

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
JUNE 11, 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.	Howard, S.	Mutz, C.	Stack, S.
Banta, L.	Davis, S.	Iskander, W.	Napolitano, M.	Steranka, P.
Bonner, D.	Dedhia, H.	Jackowitz, A.	Nutter, R.	Stolzenberg, A.
Bowen, E.	Dillis, C.	Kershner, R.	Olson, K.	Stuchell, R.
Brooks, J.	Etzel, E.	Kirby, B.	Peace, G.	Tallaksen, R.
Brown, G.	Fredette, H.	Lake, M.	Perone, M.	Turton, R.
Bryner, R.	Griffith, R.	Malarcher, J.	Plein, C.	Valenti, M.
Campbell, L.	Hall, D.	Mancinelli, C.	Richards, A.	Walker, E.
Chetlin, R.	Hartman, K.	Mandich, M.	Riemenschneider, S.	Walls, T.
Clark, N.	Hermosilla, P.	McCombie, R.	Ryan, K.	Watson, J.
Cohen, S.	Hessl, A.	McDiarmid, M.	Selin, S.	Webb-Dempsey, J.
Culberson, J.	Hornak, L.	Miller, M.	Shelton, E.	Wilcox, G.
Cumming, J.	Hornsby, G.	Murthy, K.	Sherwood, L.	Woloshuk, J.

Members Absent:

Almond, C.	DiBartolomeo, L.	LaGodna, B.	Nestor, P.	Siegrist, J.
Anderson, R.	Edwards, B.	Lastinger, V.	Petronis, J.	Stockdale, T.
Atkins, C.	Fitch, C.	Latimer, M.	Price, S.	Tauger, M.
Bagby, M.	Frum, K.	Lively, M.	Riley, W.	Temple, J.
Behling, R.	Garbutt, K.	Long, K.	Robbins, J.	Townsend, C.
Brooks, R.	Gerbo, R.	McGinley, P.	Robinson, C.	Urbanski, J.
Cook, L.	Hendrickson, J.	McNerney, K.	Ruscello, D.	Vona-Davis, L.
Cottrell, L.	Huffman, V.	Moffett, K.	Sand-Jecklin, K.	Weihman, L.
Cottrell, S.	Hurst, M.	Morgan, D.	Sedgeman, J.	Wright, F.
D'Souza, G.	Kleist, V.	Nath, C.	Sherlock, L.	

2. There was no report from the President's Office.
3. It was moved and duly seconded to approve the [minutes](#) from the May 14, 2007 meeting. Motion carried.
4. Chair Famouri welcomed the newly elected senators; he said the Faculty Senate is a great body to be part of because they will learn the ins and outs of how the institution works. He suggested that senators let part of their service be to the Senate because it is an important entity and an important mechanism for faculty voice to be heard.

The Chair thanked Stan Cohen for being instrumental in the installation of the "Faculty Senate Chair's plaque. A reception, to unveil the plaque, was held in the Milano Reading Room, Downtown Campus Library, on Friday, May 4, 2007.

Chair Famouri said that one item that he did not have time to address while being a Senate Chair was to report on the state of WVU Athletics in regard to student athletes' academic

performance. This issue came up three years ago and again this academic year for the WVU Senate to join the Coalition of Intercollegiate Athletics (COIA). As the Senate recalls four years ago, then Senate Chair Chris Wilkinson prepared a report for the Senate and recommended not to join COIA. Chair Famouri indicated that the key players in the WVU athletics have not changed and he doesn't anticipate major changes since Wilkinson's report. He, therefore, recommended the Senate not join COIA; however, he encouraged future chairs of the Senate to keep abreast of Athletics.

Professor Famouri said serving as Faculty Senate Chair has been a good experience for him because he has been able to meet more people, and he has been able to interact with more faculty members. He said the Senate has been a more deliberative body and discussed certain items such as: dead week, merit raises versus across the board raises and the presidential search discussions.

This year, President Hardesty suggested a new seating arrangement be made for the senate meetings; the Chair asked Chair-elect Steve Kite to pursue this suggestion.

The Chair said in order for faculty to move up in rankings, faculty salaries will be one of the main issues of discussion. He said that without competitive salaries, WVU will not attract the best faculty. The institution is an international market for faculty and students, so it will need to move forward in many areas, which includes rank. Professor Famouri said it has been a pleasure to serve such a distinguished body.

The Chair announced the new Faculty Senate Executive Committee members for 2007-2008:

Kristina Olson, Nigel Clark, Ann Richards, Marjorie McDiarmid, William (Guy) Hornsby, Arthur Jackowitz, and Edward Etzel.

5. The Chair asked the committee chairs or committee members to stand and give a brief overview of what their committees worked on this year.

The annual report and goals for the Curriculum Committee and General Education Committee were removed from the consent agenda.

6. Professor Steve Kite discussed the General Education Oversight Committee's Annual Report, listed in [Annex X](#) and the Committee's Goals for 2007-08 listed in [Annex XI](#). It was moved and duly seconded that the reports be approved. Motion carried. Professor Kite said next year, for clarity, the GEC will present a document to the Faculty Senate explaining the various "terms" that are used on the GEC application form.

Professor Kite said the CCCP, Ad hoc Curriculum Committee, was put in place to review curriculum committee practices and procedures. The group will continue to meet during the fall semester to help implement an on-line course application process. The new process will include the submission of courses and when they are finalized and entered into the Banner System.

7. Professor Griffith discussed the Curriculum Committee's Annual Report for 2006-07 listed in [Annex VI](#) and the Committee Goals for 2007-08 listed in [Annex VII](#). It was moved and duly seconded that the reports be approved. Motion carried.

8. The following Committee Reports were approved by consent:

Curriculum Committee Reports:

New Courses and Course Changes listed in [Annex I](#). Motion carried.

Request for 3 new prefixes for B&E listed in [Annex II](#). Motion carried.

Management Curriculum Recommendations listed in [Annex III](#). Motion carried.

2 Capstone Requests listed in [Annex IV](#). Motion carried.

Proposal for a New Major in Design Studies listed in [Annex V](#). Motion carried.

Alteration Report listed in [Annex VIII](#) was presented for information.

General Education Oversight Committee Report:

Course Recommendations listed in [Annex IX](#). Motion carried.

9. Student Instruction Committee Report:

Professor Banta moved for approval of the, "Petition to Administer an Examination in the Last Week of Classes in Undergraduate Courses" listed in [Annex XII](#). He said the proposal will allow instructors to submit a petition to the chair of their department or division requesting a test be given during the week before finals – commonly referred to as "dead week" or "the last week of classes." Professor Banta said any tests given during the last week of classes would not be permitted to be a substitute for a final exam and/or a project.

Professor Kershner made a friendly amendment that, "without exception" be added to the last sentence of the petition. Professor Clark suggested the language, "within the first week of classes" be included in the statement as well so it would ensure that students have information about the examination on the course syllabus before they receive it. With the revised language, the last sentence of the petition will state, "This petition must be submitted to and approved by the chair of the department or division prior to the end of the first week of classes, and if approved, the examination must be indicated in the syllabus, without exception." It was duly seconded. A hand count vote was taken; results included 44 votes in favor of the motion and 11 opposed. Motion carried.

Professor Banta said this year the committee presented a request to the Faculty Senate requesting a "warning grade" be implemented so it could be given to graduate research students who are doing poorly in class. This proposal was deferred for more discussion. The committee also presented a "standard syllabus format" to the Faculty Senate in May, 07.

10. Public Service Grants Committee Report:

Professor Jackowitz gave an overview of the Committee's 2006-07 Annual Report and 2007-08 Goals listed in [Annex XIII](#). Motion carried.

11. Faculty Welfare Committee Report:

Professor Cohen thanked the committee members for serving this year and he gave an overview of the Committee's 2006-07 Annual Report and 2007-08 Goals listed in [Annex XIV](#). Motion carried.

12. Student Evaluation of Instruction Report:

Professor Cohen gave an overview of the Committee's 2006-07 Annual Report and 2007-08 Goals listed in [Annex XV](#). He said the Committee continues its efforts in customizing the student evaluation form (SEI). He said both the electronic form and printable form are available for faculty. The committee will continue the "syllabus project" which is putting syllabi on-line for student review. Motion carried.

13. Research and Scholarship Committee Report:

Professor Napolitano gave an overview of the Committee's 2006-07 Annual Report and 2007-08 Goals listed in [Annex XVI](#). Motion carried.

14. Committee on Committees, Membership & Constituencies Report:

Professor Woloshuk gave an overview of the Committee's 2006-07 Annual Report and 2007-08 Goals listed in [Annex XVII](#). Motion carried.

15. Work Group on Faculty Shared Governance

Chair Famouri said he consulted with the Senate Executive Committee to develop a charge for the "Work Group," which was approved by the Faculty Senate on May 14, 2007. The motion was made by Professor Larry Hornak to form the "task force" but the name was changed to "Work Group" by the Senate Executive Committee. The Group will include approximately 11 members from the following areas: a past faculty senate chair, 5 faculty, 2 members from the new administration, 2 members from the BOG, and 1 member from the Governor's office or the Higher Education Policy Commission.

The Chair stated that,

"As per the Faculty Senate May 14th resolution that was passed and the recommendations from the Senate Executive Committee forming a Work Group to assist on improving communications and shared governor issues with the University administration, the following charge was developed:

"Establish specific goals to enhance faculty participation and communications with the University leadership and governance. Specifically, the Work Group will focus on

establishing strong communication between faculty and President-elect Garrison and his administration, as well as the WVU BOG; establishing specific goals of the faculty to enhance the core missions of WVU in the areas of teaching, research, and service and to work with the new administration to achieve the same, and to increase faculty participation in University affairs in general."

The Chair said that the "Work group" will work to enhance faculty participation and communication with the new administration and the BOG. He said the preliminary response has been positive.

16. As past Faculty Senate Chair, Professor Famouri will serve as the Executive Committee representative to the Graduate Council.
17. Chair Famouri presented Faculty Senate Chair-elect Steve Kite with the University all-area parking permit. Professor Kite will assume the Faculty Senate responsibilities as Chair in fiscal year 2007-08. Professor Kite presented Chair Famouri with the traditional commemorative gold and blue plaque for his distinguished service and an engraved gavel. He honored the chair by stating that he served in a difficult year, and he thanked him for presiding over the Faculty Senate and rising above his personal interests so the senators could have a voice.
18. The meeting adjourned at 4:45 p.m. to reconvene on Monday, September 10, 2007. The Faculty Senate does not meet in July and August.

