio: Disability 1 hr. PR: F & CS 380 and F & CS 385. This course is the capstone experience for the interdisciplinary Certificate Program in Disability Studies. It consists of accumulated work effort in the area culminating in a written essay and an oral presentation before a committee.</p> <p>New: DISB 486. Capstone Portfolio: Disability 1 hr. PR: DISB 380 and DISB 385. This undergraduate capstone for the interdisciplinary Certificate Program in Disability Studies culminates with a written essay, a presentation, and a portfolio. (Grading will be pass/fail).</p>	<p>Rationale: Same as above.</p>	200708

DISB	580	<p>Action: Prefix change.</p> <p>Old: F & CS 580. Disabilities and the Family 3 hrs. This course is designed to familiarize students with developmental disabilities and their impact on families. Interdisciplinary, family-centered care is emphasized, along with how to access resources to meet the needs of children and families. (NOTE. This course was cross-listed with F & CS 382)</p> <p>New: DISB 580. Disability and the Family 3 hrs. This course is designed to familiarize students with developmental disabilities and their impact on families. Interdisciplinary, family-centered care is emphasized, along with how to access resources to meet the needs of children and families.</p>	Rationale: Same as on page 2.	200708
DISB	585	<p>Action: Prefix change.</p> <p>Old: F & CS 585. Disability and Society. 3 hrs. This course provides a global, interdisciplinary overview of issues and policies that are the concern of individuals with disabilities (e.g., public policy, health-related issues, employment, and social benefits) and encourages students to relate these issues to their current field of study.</p> <p>New: DISB 585. Disability and Society. 3 hrs. This course provides a global, interdisciplinary overview of issues and policies that are the concern of individuals with disabilities (e.g., public policy, health-related issues, employment, and social benefits).</p>	Rationale: Same as on page 2.	200708
DISB	682	<p>Action: Prefix change.</p> <p>Old: F & CS 682. Disability in the Community. 2 hrs. PR: F & CS 580 and F & CS 585. This course offers service learning experience in the community for a total of 30 contact hours with persons who have a disability. Credit for this course may be applied to the interdisciplinary Certificate in Disability Studies.</p> <p>New: DISB 682. Disability in the Community. 2 hrs. PR: DISB 580 and DISB 585. This course offers service learning experience in the community with persons who have a disability. Course will be graded satisfactory/unsatisfactory.</p>	Rationale: Same as on page 2.	200708
DISB	686	<p>Action: Prefix and course number change.</p> <p>Old: F & CS 685 Graduate Capstone: Disability 1 hr. This course is the Capstone Experience for the Interdisciplinary Certificate Program in the Field of Disability Studies at the Graduate level. It consists of documentation of accumulated work effort in the area culminating in a written essay and an oral presentation.</p> <p>New: DISB 686 Graduate Capstone: Disability 1 hr. PR: DISB 580 and DISB 585. This capstone experience for the Certificate in Disability Studies at the graduate level culminates with an essay, a presentation, and a portfolio. (Grading will be satisfactory/unsatisfactory).</p>	Rationale: Same as on page 2.	200708