Barbara Dunn, Committee Secretary

To: Faculty Senate Executive Committee
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee
Date: May 21, 2007
Re: New Courses and Course Changes

COLLEGE OF BUSINESS & ECONOMICS

Human Resources Management

New Courses:

HRMG 440. Training & Development. 3-Hr. PR: MANG 330. This course provides a theoretical and practical understanding of the field of training and development and offers some practical approaches to conducting training programs. (Effective Term: Fall, 2007) (CIP-521001)

Rationale: This course covers topics such as learning theory, needs assessments, cost benefit analysis, program analysis, and training methodologies. The course is one of four courses required for the Human Resources Management “area of emphasis” in the Management major. The topics covered and skills developed in this course are essential for students interested in pursuing a career in Human Resource Management.

HRMG 450. Staffing & Selection. 3-Hr. PR: MANG 330. This course focuses on the management of employee staffing and selection and includes such topics as government regulations affecting selection processes, reliability and validity of selection measures, and the measurement of actual job performance. (Effective Term: Fall, 2007) (CIP-521001)

Rationale: This course is one of four courses required in the Human Resource Administration area of emphasis in the Management major. The course focuses on selection and staffing skills needed by students who want to pursue a career in Human Resource Management. While some of these are exposed to students in both BCOR 370 and MANG 330, they are not covered in the depth needed by an HR professional.

HRMG 470. Conflict Management. 3-Hr. This course focuses on the management of conflict in an organizational setting. The topics covered include foundations of individual behavior, styles for managing conflict, negotiations, mediation, and arbitration. (Effective Term: Fall, 2007) (CIP-521001)

Rationale: This course assists college majors in better understanding the issues and factors contributing to tensions and conflicts in organizations. It introduces key processes used in resolving such conflicts and uses simulations and team projects to develop better understanding and practical skills in processes such as negotiations, mediation, and arbitration. These are key management concepts and skills that are not adequately covered in other courses.

International Business

New Courses:

INBS 310. Global Business Communication. 3-Hr. Co-Req: BCOR 370. This course focuses on developing skills to communicate effectively in the cross-cultural context of the current international business environment. The focus is on interpersonal, team, an organizational level communication in diverse cultural situations. (Effective Term: Fall, 2007) (CIP-521101)

Rationale: This course will provide the foundation course for the international area of emphasis in the Management major. Knowledge of the terms, definitions, and theories taught in this course is necessary for advanced course work in this area. None of the current basic core courses cover the topics to be covered in this course with a particular emphasis on the international arena or global enterprises.

INBS 480. Global Strategic Issues. 3-Hr. Conc: BCOR 460. An integrated, multifunctional approach focuses on how globalization affects strategy, organization and control of a firm. Students are introduced to global strategic management and organization issues in the context of current theory, research and practice. (Effective Term: Spring, 2009) (CIP-521101)

Rationale: We are requesting a new course to augment the new proposed area of emphasis (International Business) in the Management Major curriculum (syllabus attached). This would be the capstone course for this area of emphasis, taken in the last semester of the program. Existing courses do not specifically focus on the unique strategic issues faced by multinational corporations who compete in multiple markets across the globe. In particular, the course would introduce the choice between export, multi-country, global, and transnational strategies, address the issue of location optimization for activities and resources within the global context, and explore structural design choices for creating and managing global business teams and diversity. There are several existing courses at WVU that address functional issues from a global perspective, but none that address the overarching strategic and organizational complexities facing a business enterprise that operates in multiple global markets with dramatically different legal, economic, social, and cultural systems. This course is designed to fill that gap. Particular emphasis will be placed on the examination of these global complexities by drawing upon both existing theory, and current research and practice. Comprehensive cases will be used to provide the student with practice in conceptualizing, analyzing, resolving and communicating the unique issues faced by senior managers in business enterprises which compete in multiple foreign markets.

Small Business/Entrepreneurship

New Courses:

SBEN 310. Small Business Management I. 3-Hr. Conc: BCOR 350 & BCOR 370. Fundamental principles and practices related to small business and entrepreneurship. Focuses on areas such as leadership, motivation, Human Resource Management as they apply to small business management. (Effective Term: Fall, 2007) (CIP- 520701)

Rationale: This course will provide the foundation for the small business management/entrepreneurship area of emphasis in the management major. The terms, definitions, and skills learned in this class are necessary for advanced course work in the small business management/entrepreneurship and have practical application for those interested in starting a small business.

SBEN 410. Small Business Management II. 3-Hr. PR: BCOR 340 & SBEN 310; Co-req: ACCT 331. Fundamental principles and practices related to small business and entrepreneurship. Focuses on areas such as accounting, budgeting, and financial management as they apply to Small Business Management. (Effective Term: Fall, 2007) (CIP- 520701)

Rationale: This course will provide the second foundation course for the small business management/entrepreneurship area of emphasis in the management major. The skills taught in

this course have practical application in the accounting and budgeting processes needed for small business management.

EBERLY COLLEGE OF ARTS AND SCIENCES

Math

New Courses:

MATH 771. Matroid Theory 1. 3-Hr. PR: MATH 541 or MATH 543 and MATH 571 or MATH 573. Independent sets, circuits, bases, rank functions, closure operators and close sets, other axiom systems, geometric representations, duality and minors, linear and algebraic representability, connectivity, basics of partial ordered sets, flats and lattices, relationship between lattices and matroids. (Effective Term: Fall, 2007) (CIP- 270101)

Rationale: The Matroid Theory sequence serves as an important component within the mathematics graduate program, especially the Ph.D. program. It provides masters and doctoral students with the needed background in this branch of discrete mathematics and optimization. It serves as a two-course sequence for students whose major area is discrete mathematics, and can also be used as a minor area sequence for other Ph. D. students. The two-course sequence will provide a background sufficient for students to study and conduct current research in this area. This course was first taught at WVU in the Spring Semester of 1991, the sequence has been taught under a special topics number over three times since 2000.

MATH 772. Matroid Theory 2. 3-Hr. PR: MATH 771. Matroid representability, representability over finite fields, algebraic matroids, matroid constructions, higher connectivity of matroids, binary and ternary matroids, the splitter theorem and its applications, submodular functions, matroid intersection theorem, matroids in combinatorial optimizations. (Effective Term: Fall, 2007) (CIP-270101)

Rationale: The Matroid Theory sequence serves as an important component within the mathematics graduate program, especially the Ph.D. program. It provides masters and doctoral students with the needed background in this branch of discrete mathematics and optimization. It serves as a two-course sequence for students whose major area is discrete mathematics, and can also be used as a minor area sequence for other Ph. D. students. The two-course sequence will provide a background sufficient for students to study and conduct current research in this area. This course was first taught at WVU in the Spring Semester of 1991, the sequence has been taught under a special topics number over three times since 2000.

History

New Courses:

HIST 475. Hollywood and History. 3-Hr. Examines twentieth century American culture, politics, and society through film. It explores the relationship between film and history, using films as primary sources for understanding the past. (Effective Term: Fall, 2007) (CIP-540101)

Rationale: Increasingly students learn much of their history through film yet the department currently has no graduate class designed to teach students to think critically about the historical information presented by the film industry. Treating historical films as documents, whose authenticity needs to be verified and interpretation uncovered, will help teach students the basic elements of historical thinking. Hollywood and History has been taught three times as a special topics class. It had a strong enrollment and received positive class evaluations.

HIST 575. Hollywood and History. 3-Hr. Examines twentieth century American culture, politics, and society through film. It explores the relationship between film and history, using films as primary sources for understanding the past and it examines how film is used in teaching history. (Effective Term: Fall, 2007) (CIP- 540101)

Rationale: Increasingly students learn much of their history through film yet the department currently has no graduate class designed to teach students to think critically about the historical information presented by the film industry. Moreover, treating historical films as documents, whose authenticity needs to be verified and interpretation uncovered, will help teach students the basic elements of historical thinking. The graduate section of Hollywood and History has been taught three times as a special topics class. It had strong enrollment and received positive class evaluations. It attracted not only history graduate students but also students from the School of Education masters' program. History 575 will be taught, in part, in conjunction with History 475. Graduate students in History 575 will attend lectures and films with the History 475 undergraduate students. However, they will have to separate reading and writing assignments and will meet separately to discuss readings and to analyze the films and to discuss their writing assignments. The graduate component of the class will also explore how to use films in teaching history. Because of our small faculty we have not offered any courses exclusively for MA students, with the exception of public history classes. As a result, MA students take all their graduate classes with doctoral students at the 700 level. I think it is useful to have at least some courses aimed directly at students at the MA level.

English

New Course:

ENGL 608. Writing Project Summer Inst. 3-6 Hr. Experienced teachers examine issues in the teaching of writing and study current and past research in the field. (Effective Term: Summer I, 2007) (CIP-230101)

Rationale: This course is designed for practicing teachers who want to begin or extend graduate studies in English. Since the course is offered through Extended Learning (and the intensive five-week institute usually occurs off campus at a local school), some of the participants begin as non-degree students. Many participants, however, either return to WVU to pursue a Master's degree, have already enrolled in a graduate program, or have already completed a Master's degree and are now pursuing additional education. This summer institute is part of a national program and receives federal funding. That is, the National Writing Project has been dedicated to improving the teaching of writing in our nation's schools since 1994, and WVU has received funding as a local site of the NWP since 1987. Participants in National Writing Project at WVU share knowledge and take a lead in efforts to improve student achievement in their classrooms. Participation in the National Writing Project at WVU begins with the Summer Institute. The Institute is a four-week intensive summer program (96 contact hours) for selected teachers from northern West Virginia who wish to become part of this national and local network of teachers who promote writing across disciplines and across grade levels. At the Institute, teachers examine issues in the teaching of writing, discuss and demonstrate approaches to the teaching of writing, study current and past research in the field, and write in various modes and from different points of view.

Communication Studies

New Course:

COMM 409. Advanced Health Communication. 3-Hr. PR: COMM 309. Advanced study of research and practice of health communication. Students use theory to create and deliver communication campaigns addressing health issues, policy or practices, using mediated, community, group, or one-to-one interactions. (Effective Term: Fall, 2007) (CIP- 090101)

Rationale: Class is fundamental to the progression of coursework in health communication, sequencing information and skill development, and building on the curriculum accomplished in a basic health communication course. The focus moves from cognition to enactment of knowledge in the form of team projects which seek to influence how people think, feel, and behave about health.

COLLEGE OF HUMAN RESOURCES AND EDUCATION

Special Education

New Courses:

SPED 463. Collab Consult Inclus Strtgies. 4-Hr. Strategies for building and maintaining effective collaborative teams for the inclusive school environment; skills for communication, decision making, group dynamics, and conflict resolution. (Effective Term: Spring, 2008) (CIP- 131001)

Rationale: An existing course SPED 663 currently serves both students in the post BA/MA certification and degree programs in special education and also students in the graduate year of the 5 Year Teacher Education Program who are pursuing additional endorsement in special education. A change in the latter program has resulted in a need for these students to take the course earlier in the schedule, specifically in the Spring semester of the junior year. Consequently, the program needs to develop an analog course for SPED 663 at the undergraduate level, so this application requests a course add to establish SPED 463 for this purpose. SPED 663 can NOT be dropped since students in the post-BA/MA program will still be required to take it at the 600 level. Adding this course does NOT affect any other program since it is ONLY required in the special education program.

SPED 773. Professional Dev Models. 3-Hr. Design, implement, and evaluate professional development for practitioners in special education and disability services, including induction and mentoring programs, peer and consultant coaching, in-service training for individuals and groups, and communities of practice. (Effective Term: Fall, 2007) (CIP- 131001)

Rationale: This course is being added to the doctoral program emphasis in special education in place of one existing course to better prepare future faculty and administrators in special education and disability services to address federal mandates to provide high quality professional development to practitioners in public schools to enhance their ability to implement evidence-based practice in improving educational outcomes for individuals with disabilities. This course will replace SPED 778, which will be dropped via separate application and it will no longer be required in the doctoral program emphasis in special education.

SPED 667. Elementary Content Methods. 3-Hr. Elementary programs for students with mild/moderate disabilities, planning and delivering research-based intervention in reading, mathematics and written expression to address content standards and learning needs, and academic study/survival skills. (Effective Term: Fall, 2008) (CIP- 131001)

Rationale: Recent changes in federal and state requirements for special education based on NCLB and IDEA have re-focused special education on helping students with disabilities make

adequate yearly progress in foundational skills in academic areas (especially reading and math) at the elementary level. To ensure that program graduates have critical skills for teaching these areas, a new course is needed. The content from SPED 662 has been moved to two other program courses. SPED 662 will be dropped, allowing SPED 667 to be added without increasing the hours required for the degree. Adding this course does NOT affect any other program since it is ONLY required in the special education program.

SPED 776. Leadership System Change. 3-Hr. Theories of leadership; current and evolving legislative mandates and service paradigms in special education and disability services; planning, implementing and evaluating systems change; collaboration, team building and conflict resolution during innovation.

Rationale: This course is being added to the doctoral program emphasis in special education as one of two courses that will provide students with an option to prepare for school leadership positions in special education. Students who select this program option will complete with this course in place of SPED 772 so no additional credits will be required. The course is intended to develop knowledge and skills for designing and leading systems change initiatives in special education programs in public schools.

SPED 781. Orientation to Doctoral Study. 1-Hr. Introduction to doctoral study in special education; University, College, Department and program option requirements; leadership roles/responsibilities for teacher education faculty or special education administrators/supervisors; planning for committee selection and program of study preparation. (Effective Term: Fall, 2007) (CIP-131001)

Rationale: The existing 6 hour internship requirement in the doctoral program emphasis in special education is being restructured to create six (6) one-hour internships that focus on critical leadership skills for special education faculty and/or administrators without the need for students to take additional credits. This new internship is being added as the first in a series to provide an orientation to doctoral study in the doctoral program emphasis in special education to better prepare students for program options and requirements and to address recommendations for quality in doctoral programs based on recent studies by the Association of American Universities, the National Association of Graduate and Professional Students, and the Carnegie Initiative on the Doctorate which highlighted the critical need for more effective orientation to doctoral study and leadership roles across all disciplines.

Course Changes:

From:

SPED 302. Special Education Assessment. 3-Hr. Development of expertise in various forms of cognitive and effective assessment techniques, understanding psychoeducational needs of exceptional learners, and designing appropriate educational prescriptions from assessment protocols.

To:

SPED 402. Edl Assment Studs w Spec Needs. 3-Hr. Formal and informal assessment procedures for eligibility decisions, program development, and progress assessment in special education, assessment accommodations, designing appropriate educational programs from assessment data. (Effective Term: Fall, 2007) (CIP- 131001)

Rationale: This application requests a change in course number to reflect that this is actually a more advanced course that students take later in the program sequence (during their senior year). It also requests a change in title to reflect course content in greater detail. An application for a course drop accompanies this form to delete the old course number. Changing this course does NOT affect any other program since it is ONLY required in the special education program.

From:

SPED 303. Strat. Address Behav/Mang Prblms. 3-Hr. Theory and classroom application of procedures to implement behavior changes in children with mild/moderate disabilities and/or problems; effective group and individual behavior management.

To:

SPED 403. Behav Supp Studs w Spec Needs. 3-Hr. Theory and classroom application of intervention procedures to implement behavior changes in students with special needs; effective group and individual behavior management. (Effective Term: Spring, 2008) (CIP- 131001)

Rationale: This application requests a change in course number to reflect that this is actually a more advanced course that students take later in the program sequence (during their senior year). It also requests a change in title to better reflect course content, to incorporate more contemporary terminology in the field, and to remove the negative connotations associated with the use of the word “problems”. An application for a course drop accompanies this form to delete the old course number. Changing this course does NOT affect any other program since it is ONLY required in the special education program.

From:

SPED 616. Program Management: Early Intervention. 3-Hr. Management skills to serve young children with disabilities, delays and at risk in home-based, self-contained, and mainstreamed models of early intervention.

To:

SPED 616. Behav Guid/Supprt: Early IV. 3-Hr. Developmental guidance and positive behavior support for infants, toddlers, and preschoolers with special needs in home-and center-based programs to foster emotional development, social skills and appropriate behavior. (Effective Term: Fall, 2007) (CIP- 131001)

Rationale:

The existing title and course description does not capture the actual content of the course, which has evolved over time. These topics have always been included in 616 but recent concern about the rise of behavior challenges in very young children has suggested that they need greater coverage. In Spring 2006, some of the original content of 616 was moved last year to the new course SPED 612, leaving room for more thorough treatment of these behavior issues. This needs to be reflected by a more descriptive title and course description.

From:

SPED 684. Administration and Supervision of Programs for Exceptional Children. 3-Hr. PR: Consent. Administration and supervision with attention to: selection and placement procedures; facilities and equipment; local, state, federal legislation; and philosophy and recent research. (Consult program for course offerings).

To:

SPED 775. Program Admin/ Supervision. 3-Hr. Planning/ implementing service delivery for eligibility, placement, program planning, and assessment; developing/managing budgets with multiple funding sources; staffing practices for hiring and monitoring personnel; communication and interaction skills for collaborative activities. (Effective Term: Spring, 2008) (CIP- 131001)

Rationale: This existing course is being revised with a new number and title so it can be added to the doctoral program emphasis in special education as one of two courses that will provide students with the option to prepare for school leadership positions in special education. Students who select this program option will complete this course in place of SPED 771 so no additional credits will be required. The course is intended to develop knowledge and skills for applying state and federal laws and policies in the administration and supervision of special education programs in public schools. SPED 684 will be dropped via separate application.

COLLEGE OF LAW**New Courses:**

LAW 689-B. Sem: Judicial Pwr & Restraint. 2-Hr. This course critically explores the court's role in our constitutional democracy, including issues of federalism, separation of powers, recusal, interpretation, judicial philosophies, authority, judicial selection, abstention, remedial power, and judicial ethics. (Effective Term: Spring, 2008) (CIP- 220101)

Rationale: The subject of judicial power and restraint is universally recognized as an important part of legal education and the practice of jurisprudence, the vast majority of law schools have a course that focuses on it. For students who choose to specialize in this area of law, this seminar provides them an opportunity to probe deeply into the court's role in constitutional democracy in an upper-level, advanced small-group experience. It also serves to enhance student skills in legal analysis, research, and writing.

LAW 689-E. Sem: Land Transactions. 2-Hr. This seminar provides the knowledge and practice of title examinations and the documents involved in conveyancing. Students also submit a research paper on an issue involving real estate. (Effective Term: Fall, 2007) (CIP- 220101)

Rationale: The seminar focuses on property title examination and real estate transactions, which is universally recognized as an important part of legal education and the practice of civil law; the majority of law schools have a course that focuses on it. For students who wish to specialize in this area of law, this seminar provides them the opportunity to delve deeply into property title issues in an upper-level, advanced small-group experience. It also serves to enhance student skills in legal analysis, research, and writing.

LAW 689-H. Sem: Bioethics & the Law. 2-Hr. An examination of the theological, philosophical and scientific foundations of bioethics; the operation of bioethical principles in the context of current bioethical controversies; and the relations between bioethics and the law. (Effective Term: Spring, 2008) (CIP- 220101)

Rationale: In a highly technical and scientifically advanced culture, a familiarity with bioethical issues is essential for lawyers working in the field of health care law. This upper-level, small-group experience offers students an opportunity to probe into bioethical issues during weekly discussions and in the writing of a substantial, inter-disciplinary research paper.

LAW 689-K. Sem: Civil Disobedience. 2-Hr. An examination of the justification and operation of civil disobedience. (Effective Term: Fall, 2007) (CIP- 220101)

Rationale: The knowledge and understanding of civil disobedience laws are significant assets in the practice of law in today's society. For students who choose to specialize in this area of law, this upper level, small-group experience offers them an opportunity to probe deeply into civil disobedience issues. It also serves to enhance student skills in legal analysis, research, and writing, all of which are essential lawyering skills. A paper of law review quality is required.

COLLEGE OF ENGINEERING AND MINERAL RESOURCES

Computer Science & Electrical Engineering

New Courses:

EE 565. Advanced Image Processing. 3-Hr. PR: EE 465 or equivalent. Covers the theory of statistically modeling image source, algorithms for analysis and processing of image signals, new applications of image processing into computer vision and biomedical imaging, and MATLAB-based image processing. (Effective Term: Spring, 2007) (CIP- 141001)

Rationale: One of the key technical elective courses in the area of Communication & Signal Processing and also useful to students majoring in the area of Biometrics and Control Systems.

EE 569. Digital Video Processing. 3-Hr. PR: EE 465. Covers basic theory and algorithmic aspects of digital video processing, along with latest video coding standards, multimedia streaming, security video, and biometrics. Hands-on experience in processing video signals under MATLAB in team-based projects. (Effective Term: Spring, 2007) (CIP- 141001)

Rationale: One of the key technical elective courses in the area of Communication & Signal Processing and also useful to students in the area of Biometrics, Computer Engineering and Control Systems.

Chemical Engineering

New Course:

ChE 102. Intro to Chemical Engineering. 3-Hr. PR: ENGR 101 and PR or Conc CHEM 116 or CHEM 118. Overview of traditional and emerging areas of chemical engineering, projects involving computational and programming tools, design projects, written and oral presentation of results, discussions of professional and ethical behavior relating to the engineering profession. (Effective Term: Spring, 2008) (CIP-140701)

Rationale: This course will replace ENGR 102 for those undergraduates who wish to pursue a chemical engineering major and who have achieved acceptable academic standing after their first semester of Engineering as per CEMR guidelines. This course will be accepted as a substitute for ENGR 102 in the ChE curriculum, and it allows superior students to become acquainted with our program at an early stage in their degree program. No additional credit hours will be required for graduation by students taking this course.