DTHY	100	<p>Action: Moving course to the fall semester.</p> <p>Old: 100. Health Care Terminology. 1 Hr. This course provides the foundation for understanding common terminology used in health care. The components, pronunciation, proper use, and abbreviations of medical terminology will be discussed. Emphasis will be placed on dental terminology.</p> <p>New: 100 Health Care Terminology. 1 HR. This course provides the foundation for understanding common terminology used in health care. The components, pronunciation, proper use, and abbreviations of medical terminology will be discussed. Emphasis will be placed on dental terminology.</p>	<p>Rationale: DH 100 provides important information for students in the fall semester. By completing DH 100 during the fall term, students may also go directly into DH 101 in the spring without a semester break from dental hygiene coursework.</p>	200708
DTHY	493 Z	<p>Action: Course number and PR modification.</p> <p>Old: 493Z. Special Topic. 1-6 hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.</p> <p>New: 409. Clinical Dental Hygiene. 1 hr. This course enables the senior dental hygiene student to gain proficiency in the treatment of patients.</p>	<p>Rationale: course is being moved from elective status to a full-time class taught during the summer semester to facilitate easier transitions throughout the curriculum</p>	200705
HIST	550	<p>Action: Course number change.</p> <p>Old: H793. Special Topics.</p> <p>New: HIST 550. West Virginia History. Elective course for Public History graduate students and Cultural Resource Management students.</p>	<p>Rationale: Department wishes to make this course a permanent option for their graduate (and affiliated) students.</p>	200708
HIST	600	<p>Action: Course number change.</p> <p>Old: H793J. Special Topics.</p> <p>New: HIST 600. Cultural Resource Management. 3 hrs. Permission. Explores principles and practices of managing cultural and material historic resources, with an overview of best practices, federal requirements, and fundamental skills expected of the practitioner.</p>	<p>Rationale: Same as above.</p>	200708
HIST	700	<p>Action: Course number change.</p> <p>Old: [No catalog entry: it was in the category of a special topics course even though it was required for all entering graduate students.]</p> <p>New: HIST 700. Historiography. 3 Hr. Core course for entering graduate students: critical survey of important contemporary approaches to history writing, methodological practice, and current issues in the field.</p>	<p>Rationale: Same as above.</p>	200708
MTEC	441	<p>Action: Slight modification of curriculum.</p> <p>Old: MTEC 441. Clinical Hematology Laboratory 3 hr. PR: MTEC 440. Application of hematological principles to laboratory medicine. Emphasis on routine and specialized procedures, evaluation, and problem solving.</p> <p>New: MTEC 441. Clinical Hematology Laboratory 3 hr. PR: MTEC 440. Application of hematological principles to laboratory medicine, including coagulation, urinalysis, and body fluids. Emphasis on routine and specialized procedures, evaluation, and problem solving.</p>	<p>Rationale: The clinical laboratories which are affiliated with our program do fewer procedures in microscopy and do not have a separate laboratory for microscopy. Therefore, the department plans to incorporate the clinical microscopy curriculum previously covered in MTEC 471 into this course.</p>	200708

PATH	303	<p>Action: Credit hour change.</p> <p>Old: PATH 303. Clinical Lab Applications. 1 Hr. Lectures and laboratory experience on laboratory safety, use and maintenance of laboratory equipment, preparation, and storage of reagents and solutions, and basic laboratory techniques.</p> <p>New: PATH 303. Clinical Lab Applications. 2 HR. Lectures and laboratory experience on laboratory safety, use and maintenance of laboratory equipment, preparation, and storage of reagents and solutions, and basic laboratory techniques.</p>	<p>Rationale: PATH 303 provides a foundation for subsequent course in the medical technology curriculum. The minor curricular change will include measurement in the course content and give adequate time in the student laboratory for students to practice basic laboratory techniques. The measurement content from MTEC 302 will also be added to PATH 303.</p>	200708
PSIO	743	<p>Action: Credit hour change.</p> <p>Old: 743. Fundamentals of Physiology. I. 5 hr. PR: College physics, algebra, chemistry, and consent. (For dental students and a limited number of regular, full-time graduate students in the Health Science Center's basic sciences departments). Analysis of basic facts and concepts relating to cellular processes, organ systems, and their control. (3 lectures, one conference and one lab).</p> <p>New: 743. Fundamentals of Physiology. I. 4 Hr. PR: College physics, algebra, chemistry, and consent. (For dental students and HSC graduate students). Analysis of facts and concepts relating to cellular processes, organ systems, and their control.</p>	<p>Rationale: The one-hour conference was only being utilized periodically and had no effect on students' learning outcomes in the course. Therefore, the additional course hour of credit is being deleted.</p>	200708
SOWK	572	<p>Action: Course number change.</p> <p>Old: 493L/693U. Special Topics. A study of contemporary topics selected from recent developments in the field.</p> <p>New: SOWK 572. Contemporary Issues in Aging. Intended for students who have an interest in health and aging. The opportunity to attend a broad array of workshops on current issues and skills related to practice with older adults and their families</p>	<p>Rationale: Same as above.</p>	200705
SOWK	644	<p>Action: Course number change.</p> <p>Old: 693A. Special Topics. A study of contemporary topics selected from recent developments in the field.</p> <p>New: SOWK 644. <i>Brief Therapy</i>. Solution Focus Therapy and how it applied to working with individuals, couples, and families. Content: Assessment, stages, goal setting, conducting sessions, interventions, tailoring therapy to address problems, family preservation, abuse, neglect, substance abuse, and divorce.</p>	<p>Rationale: Same as above.</p>	200705
SOWK	657	<p>Action: Course number change.</p> <p>Old: 693I. Special Topics. A study of contemporary topics selected from recent developments in the field.</p> <p>New: SOWK 657. <i>Grant Development</i>. Course offers broad overview of external funding for social service agencies, emphasis on nonprofit sector. Students will have opportunity to find funding sources, develop grant proposals, write, and prepare to submit a request for funding.</p>	<p>Rationale: Same as above.</p>	200705