SCHOOL OF MEDICINE

Exercise Physiology

New Courses:

EXPH 101. Intro to Exercise Physiology. 1-Hr. A broad and foundational look at the function and adaptation of the systems of the human body in response to exercise. (Effective Term: Fall, 2007) (CIP- 260908)

Rationale: The class materials provides Freshman Exercise Physiology students with an introduction to the nomenclature and theories of exercise science as they relate to the human body's responses and adaptations to physical activity. The class material is intended to provide a foundational look at the function and adaptations of the physiological systems of the human body in response to exercise.

EXPH 369. Strength/ Conditioning Methods. 4-Hr. PR: EXPH 364 and EXPH 365. Scientific foundations of strength and conditioning with skills and methods to apply that knowledge in clinical exercise training. (Laboratory work included.) (Effective Term: Fall, 2006) (CIP- 260908)

Rationale: Exercise physiologists should have specific knowledge, skills, and abilities to evaluate and train clients and patients in the areas of muscular strength, muscular power, muscular endurance, anaerobic endurance, aerobic endurance, range of joint motion, and body composition. The knowledge, skills, and abilities (KSAs) covered in this course have been specifically identified by the American College of Sports Medicine as KSAs required for national exercise physiology program endorsement. This course addresses the lack of coverage for specific ACSM required KSAs in our current curriculum.

Physical Therapy

New Course:

PT 763. Pediatric Physical Therapy. 3-Hr. Students learn assessment and interventions for a variety of conditions that uniquely affect children. Students will explore current topics that influence pediatric practice. Practical experience sessions include observations in pediatric settings. (Effective Term: Fall, 2007) (CIP- 512308)

Rationale: The degree program in physical therapy has changed to an entry level doctorate. This course and content have been part of the final year of the curriculum previously. The course will retain its curricular role; however, because of expansion of content, the new course is now 3 credit hours, reflecting 2 contact hours of experimental work per week.

Public Health

New Courses:

PUBH 501. Advanced Professional Writing. 3-Hr. A review of English syntax and usage in professional writing; constructing and developing ideas; research and writing based on careful reading of author's instructions, using the APA Style Manual, using library resources, and academic honesty. (Effective Term: Fall, 2007) (CIP- 512201)

Rationale: Many of our students, especially those for whom English is not their native language, arrive in the program unprepared to meet rigorous standards for advanced research and writing required for success in a public health graduate program. This course is designed to provide them with the knowledge they need of the conventions of academic writing, as well as to help them improve their English writing skills.

PUBH 580. Prevention through Resilience. 3-Hr. The principles of Resilience, resiliency theories and current research, resilience and stress and the mind-body implications, recognizing

and eliciting resilience and resilient outlooks and behaviors in ourselves and clients, professional and public health implications. (web-based) (Effective Term: Summer 1, 2007) (CIP- 512201)

Rationale: This course is a requirement for students in the Wellness Track of the Public health master's program because it addresses the concept of human resiliency in depth, and resiliency is a fundamental issue in all wellness-related professions. As an elective for the other tracks of the program or for other professional programs, it provides students with important information about wellness and well-being that addresses "the health of the helper" as well as strategies for eliciting maximum well-being in a broad range of client and professional populations.

PUBH 645. Fundamentals of Gerontology. 3-Hr. This course introduces students to a broad spectrum of topics and issues related to aging by drawing upon several core disciplines and their contributions to the corpus of gerontological knowledge and research. (Effective Term: Fall, 2007) (CIP- 512201)

Rationale: The purpose of this course is to provide students a strong, multifaceted foundation in the study of social gerontology. The impact of population aging affects all sectors of society, from healthcare to public policy to economics to social organization. The study of gerontology fosters an interdisciplinary consideration of the impact of these changes and provides a foundation for addressing the many social challenges related to population aging.

PUBH 687. MPH Practicum. 2-Hr. PR: PUBH 611, PUBH 630, PUBH 650, PUBH, 660, CHPR 612, PUBH 691E or CHPR 634. A structured, faculty-supported process for developing a proposal for the 300-hour practice-and theory-based practicum. (Effective Term: Fall, 2007) (CIP- 512201)

Rationale: This course provides students with faculty assistance in developing a proposal, the basis for their practicum, a 300 hour applied activity course. The proposal, practicum and report courses comprise our practice-based requirements and culminating experiences required by the Council on Education for Public Health, our accrediting body.

PUBH 688. MPH Practicum Report. 3-Hr. PR: PUBH 611 and PUBH 630 and PUBH 650 and PUBH 660 and PUBH 687 and CHPR 612 and PUBH 691E or CHPR 634 and PUBH 689. Provides students with the opportunity to report the results of their practicum projects to others via a professional paper and presentation. (Effective Term: Fall, 2007) (CIP- 512201)

Rationale: Provides students with the opportunity to present the results of their practicum projects (300 hour applied activity course). The proposal, practicum and report courses comprise the practice-based requirements and culminating experiences required by the Council on Education for Public Health (the MPH accrediting body).

From:

PUBH 689. Practicum. 1-6 Hr. Under guidance of faculty and field counselors, MPH students will assume major responsibilities for intervention and practice projects during a semester in a community-based organization.

To:

PUBH 689. Practicum. 3-Hr. PR: PUBH 611 and PUBH 630 and PUBH 650 and PUBH 660 and PUBH 687 and CHPR 612 and PUBH 691E or CHPR 634. Implementation of the practicum proposal; a planned, supervised, and evaluated public health-oriented experience encompassing 300 hours of activity reflecting public health practice and theory. Students are required to take 3

credit hours of the practicum, but may spread credits among semesters. (Effective Term: Fall, 2007) (CIP- 512201)

Rationale: This course provides students the opportunity to work with faculty and other public health professionals to implement their practicum, a 300 hour applied activity course. The proposal, practicum and report courses comprise our practice-based requirements and culminating experiences required by the Council on Education for Public Health, our accrediting body.

SCHOOL OF PHYSICAL EDUCATION

Physical Education

New Courses:

PE 172. Cycling Basics. 1-Hr. Provides a comprehensive overview of the activity of cycling. The course content will address the equipment, skills, and knowledge necessary to safely participate in the life-long activity of cycling for fitness and sport. (Effective Term: Fall, 2007) (CIP- 131314)

Rationale: The intended rationale for the class is that it will provide an elective opportunity for students interested in the sport of cycling as a life-long physical activity. The course is not currently a requirement for any major or minor.

PE 180. Triathlon Training. 1-Hr. This course provides an overview of the sport of triathlon. The course content will address the equipment, skills, and knowledge necessary to safely participate in the life-long activity of triathlon for fitness and sport. (Effective Term: Fall, 2007) (CIP- 131314)

Rationale: The intended rationale for the class is that it will provide an elective opportunity for students interested in the sport of triathlon as a life-long physical activity. The course is not currently a requirement for any major or minor.

PE 181. Rock Climbing Basics. 1-Hr. This course provides an overview of the activity of rock climbing. The course content will address the equipment, skills, and knowledge necessary to safely participate in the activity of rock climbing on a top-rope system. (Effective Term: Fall, 2007) (CIP-131314)

Rationale: The intended rationale for the class is that it will provide an elective opportunity for students interested in the sport of rock climbing as a life-long physical activity. The course is not currently a requirement for any major or minor.

PE 183. Wilderness First Aid Basics. 1-Hr. The objective of this course is to provide students with the knowledge and skills necessary to manage emergency medical situations when they occur in a delayed-help and/or wilderness setting. (Effective Term: Fall, 2007) (CIP- 131314)

Rationale: The intended rationale for the class is that it will provide an elective opportunity for students interested in learning about and developing skills in wilderness first aid. This course will be beneficial to anyone who spends time in a setting where advanced medical care may be delayed more than 30 minutes (i.e. outdoor enthusiast, rural residents, etc.). The course is not currently a requirement for any major or minor.

PE 189. Outdoor Living Skills. 1-Hr. This course will provide a comprehensive overview of the equipment, skills, and knowledge necessary to safely and comfortably spend time in a

wilderness setting while backpacking, hiking, and/or camping. (Effective Term: Fall, 2007)
(CIP- 131314)

Rationale: The intended rationale for the class is that it will provide an elective opportunity for students interested in the life-long activities of backpacking, hiking, and camping. The course is not currently a requirement for any major or minor.

DAVIS COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES

Design Studies

New Course:

DSGN 315. Survey of Non-Western Design. 3-Hr. This course examines design from beyond the tradition of Western civilization. Students will study interior design, architecture, and art as shaped by religious beliefs, political systems, and geographical context. (Effective Term: Fall, 2007) (CIP- 500499)

Rationale: Students in Design Studies need to be familiar with design from a global perspective. This course meets the GEC #9 Non-Western Culture criteria through in-depth study of several areas of design and art as related to religion and politics. Additionally, one section of this course will serve as the writing intensive class for the Design studies major.

Memo

To: Whom it May Concern
From: Management Curriculum Review Committee
Date: 5/17/2007
Re: New Prefixes

Based on an extensive review of peer institutions, surveys and interviews with past students, current and potential employers, and a report from the International and Entrepreneurship Task Forces in the College of Business & Economics, the Management Curriculum Review Committee has recommended that three “areas of emphasis” be established within the Management major. These areas include Human Resource Management, International Business, and Small Business/Entrepreneurship.

In support of that recommendation, we are requesting the creation of three new prefixes:

HRMG (Human Resource Management)

INBS (International Business)

SBEN (Small Business/Entrepreneurship)

There are a number of reasons for establishing special prefixes for these areas. First, unique prefixes for each of these areas of emphasis clearly demark their separation from the more general field of management and the existing prefix of MANG. The area of emphasis and courses taken in that area will be appear on student transcripts. Second, should the College of B&E establish either majors or minors in these fields, unique prefixes will be needed. Finally, it will be easier for students and advisors to identify the courses each student has taken and still needs to take to complete the area of emphasis requirements.

A matrix of the original management course requirements as well as suggested programs of study for each area of emphasis is attached.

Note: HRMG was the third choice of the committee after being told that HRM was not available.

Dr. Nancy McIntyre

MANAGEMENT CURRICULUM RECOMMENDATIONS

Supplied By The Management Major Program Review Committee

Nancy Leonard (Chair), Jerry Blakely, Richard Gentry, Joyce Heames, Tim Heames, Gary Insch, Dieter Schaupp, and Abhishek Srivistava

May 12, 2007

The Review Committee was appointed by Jack Fuller, Division Director. Its task was to review the undergraduate major in Management with two primary objectives:

1. To determine if the current program adequately serves the Management students and prospective employers.
2. To determine whether additional majors and/or areas of emphasis beyond the current Management major should exist in the Management Division.

Subsequently, the Committee met on numerous occasions. To explore these issues, we:

1. Had lengthy discussions concerning our values as a department as well as a review of department teaching resources, (see Appendix A).
2. Interviewed Joe Seiaman, B&E Student Advisor, and Susan Robison, Interim Director of the B&E Career Center, (see Appendix B).
3. Examined student comment data from the Management Department's 2006 Assessment Questionnaire, (see Appendix C).
4. Surveyed fourteen companies that are employers or potential employers of our graduates, (see Appendix D).
5. Conducted a benchmark study of the management courses offered and program structure as described in the web sites of thirty-two (32) peer universities, (see Appendix E).
6. Reviewed "early reports" from the International and Entrepreneurship Task Forces (see Appendix F).

All the studies were designed as informal studies to get useful information and ideas to guide the Committee's thinking, and were not designed to meet scientific standards for conclusive research. Results of these studies are presented in the appendices to this report.

SUMMARY OF RECOMMENDATIONS

The committee's recommendations are summarized below.

1. Retain the existing management major which requires 10 courses beyond the existing business core offerings.
2. Allow students to elect the management major and build a program of four (4) advanced electives with no particular area of emphasis, but restrict their elective choices so that no more than 2 of these can be taken from a single discipline (accounting, economics, finance, human resource management, international business, management, marketing, MIS, or Small Business/Entrepreneurship). This is essentially the management major as it currently exists, except for the restriction on elective choices. A schematic of the curriculum for the management major with no particular area of emphasis is shown in Table I, on page 9, of this report.
3. Establish three areas of emphasis¹ as follows: 1) Human Resource Management, 2) International Business, and 3) Small Business/ Each area of emphasis would require the student to substitute 4 designated courses in the area of emphasis for the 4 B&E electives normally taken in the general management major. A fourth area of emphasis, labeled Supply Chain Management is currently under consideration by a subcommittee composed of faculty from the departments of management and marketing. When completed, another proposal will be presented for that individual area of emphasis recommendation. Schematics for each of the management major areas of emphasis are shown in Table I, on page 9. The addition of these areas of emphasis would not require additional faculty resources.
4. To clearly demark these areas of emphasis, the committee recommends the creation of three new course prefixes, to establish these as distinct subject area disciplines (HRMG for courses in the Human Resource Management area of emphasis, INBS for courses in International Business, and SBEN, for courses in the Small Business/Entrepreneurship area).

A more detailed presentation and discussion of the above recommendations follows in the next section.

5. To facilitate the creation of these areas of emphasis, seven (7) new courses would need to be created and gain approval. These include:
 - b. SBEN 310—Small Business Mgt. I
 - c. SBEN 410—Small Business Mgt. II
 - d. HRMG 440—Training & Development
 - e. HRMG 450—Staffing & Selection
 - f. INBS 310—Cross-Cult Bus Communication
 - g. INBS 480—Global Strategy
 - h. MKTG 440—Export Management

¹ At most schools, these are called concentrations. However, West Virginia University mandates that the term used to describe a concentration within a major field of study be labeled "area of emphasis." The term may be used interchangeably in this report.

6. Several courses would need to be given new numbers or names, to correctly classify them in terms of the proposed area of emphasis programs. These include:
 - b. MANG 430—Personnel Management to MANG 330—HR Mgmt. Fundamentals
 - c. MANG 432—Personnel and Compensation to HRMG 460—Compensation & Benefits
 - d. MANG 434—Human Resource Mgt Rsrch Mthds to MANG 434—Business Research Methods
 - e. MANG 493H—Conflict Management to HRMG 470—Conflict Management
 - f. ILR 462—Collective Bargaining & Labor Relations to HRMG 480—Collective Bargaining & Labor Relations

DISCUSSION OF RECOMMENDATIONS

1. Retain the existing management major which requires 10 courses beyond the existing business core, 6 of which are required (MANG 330—HR Mgmt. Fundamentals – currently listed as MANG 430—Personnel Management, ACCT 331—Managerial Accounting, MANG 360—International Business, MANG 420—Business Information Systems, MANG 422—Individuals & Organizations, and MANG 434—Business Research Methods – currently listed as MANG 434—Human Resource Mgt Rsrch Mthds), plus 4 advanced electives, chosen from B&E offerings.

Discussion: The current WVU management program is fundamentally sound and compares favorably with those offered at peer institutions. Only two of the thirty-two peer institutions do not offer a general management or general business major (University of Illinois and Ohio State), and these two institutions permit students to major in management at their remote extension campuses. Most of these programs require 4-10 courses beyond a common core offered for all business majors. In general, our review of student and employer comments regarding the current major found the comments to be generally positive. Some employers suggested that management students needed a greater degree of specialization to increase their marketability.

Note: The committee did not review the MIS major, even though it is lodged in the Department of Management and Industrial Relations. Our charge was to focus on the management major.

2. Allow students to elect the management major and build a program of four (4) advanced electives with no particular area of emphasis, but restrict their elective choices so that no more than 2 of these can be taken from a single discipline (accounting, economics, finance, human resource management, international business, management, marketing, MIS, or Small Business/Entrepreneurship). This is essentially the management major as it currently exists, except for the restriction on elective choices. The schematic for the management major with no area of emphasis is shown in Table I, on page 9.

Discussion: Most of the peer institutions surveyed, regardless of whether they offer additional majors or concentrations in management-related fields (i.e., human resources,

strategic management, entrepreneurship, small business management, or international business), also offer an option which is generally characterized as a non-specialization labeled general management. Moreover, most of these peer institutions limit the number of courses that a student can take in a particular functional discipline to assure that the student develops general management skills across multiple management disciplines.

Resource Implications: Since this represents no major change from the existing curriculum in place, this option requires no shift or additions to faculty resources. In fact, by limiting the number of courses to be taken from a particular functional area, the proposal should spread out the student load across all departments.

3. Establish three areas of emphasis as follows: 1) Human Resource Management, 2) International Business, and 3) Small Business/Entrepreneurship. Each area of emphasis would require the student to substitute 4 designated courses in the area of emphasis for the 4 B&E electives normally taken in the general management major. Schematics for each of the management major areas of emphasis are shown in Table I, on page 9. The addition of these areas of emphasis would not require additional faculty resources.

Discussion: The choice here was to either propose four additional majors or to take the existing management major and offer areas of emphasis within that major. The peer review identified several institutions that offer multiple majors within their management departments, and a number of others that simply offer concentrations within the management or business major. Joe Seiaman of Undergraduate Advising strongly urged the committee to consider additional majors, particularly in the Small Business/ Entrepreneurship area. And, the Committee was well aware that two task forces had been created to examine the possibilities of creating majors in Entrepreneurship and International Business. Since their reports will deal with this issue, but we wanted to declare our support for more emphasis on these disciplines, the Committee decided to take a more conservative route and recommend areas of emphasis within the overall management major.

The primary reason behind this recommendation rests in available faculty resources. A major would require 18-30 credit hours while an area of emphasis only requires 16 hours. We felt that the latter choice would allow us to test the waters with minimal impact on overall faculty resources. Depending on how enrollments in the various courses shake out, it is possible that staffing requirements would increase. However, the management department is willing to address this without permanent faculty additions for the time being.

The areas of emphasis to be created include:

- a. A Human Resource Management area of emphasis that would require students to replace the four B&E electives that currently are required for the management major with four (4) courses either from those currently offered or to be created. These include **HRMG 440—Training & Development** (a new course), **HRMG 450—Staffing & Selection** (a new course), **HRMG 460—Compensation & Benefits** (a renaming of the course currently listed as MANG 432—Personnel & Compensation and offered in the spring), and one course from either **HRMG 470—Conflict**

Management (a course currently listed as MANG 493H—Conflict Management and generally offered in the fall) or **HRMG 480—Collective Bargaining & Labor Relations** (a course currently listed as ILR 462—Collective Bargaining & Labor Relations generally offered in the spring). MANG 330—HR Mgmt. Fundamentals (a course currently listed as MANG 430—Personnel Management) would be a prerequisite for all of these courses other than the Conflict Management and Collective Bargaining courses. Column 2 in Table I, on page 9 presents the curriculum for this area of emphasis.

Discussion: The courses proposed here are similar in nature to those offered in the peer group schools that offer either majors in the HRMG area or concentrations within that subject area. Courses in Training & Development and Staffing and Selection already exist in the MSIR program, so it should be easy to create equivalents for the undergraduate program.

One area singled out by students in the survey administered to them was an admitted weakness in their knowledge of employment law. Presumably, a concentration in Human Resource Management would permit greater coverage of this important area.

Resource Implications: While the proposal does call for two additional courses to be developed and offered, the thought is that enrollment in some of the other management courses currently being taken as electives might decline a bit as more concentration options are offered in the Management major. And, the general plan to moderately increase class sizes will also offset the need for additional faculty resources. Therefore, we do not foresee any increase in faculty FTE's to offer this concentration for the time being.

- b. An International Business area of emphasis that would require students to replace the four B&E electives that currently are required for the management major with four specific courses in International Business, two of which would need to be developed from scratch. These include a new course entitled **INBS 310—Cross Cult Bus Communication**, **ECON 451—International Trade** (an existing course), **FIN 480—International Finance** (an existing course), and a fourth course from a list of options including a new course entitled **INBS 480—Global Strategy**, **MKTG 400—Global Marketing** (currently offered in the fall semester). These courses are among those currently being considered by the task force for a potential major in International Business. In addition, students would be required to take at least two weeks of international study experience overseas. Students electing this area of concentration would not take MANG 360—International Business. Instead, they would be required to elective one inside management elective to fill out their major requirements. Column 3 in Table I, on page 9 presents the curriculum for this area of emphasis.

Discussion: The international area is the most popular addition to management curricula in both all accredited undergraduate business programs in the United States as well as in the peer group schools reviewed for this report. Thirty-six (36)

percent of all accredited undergraduate business programs claim to offer a degree in international business; while fifty-six (56) percent of the peer institutions offer a degree, major, or concentration in this field. And, two other peer institutions offer a minor in international business. Given the increasing globalization of the business world, West Virginia University would be remiss in not addressing this growing need. Our alliances with China and the number of courses offered in Italy seem a natural foundation upon which these offerings could be built. Moreover, there are already a number of internationally-focused courses offered in various programs throughout the College, so the expertise exists in house to create such an area of emphasis. And, as Appendix A indicates, several management faculty have expressed a willingness to teach courses in the international area.

Similar to the argument presented above for entrepreneurship, there is an equally powerful argument for retaining an area of emphasis on international business within the management major even if the College of B&E launches a major program in International Business. Students who elect a major in international business would likely do so in pursuit of career opportunities with a multinational corporation with some expectation of working abroad for some part of their managerial lives. On the other hand, we anticipate some students wanting to work for a business that does some business overseas and likely faces competition from overseas firms, but is not, nor does it intend to be, a true multinational. These students may want more depth in their study of international business than what the standard core courses provide, but don't see international business as their prime area of focus. For these, the ability to take additional coursework without having to commit to a full major would be met by the international area of emphasis within the management major.