SOWK	675	<p>Action: Course number change.</p> <p>Old: 693E. <i>Special Topics: Social Work and Substance Abuse.</i> A study of contemporary topics selected from recent developments in the field.</p> <p>New: SOWK 675. <i>Substance Abuse.</i> The course explores issues pertaining to substance abuse and treatment by the Social Work Professional. Introduction to terminology, pharmacological, cultural and social issues in substance abuse with socio-political and historical aspects of substance abuse.</p>	Rationale: Same as above.	200705
SOWK	676	<p>Action: Course number change.</p> <p>Old: 693K <i>Legal Issues In Social Work & 693S: Starting a Private Practice in Social Work.</i> A study of contemporary topics selected from recent developments in the field.</p> <p>New: SOWK 676. <i>Legal Issues in Social Work.</i> The course will explore in detail the legal and ethical obligations of social workers in practice. Review of common legal issues in social work practice and legal issues clients may face.</p>	Rationale: Same as above.	200705
SPED	668	<p>Action: Course title change.</p> <p>Old: 668. <i>Secondary Strategies: SPED.</i> 3 Hr. Secondary and post-secondary programs for students with mild/moderate disabilities, planning and delivering research-based intervention in core content areas to address content standards and learning needs, and development and implementation of transition plans.</p> <p>New: 668. <i>Secondary Content Methods: Special Education.</i> 3 HR. Secondary and post-secondary programs for students with mild/moderate disabilities, planning and delivering research-based intervention in core content areas to address content standards and learning needs, and development and implementation of transition plans.</p>	Rationale: Title change more accurately reflects the content of the course and is aligned more closely with state certification requirements.	200708
PT	761	<p>Action: Course number, prerequisite change and title change.</p> <p>Old: PT 501. <i>Management for PT Practice.</i> PR: Majors only. Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing, and program improvement are addressed.</p> <p>New: PT 761. <i>Professional Roles 3.</i> PR: PT 741. Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing, and program improvement are addressed.</p>	Rationale: Beginning fall 2005, the program in Physical Therapy at WVU transitioned from the entry-level masters (MPT) to the professional entry-level doctoral degree (DPT). This change, and the associated curriculum were previously approved by the School of Medicine, the WVU Graduate Council, the Vice-President for Health Sciences, the Board of Governors, and the WV Higher Education Policy Commission. Approved by the HEPC was awarded in August, 2002. As a result of this change, the curriculum revision implementation phase has begun.	

Course Drops:

***F& CS Courses** are being dropped because they are being transferred to the College of Human Resources and Education (HRE). Prefixes have been changed (see above DISB courses) to accommodate new curriculum listings.

F&CS 382. Disabilities and the Family.

F&CS 385. Disability and Society.

F & CS 486. Capstone Portfolio: Disability.

F & CS 580. Disabilities and the Family.