Resource Implications: Expertise lies in the current management faculty, coupled with others from other departments to develop the proposed courses. And, staffing of these could be accomplished through some shifting of faculty assignments. Moreover, Bill Trumbull indicated that management majors specializing in the international area could take both the existing International Trade and International Finance courses, which minimizes the number of courses to be created. Bill indicated that the International Trade course was already scheduled to go to two sections because of its increasing popularity, so the addition of 20 management majors would not cause particular problems. The International Finance course currently has room for additional registrants.

- c. A Small Business/Entrepreneurship Management area of emphasis that would require students to replace the four B&E electives that currently are required for the management major with four (4) courses in Small Business/ Entrepreneurship either from those currently offered or to be created. These include **SBEN 310—Small Business Mgt. I** (a new course to be created), **SBEN 410— Small Business Mgt. II** (a new course to be created), **MANG 438—Entrepreneurship** (an existing course), and **MANG 440—Practicum in Small Business** (an existing course). Column 4 in Table I, on page 9 presents the curriculum for this area of emphasis.

Discussion: The proposal does call for two additional courses beyond those currently offered in the Small Business/Entrepreneurship area to permit more extensive coverage in the management issues associated with a small business. The course offerings proposed are consistent with those shown in the peer group who offer either majors and/or concentrations in the Small Business/Entrepreneurship area. A prime reason for proposing this area of emphasis is that West Virginia is one of those states with a higher concentration of small businesses.

Regardless of whether the Entrepreneurship task force recommends a major or not, the Committee still feels it appropriate to offer an area of emphasis within the management major that focuses on small business management and entrepreneurship. This area of emphasis would allow students who still want to achieve some degree of breadth in their management education an opportunity to acquire some depth in the Small Business/Entrepreneurship area without having to sacrifice the acquisition of knowledge, skills and abilities (KSAs) achieved in the other advanced management courses. A student, for example, who envisions a career path in intrapreneurship would likely find the combination of the management major and an area of emphasis in Small Business/Entrepreneurship more valuable than a full major in entrepreneurship. Likewise, a student who expects to return to an existing family small business might find the area of emphasis to be more attractive than a full major in Entrepreneurship.

Note: At least one student in the survey argued for more courses in this area. There were no comments from employers regarding Small Business or Entrepreneurship. Joe Seiaman indicated that a number of students have professed interest in entrepreneurship as a potential area of study.

Resource Implications: The College of B&E is blessed with several faculty members who have some training, teaching experience, and research interests in the Small Business/Entrepreneurship Management area (see Appendix A). As a result, the committee feels confident that these courses could be staffed without requiring additional faculty expertise. However, what is more difficult to predict is the degree to which offering this concentration may require additional faculty resources or shifts in teaching loads from existing course offerings. The answer lies in the resulting popularity of this option, which at this point is difficult to predict.

While some of the peer schools reviewed offer certificates in several of these areas of concentration (see Appendix E), West Virginia University does not authorize the awarding of a certificate within a major area of study. Moreover, the committee did not want to consider certifications that might get confused with professional certifications that do exist in some of these fields. We do feel, however, the College should consider producing some sort of document that students could show potential employers that highlights the special knowledge, skills and abilities (KSAs) they have acquired as result of satisfactorily completing the area of emphasis.

Discussion: Four (4) of the peer institutions reviewed currently offer certificate programs at the undergraduate level. Colorado State offers certificates in Entrepreneurship, Human Resource Management, Supply Chain Management, and Leadership/Ethics. Iowa offers certificates in Entrepreneurship and International Business. Kansas State offers a certificate in International Business. And, the University of Pittsburgh offers certificates in International Business and Leadership/Ethics. All report that these certifications have increased their applications and subsequent enrollment.

4. To clearly demark these areas of emphasis, the committee recommends the creation of three new course prefixes, to establish these as distinct subject area disciplines (**HRMG** for courses in the Human Resource Management area of emphasis, **INBS** for courses in International Business, and **SBEN** for courses in the Small Business/ Entrepreneurship area).

Discussion: There are a couple of reasons for establishing special prefixes for these three areas. First, unique prefixes for each of these areas of emphasis clearly demark their separation from the more general field of management and highlight these areas of emphasis on the student transcript. Second, should the School eventually establish either majors or minors in any of these fields, unique prefixes would be needed.

Resource Implications: Aside from the paperwork and committee time needed to both create and approve these new prefixes, there are no resource implications.

No further discussion is provided on Recommendations 6 and 7, since they simply reflect the need to add or rename courses to fit the areas of emphasis proposed.

Table I, below, summarizes the junior/senior year requirements for each of the three areas of emphasis, as well as for the general management non-concentration.

Table I
Recommended Sequence of Courses—Proposed Areas of Emphasis
 (new courses in red, concentration requirements in bold)

	Management Major (No Area of Emphasis)	Human Resource Management Area of Emphasis	International Business Area of Emphasis	Small Business/Entrepreneurship Area of Emphasis	Hours
First Semester	BCOR 315—Professional Development	BCOR 315—Professional Development	BCOR 315—Professional Development	BCOR 315—Professional Development	1
	BCOR 320—Legal Environment	BCOR 320—Legal Environment	BCOR 320—Legal Environment	BCOR 320—Legal Environment	3
	BCOR 330—Info. Systems & Tech.	BCOR 330—Info. Systems & Tech.	BCOR 330—Info. Systems & Tech.	BCOR 330—Info. Systems & Tech.	3
	BCOR 350—Marketing	BCOR 350—Marketing	BCOR 350—Marketing	BCOR 350—Marketing	3
	BCOR 370—Managing Ind. & Teams	BCOR 370—Managing Ind. & Teams	BCOR 370—Managing Ind. & Teams	BCOR 370—Managing Ind. & Teams	3
	Outside Elective	HRMG 470—Conflict Management or Outside Elective	Outside Elective	Outside Elective	3
				16	
Second Semester	BCOR 340—Finance	BCOR 340—Finance	BCOR 340—Finance	BCOR 340—Finance	3
	BCOR 360—Operations	BCOR 360—Operations	BCOR 360—Operations	BCOR 360—Operations	3
	MANG 330—HRMG Fundamentals	MANG 330—HRMG Fundamentals	MANG 330—HRMG Fundamentals	MANG 330—HRMG Fundamentals	3
	Inside Elective	HRMG 480—Collective Bargaining & Labor Relations or Outside Elective	INBS 310—Global Business Communication	SBEN 310—Small Business Mgt. I	3
	Outside Elective	Outside Elective	Outside Elective	Outside Elective	3
				15	
Third Semester	ACCT 331—Managerial Accounting	ACCT 331—Managerial Accounting	ACCT 331—Managerial Accounting	ACCT 331—Managerial Accounting	3
	MANG 422—Individual & Organizations	MANG 422—Individual & Organizations	MANG 422—Individual & Organizations	MANG 422—Individual & Organizations	3
	MANG 360—International Business	MANG 360—International Business	ECON 451—International Trade	MANG 360—International Business	3
	Inside Elective	HRMG 440—Training & Development	FIN 480—International Finance	SBEN 410—Small Business Mgt. II	3
	Outside Elective	HRMG 450—Staffing & Selection	Outside Elective	MANG 438—Entrepreneurship	3
				15	
Fourth Semester	BCOR 460—Contemporary Bus. Strat.	BCOR 460—Contemporary Bus. Strat.	BCOR 460—Contemporary Bus. Strat.	BCOR 460—Contemporary Bus. Strat.	3
	MANG 420—Bus. Info. Systems	MANG 420—Bus. Info. Systems	MANG 420—Bus. Info. Systems	MANG 420—Bus. Info. Systems	3
	MANG 434—Bus. Research Methods	MANG 434—Bus. Research Methods	MANG 434—Bus. Research Methods	MANG 434—Bus. Research Methods	3
	Inside Elective	Outside Elective	Inside Elective	Outside Elective	3
	Inside Elective	HRMG 460—Compensation & Benefits	MKTG 400—Global Marketing, INBS 480—Global Strategy	MANG 440—Practicum in Small Business	3
				15	
		International Experience			

**APPENDIX A:
VALUES/CREDO FOR THE MANAGEMENT DEPARTMENT**

As a Committee, we used the Statement of Values adopted by the College of Business and Economics as the foundation for our discussions and recommendations. These include:

- Learning Community
- Respect for Individuals
- Ethical Behavior
- Teamwork, Empowerment, Accountability
- Continuous Improvement
- Service to Others
- Entrepreneurial Spirit
- Stewardship
- Leadership

We also reviewed current teaching responsibilities in the Department of Management & Industrial Relations for those members of the faculty who have teaching/research interests in the three proposed areas of emphasis. Table A-1 displays these.

Exhibit A-1
Teaching Capabilities of the Management Faculty

Faculty	Currently Teaching	Willing to Teach
Jerry Blakely	MANG 430 - Personnel Management MANG 434 - Business Research Methods	HRMG 440 - Training and Development ECON 451 - International Trade
Neil Bucklew	ILR 507 - Conflict Management Processes MANG 493H - Conflict Management ILR 462-Collect. Barg./Labor Relations ILR 591E - Industrial Labor Relations Practicum	HRMG 470 – Conflict Management HRMG 480 – Collective Barg & Labor Rel.
David Dawley	MANG 360 - International Business BCOR 460 - Contemporary Bus. Strategy	ECON 451 - International Trade FIN 480 - International Finance
Jim Denton	BCOR 330 - Info Systems and Technology BCOR 360 - Operations Management	Logistics/Supply Chain Mgt.
Randy Elkin	ILR 522 - International Industrial Relations ILR 562-Collect. Barg./Labor Relations ILR 540 - Arbitration Theory Practicum	ECON 451 - International Trade INBS 495 - Global Practicum International HR/IR International Negotiation
Richard Gentry	BCOR 460 - Contemporary Bus. Strategy	SBEN - Small Business Mgt. II INBS 480- Global Strategy
Joyce Heames	ILR 509 - Staffing & Selection MANG 430 - Personnel Management MANG 432 - Personnel & Compensation	HRMG 440 - Training & Development HRMG 450 – Staffing & Selection HRMG 460 – Compensation & Benefits
Tim Heames	BCOR 370 - Managing Individuals & Teams BCOR 460 - Contemporary Bus. Strategy ENTR 493F - Entrepreneurship in Action	SBEN - Small Business Mgt. I SBEN - Small Business Mgt. II MANG 438 - Entrepreneurship INBS 480 - Global Strategy
Gary Insch	BUSA 320 - Survey of Management BCOR 460 - Contemporary Bus. Strategy MANG 440 – Small Business Practicum	SBEN 310 - Small Business Mgt. I SBEN 311 - Small Business Mgt. II MANG 440 – Practicum in Small Business INBS 480 - Global Strategy
Nancy Leonard	BCOR 370 - Managing Individuals & Teams MANG 438 - Entrepreneurship ILR 508 - Organization Change/Renewal	SBEN 310 - Small Business Mgt. I
Abs Srivastava	MANG 422 - Individuals & Organizations	HRMG 440 - Training and Development INBS 310 - Cross Cult Bus Communication INBS 480 - Global Strategy

APPENDIX B: INTERNAL INTERVIEWS

Joe Seiaman, B&E Advisor, and Susan Robison, Interim Director of the B&E Career Center are in close contact with students and employers. They were asked their views on how well the current undergraduate management major serves the students and their prospective employers.

Joe Seiaman, B&E Advisor

The primary concern of the undergraduate office is the substance of the management major. Essentially, the material covered in the program is too amorphous and difficult for the students to grasp when it comes time to choose a major and too abstract for the advisors to recommend. The program needs restructuring and nearly any change would be an improvement. The undergraduate office would like to see majors instead of certificate programs because a major would be more substantial in terms of material covered and student appeal. In addition, a major would be more robust to the expected explosion in enrollment over the next few years. In particular, inquiry regarding small business management/entrepreneurship has been very strong among incoming students.

Particular comments:

- Consider removing managerial accounting from the HR track and replacing with a course in compensation or labor relations
- Management could learn from the marketing example in the way that the marketing program built so much content into their program

Susan Robison, Interim Director of the B&E Career Center

Could not meet as the period over which the Committee was collecting information overlapped with career fair and recruiting visits.

**APPENDIX C:
STUDENT COMMENTS**

Each year, the Management department surveys graduates about the education they received while in the major. Exhibit 1 indicates their responses:

**Exhibit C-1
Spring 2006 Student Assessment**

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Agree nor Disagree	5 Somewhat Agree	6 Agree	7 Strongly Agree
1. As a result of my College of B&E education, I understand the basics of human resource management (e.g. compensation, performance appraisal, selection).	1% 1	1% 1	3% 2	1% 1	13% 9	54% 37	25% 17
2. As a result of my College of B&E education, I understand the basics of business research.	0% 0	1% 1	3% 2	7% 5	21% 14	49% 33	19% 13
3. As a result of my College of B&E education, I understand the skills necessary for effectively leading a team.	0% 0	1% 1	0% 0	4% 3	12% 8	52% 35	30% 20
4. As a result of my College of B&E education, I have a good understanding of employment law.	3% 2	1% 1	3% 2	4% 3	38% 26	35% 24	15% 10
5. As a result of my College of B&E education, I have a good understanding of the skills required for being an effective leader.	1% 1	1% 1	1% 1	3% 2	12% 8	56% 38	25% 17
6. As a result of my College of B&E education, I consider myself to be very skilled in information technology techniques.	1% 1	1% 1	1% 1	21% 14	37% 25	31% 21	7% 5
7. As a result of my College of B&E education, I have a good understanding of international business.	3% 2	0% 0	1% 1	12% 8	34% 23	35% 24	15% 10

Students are also asked to assess the strengths and weaknesses of the College. The strengths noted by students included:

- Very good in prepping students for the job search process, very good curriculum.
- There are many intelligent, personable instructors that really care about your achievement.
- The variety of the business courses offered.
- Good teachers.
- As a Management major, I still found it very effective to have been able to complete a variety of different courses within different areas of business interests.
- Good team building classes. Also the faculty. I think we have great professors.
- The professors seem to be knowledgeable.
- Learning how to create a resume, cover letter and thank you letter. Mock interviews.

- The smaller class rooms during my junior and senior years have been a great help. It enables us to interact with the professors.
- The Study Abroad Opportunities are excellent.
- For the most part, an excellent core of professors who care about your education.
- Good staff, nice broad range of classes.
- There is a strong emphasis on teamwork.
- A number of professors are genuinely concerned for the education and future of their students and have the ability to pass on excitement in subject matter.
- Great professors, smaller classes after pre-requisites have been completed.
- The majority of the faculty is very knowledgeable in their fields.

The weaknesses noted by students included:

- There are some instructors that are not as personable or able to relate material as well as the majority of the instructors at B&E.
- I feel like I would have liked more classes that focus on applying what I have learned.
- Not enough help finding an internship or a job.
- None, it is a well rounded school.
- In the management program there are essentially three areas of study to specialize in, 1) IT 2) HR 3) Entrepreneurship. I think there should be a more intense emphasis on entrepreneurship, but my understanding is that this is already happening.
- I think that the majority of the adjunct teachers do not do their job. They do not teach and pass the buck to the students who are paying to learn. I feel that one of the classes that I had this semester was a complete waste of money and time.
- Opportunity for more cross exposure between the majors that are offered. It would be hard for a management major to take a marketing class. More electives are needed.
- Professors sometimes fail to connect the learning material to the actual workplace scenario. It great that they are masters in their respective field, but there needs to be a stronger connection made.
- No coffee shop

**APPENDIX D:
CORPORATE EVALUATION OF MANAGEMENT CURRICULUM**

Fourteen companies who routinely hire our graduates were surveyed. Representatives from the companies were asked what skills or competencies they thought were most important in hiring new employees/recent graduates.

Skills

The survey of companies pointed out the importance of non-subject skills such as the ability to work on a team, adaptability and responsiveness to change, the importance of strong ethics, discussion and presentation skills, interaction with others, report writing, computer skills and basic analytical skills.

**Exhibit D-1
Employer Survey of Core Competencies Desired**

Core Competencies	1	2	3	4	5	6	7	8	Total
Team orientation	X		X	X	X		X	X	6
Adaptability & responsiveness to change	X	X		X	X	X			5
Communicating effectively	X	X			X		X	X	5
Developing one's self & others	X		X		X		X		4
Leadership			X	X		X	X		4
Strong ethics	X	X		X				X	4
Technical/Professional knowledge & skills		X		X	X			X	4
Driving execution				X	X	X			3
Planning & Organizing	X				X	X			3
Results orientation	X				X		X		3
Business understanding				X		X			2
Customer orientation					X			X	2
Diversity orientation		X						X	2
Effectiveness with others		X	X						2
Identify and articulate a vision				X			X		2
Initiative	X		X						2
Innovation			X		X				2
Accountability								X	1
Analyzing information	X								1
Attracting & developing talent				X					1
Business partner		X							1
Energy						X			1
Influencing	X								1
Judgment	X								1
Managing priorities		X							1
Market focus			X						1
Quality orientation	X								1
Self-Confidence & assertiveness	X								1
Strategic thinking					X				1
Value creation			X						1
Work standards						X			1

**APPENDIX E:
BENCHMARKING OF PEER UNIVERSITIES**

Our charge was to review our management major to see if we should add additional majors that could be supported by the Department of Management and Industrial Relations, or to create areas of emphasis within the management major. The following list of potential options as majors or areas of emphasis were explored:

1. Behavioral Science/Leadership/Organization Behavior
2. Small Business/Entrepreneurship Management
3. General Management (preparation as a generalist in management)
4. Human Resource Management (or Personnel Administration)
5. International Business
6. Operations Management (or Supply Chain Management)
7. Strategic Management.

We decided, as a first cut in benchmarking, to select all accredited Bachelor's degree in business programs in the United States and utilize the AACSB's advanced search tool to examine offerings in the above areas. Exhibit E-1, below summarizes these findings.

**Exhibit E-1
Management-related Degree Offerings
Accredited Bachelor Degree Business Programs in the U.S.**

Major	# of Programs	% of Total
Behavioral Science/Leadership/Organization Behavior	7	1.6
Small Business/Entrepreneurship Management	86	19.3
General Business/General Management	289	64.9
Human Resource Management	120	27.0
International Business	160	36.0
Operations Management/Supply Chain Management	85	19.1
Strategic Management	2	0.5
Total Number of Accredited Programs	445	100.0

As can be seen above, International Business is the second most popular management-related degree option, and Human Resource Management is third. Small Business/Entrepreneurship and Operations/Supply Chain Management are offered in slightly less than 20% of the accredited Bachelors programs in the U.S.

To focus our analysis on a more limited search space, thirty-two universities were selected for review. The criteria for selection was based on four considerations: 1) a list of schools identified as comparable supplied by Cy Logar, 2) a list of schools identified as aspirant schools supplied

by Cy Logar, 3) a list of schools identified as neighboring area competitors for entering freshmen interested in business, and 4) some additional schools thought to have interesting programs. Exhibit E-2, below, provides the list of schools reviewed.

Exhibit E-2
Peer Universities Reviewed

School	Category
University of Alabama (Tuscaloosa)	Aspirant
SUNY Buffalo	Area
University of Cincinnati	Area
Colorado State University	Comparable
University of Georgia	Aspirant
Indiana University (Bloomington)	Interesting
University of Illinois	Interesting
University of Iowa	Aspirant
Kansas State University	Comparable
University of Kentucky	Aspirant
Marshall University	Area
University of Maryland	Area
Miami University (of Ohio)	Area
Michigan State University	Interesting
University of Nebraska	Aspirant
University of Nevada at Reno	Comparable
University of New Hampshire	Comparable
University of North Carolina (Chapel Hill)	Interesting
North Carolina State University	Comparable
Ohio University (Athens)	Area
The Ohio State University	Area
University of Oklahoma	Aspirant
Oklahoma State University	Aspirant
Penn State University	Area
University of Pittsburgh	Area
Southern Mississippi University	Comparable
University of Tennessee	Aspirant
Texas Tech University	Interesting
Utah State University	Comparable
University of Virginia (McIntyre)	Area
Virginia Polytechnic and State University	Aspirant
University of Wyoming	Comparable

Recasting the data of Exhibit E-1 for just this population of schools reveals the following:

Exhibit E-3
Management-related Degree Offerings
Accredited Peer Programs in the U.S.

Major	# of Programs	% of Total
Behavioral Science/Leadership/Organization Behavior	3	9.4
Small Business/Entrepreneurship Management	6	18.8
General Business/General Management	30	93.8
Human Resource Management	11	34.4
International Business	13	40.6
Operations Management/Supply Chain Management	14	43.8
Strategic Management	0	0.0
Total Number of Accredited Programs	32	100.0

Only two schools (the University of Illinois and The Ohio State University) do not allow students to major in either general business or management. Both of these allow students at their extension campuses to major in business or management, but force students on the main campus to either major in Small Business/Entrepreneurship, Management, HRMG, International, or Supply Chain management.

Probing deeper, we went to the websites for each of the 32 schools and reviewed their undergraduate curricula in depth. Exhibit E-4, below, restates the category counts based on degree, major, or concentration.

Exhibit E-4
Management-related Degree/Major/Concentration Offerings
Accredited Peer Programs in the U.S.

Major	Number of Programs	Percentage of Total
Behavioral Science/Leadership/Organization Behavior	5	15.6
Small Business/Entrepreneurship Management	15	46.9
General Business/General Management	30	93.8
Human Resource Management	19	59.4
International Business	18	56.3
Operations Management/Supply Chain Management	16	50.0
Strategic Management	4	6.3
Total Number of Accredited Programs	32	100.0

And, if minors are included, then the number of peer schools offering some concentration in Entrepreneurship rises to 18 and International Business rises to 20. The important point here is that over half of the peer schools offer the ability to concentrate at least three courses in Entrepreneurship/Small Business, HRMG, International Business, or Supply Chain Management.