F & CS 585. Disability and Society.

F & CS 682. Disability in the Community.

F & CS 685. Graduate Capstone: Disability.

MTEC 471. Clinical Microscopy Laboratory.

Memorandum

19 March 2007

To: Senate Executive Committee
Fr: J. Steven Kite, Chair, General Education Curriculum Oversight Committee
Re: GEC Actions

The GEC Oversight Committee met on 5 and 19 March 2007 and recommended the following items for Faculty Senate approval:

Approved New GEC Course Additions

ECON 111 The Economic System (GEC Obj. 4 & 8, LSP B)
WMST 250 Women and Science (GEC Obj. 6 & 7)

Successful GEC Audits

ARE 187 Energy Resources Economics (GEC 2C & 4; LSP B)
COMM 212 Gender & Communication (GEC Obj 6 & 7, LSP B, FM&G)
ENGL 101 Composition and Rhetoric 1 (GEC Obj. 1)
ENGL 102 Composition and Rhetoric 2 (GEC Obj. 1)
FRCH 302 Language Through Culture. (GEC Obj. 4 & 8)
FRCH 304 Advanced Readings (GEC Obj. 5 & 8)
FRCH 331 Survey of Literature 1 (GEC Obj. 5 & 8)
GEOL 101 Planet Earth (GEC Obj. 2B & 4, LSP C)
HIST 203 Intro to Medieval Europe (GEC Obj 3 & 8, LSP A)
MUSC 475 History of Jazz (GEC Obj 5 & 7 – *Majors Only*)
SPAN 101 Elementary Spanish 1 (GEC Obj 8 & 9, LSP A)
SPAN 102 Elementary Spanish 2 (GEC Obj 8 & 9, LSP A)
SPAN 203 Intermediate Spanish 1 (GEC Obj 8 & 9, LSP A)
SPAN 204 Intermediate Spanish 2 (GEC Obj 8 & 9, LSP A)

Successful W Audits

ART 254 Art Theory (W)
HIST 494 Seminar (W) – Requires Dedicated Number ASAP
PSYC 423 Cognition and Memory (W)

Course Deletions from GEC & LSP per request of chairs

BIOL 301 History of Biology (GEC Obj. 2B & 3)
FLIT 113 Intro. to French Lit. (GEC Obj. 5 & 8, LSP A, FM&G)
FLIT 125 Spanish Civilization & Lit (GEC Obj. 5 & 8, LSP A)
SOCA 222 The Community (LSP B)
SOCA 223 Death and Dying (LSP B)
SOCA 238 Ethnic Groups (GEC Obj. 4 & 7, LSP B, FM&G)
SOCA 255 Latin American Cultures (GEC Obj. 4 & 9, LSP B, FM&G)
SOCA 302 Deviant Behavior (GEC Obj. 4 & 7 Majors Only)
SOCA 334 Corporate and White Collar Crime (GEC Obj. 4 & 7 Majors Only)
SOCA 337 Sociology of American Business (GEC Obj. 4 & 7 Majors Only)
SOCA 358 Anthropology of Health and Illness (GEC Obj. 4 & 9 Majors Only)

Course Deletions from "W" list per request of chairs

SOCA 332 Sociology of Education (W)

For the Record, if Curriculum Committee Recommendations are approved by Senate:

Notice of Final Approval of GEC Status Course Additions. (Senate Approved GEC status in Dec 2006, pending Senate approval of these new courses):

FLIT 371 Holocaust: East Eur. Film/Lit. (GEC OBJ 5 & 6; W, LSP A, FM&G)
SEES 101 Int. to Slavic & E. Eur. Stud. (OBJ 4 & 8, LSP Cluster B & FM&G)

Courses formerly taught as GEC courses under F&CS subject code must be added to GEC under DISB subject code, (Pending Senate approval of the DISB subject code):

DISB 380 Disabilities & the Family (GEC Obj. 6)
DISB 385 Disability and Society (GEC Obj. 6)

GEC Objectives (for information only).

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