One last point that seems relevant here is that four of the peer schools are offering certifications of some sort in the various areas. Colorado State offers a certificate in HRMG (we could not find out its relationship to the standard professional certification in this area offered by SHRMG). Iowa, Kansas State, and Pitt offer certificates in International Business. Colorado State and Iowa offer certificates in Entrepreneurship. Colorado State also offers certificates in Supply Chain Management as well as in Leadership, while Pitt offers certificates in leadership and ethics.

Exhibits E-5 and E-6 provide information on major and concentration offerings.

Exhibit E-5
Management-related Major Offerings–Peer Institutions

School	Entr. or Small Bus. Mgt.	General Bus. or Mgt.	Human Resource Mgt.	Int'l Business	Supply Chain Mgt.
Alabama	x	x		x	
SUNY Buffalo		x			
Cincinnati		x			
Colorado State		x			
Georgia		x		x	
Illinois	x		x		x
Indiana	x	x		x	x
Iowa		x			
Kansas State		x			
Kentucky		x			
Marshall		x			
Maryland		x		x	x
Miami (OH)		x	x		x
Michigan State		x	x		x
Nebraska		x		x	
Nevada Reno		x		x	x
New Hampshire		x			
UNC Chapel Hill		x			
NCSU		x			
Ohio Univ		x	x		
Ohio State			x	x	x
Oklahoma	x	x		x	x
Oklahoma State	x	x	x	x	x
Penn State		x			
Pitt		x			
Southern Miss		x		x	
Tennessee		x	x		x
Texas Tech		x	x		
Utah State	x	x	x	x	x
UVA (McIntire)		x		x	
Virginia Tech		x			x
Wyoming		x			
Totals	6	30	9	12	12

Exhibit E-6
Concentration Offerings–Peer Institutions

School	Entr. or Small Bus. Mgt.	Human Resource Mgt.	Int'l Business	Supply Chain Mgt.	Leadership / Ethics
Alabama					
SUNY Buffalo					x
Cincinnati	x		x		
Colorado State	Certificate	Certificate		Certificate	Certificate
Georgia					
Illinois	x	x	x		
Indiana					
Iowa	Certificate	x	Certificate		
Kansas State	x	x	Certificate	x	
Kentucky	x	x	x		
Marshall			x		
Maryland	x				
Miami (OH)					
Michigan State					
Nebraska	x	x			
Nevada Reno	x	x			
New Hampshire	x		x		x
UNC Chapel Hill	x		x	x	
NCSU		x		x	
Ohio Univ					
Ohio State					
Oklahoma					
Oklahoma State					
Penn State					
Pitt		x	Certificate		Certificate
Southern Miss		x		x	
Tennessee			x		
Texas Tech					
Utah State					
UVA (McIntire)					
Virginia Tech	x	x			
Wyoming		x			
Totals	12	12	10	5	4

**APPENDIX F:
INTERNATIONAL AND ENTREPRENEURSHIP TASK FORCES**

Dieter Schaupp served on the International Task Force and Gary Insch served on the Entrepreneurship Task Force. Both the International Task Force and the Entrepreneurship Task Force are studying the possibility of creating majors and their reports were taken into account in designing the curriculum for the Management Department. Some of the courses proposed in this Committee's report for the areas of emphasis were courses under consideration as part of the major requirements by these two Task Forces.

Capstone Experience Form

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

College: Davis College of Agriculture, Forestry, and Consumer Sciences

Department/Program: Family and Consumer Sciences/Design Studies (proposed new major)

Course(s) in which the Capstone Experience is fulfilled: DSGN 491 (Professional Field Experience) & DSGN 494 (Seminar). The prerequisite course, DSGN 491 Professional Field Experience, provides an opportunity to synthesize and apply knowledge acquired in classes. DSGN 494 is a forum for students to explore the importance of this experience and share their insights with other students and faculty. Together these courses form the capstone experience for the Design Studies major. Students will participate in the DSGN 491 course at any time from the Spring of their 3rd year through Fall of their 4th year. Students will then take DSGN 494 in the Spring of their senior year at the completion of their professional field experiences to complete the oral and written component of the capstone experience.

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:

Within the Design Studies major, students will focus their coursework on a particular area of design and structure their learning experience through courses, external experiences, a declared minor, and a professional field experience. Students are required to independently locate a venue for their professional field experience and write a job description based on the expectations. They are also required to collect material from their field experience to be used in their portfolio and presented in the DSGN 494 Seminar class. A paper is required for the portfolio submission and students are required to independently gather materials that analyze and synthesize the relationship between their coursework and the professional field experience.

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

Students are required to compile a portfolio of their professional field experience, which integrates and applies theoretical and practical knowledge acquired through their undergraduate coursework. A paper is required for the portfolio submission and students must analyze and synthesize the relationship between their coursework and the professional field experience, showing their understanding of the connections.

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

Student presentations must include discussions about the context of design within which they chose to work, and the benefits of design thinking within their chosen area of interest. Design thinking is becoming widely recognized as a third way of working and knowing that is uniquely applicable to the 21st century. Where science asks “what is” and the humanities explore the “quality of that human experience,” design considers and creates “what should be” for a changing tomorrow. The difference in approach is profound. Science is objective; the humanities are subjective; design is practical. Science is concerned with analysis; the humanities with criticism; design seeks synthesis. Science experiments; the humanities work through analogy; design succeeds through modeling. The three approaches are equally important to human progress and equally powerful. Applied across the university, the design approach has much to offer. Interdisciplinary programs inherently encourage exchange of knowledge and ideas as participants in programs begin to interact, sharing information and approaches unique to their “home” discipline. DSGN is based on the premise that our students will study design as well as other specialty areas in the form of a focused minor area of study. Both design studies and the various specialty content areas should benefit from the alternative insights of these interdisciplinary students.

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

The written component is a compilation of work from both the Professional Field Experience (DSGN 491) and a paper required for the Seminar course (DSGN 494). Students are required to assemble a portfolio that represents their work experiences, lessons learned, and the relationship between their academic coursework and their external experiences. The portfolio will include the following components that contribute to the written area of the capstone requirement:

- Position description or description of activities
- Weekly summary of activities
- Timesheets (approved by supervisor)
- Paper describing the relationship between coursework and professional experiences.

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

Each student will be responsible for presenting their work experience to other students and faculty in the DSGN 494 Seminar class. They will use both oral and visual methods to explain their position or experience, discuss their knowledge gained, and describe the relationship between their courses and work activities. In addition, students will lead a class discussion on different design contexts, and explore the relationship between various design venues. Students may also have opportunities for oral expression within their Professional Field Experience, depending upon the setting chosen.

PROPOSAL FOR NEW MAJOR DESIGN STUDIES

OVERVIEW/NATURE OF THE PROGRAM

General Description of the Program

The faculty of the Interior Design Program in the Division of Family and Consumer Sciences request consideration of a new major in *Design Studies* (DSGN) under the B. S. in Family and Consumer Sciences. Proposed is a non-studio option, not subject to CIDA (Council for Interior Design Accreditation – formerly FIDER) review. The new major would position graduates for employment alternatives within the design fields that do not require NCIDQ certification and interior design studio expertise. The proposal consists of a) University requirements, b) a common design core c) additional design-related courses, d) external study or professional field experience, and e) an approved minor contributing to a design-related specialty. Addition of this major would significantly increase retention and student credit hours in the program. The current Interior Design lecture courses required for the Design Studies major could accommodate increased class size with little negative impact. Many relevant minors are currently available both within Davis College and across campus.

Educational Objectives

1. **Increase Student Numbers and Improve Retention:** The new Design Studies major would leverage the perceived and actual footprint of the Davis College design community while allowing the ID program to address issues currently impacting its stakeholders. The addition of a Design Studies major would increase student numbers and improve retention. Interior Design welcomes a first-year class of 50-60 students on a regular basis. However, the present ID program is limited to a cohort of 20 students after the freshman year. Class size is restricted by student-teacher ratios in studio courses under CIDA guidelines and by the capacity of our studios. To accurately portray this reality we need to track the cohort numbers as students move through the four-year undergraduate experience.

Year	1 st Yr. Open ID 110 (semester start)	1 st Yr. Open ID 110 (semester end)	1 st Yr. Majors ID 100 (semester start)	1 st Yr. Majors ID 100 (semester end)	Sophomore Cohort	Seniors	Graduates
2002	79	60	52	45	20	19	16*
2003	82	75	57	53	20	18	N/A
2004	89	83	64	64	20	N/A	N/A
2005	71	63	46	42	18	N/A	N/A
2006	72	71 (9/12/06)	58	56 (9/12/06)	N/A	N/A	N/A

* The remaining students in this cohort are expected to graduate within their fifth year.

First-year classes include ID 110 Intro to Interior Design (open to all interested parties) and ID 100 Mentoring (for declared ID majors only). Drops occur first as students realize a) the rigidity of the time commitment in the cohort and b) their chances of ranking in the top 20 students among their colleagues to be accepted into the cohort. The cohort is formalized at 20 beginning sophomore year. As our program reputation has grown, the quality of the applicant pool has improved. We are currently culling a number of good students who wish to continue in design, and would ultimately be successful in the field. Studio skills have often been the difference between acceptance and rejection at the end of the freshman year, yet there are many high-paying design jobs in which studio skills are irrelevant. The program seeks a viable way to retain a larger proportion of the freshman contingent by adding non-studio venues.

2. **Accommodate Diversity:** Additionally, this appeal to broader design interests might further increase freshmen majors through its capacity to accommodate diversity. Design is inherently diverse in the talents, interests, and skills employed. There are many attractive opportunities for graduates who do not have studio training. Some of these are more lucrative than studio-based interior design. Many of the students currently culled from our ID studio program show significant strengths in such alternate venues.
3. **Encourage Interdisciplinary Engagement:** The new offering would also encourage interdisciplinary engagement. The Interior Design Program has been an active proponent of interdisciplinary study in recent years, building strong ties with the Cultural Resource Management Certificate and the graduate program in Public History. Similar relationships have been initiated with the Certificate of Disability Studies, the Medical Center, and the Entrepreneurship Center. Finally, the Interior Design faculty members are exploring additional linkages in sustainability, journalism, hospitality and tourism, etc. The Design Studies framework would encourage introduction of significant specialty content within a 128-hour undergraduate program, better positioning graduates for more specific design careers and/or graduate opportunities.

Relation to other majors in University/College/Division

The addition of this program to the design offerings of the university will also support a variety of existing programs without overly taxing any particular group. The Interior Design faculty will provide administrative oversight for the major, and will teach the majority of the courses required for the design core. Students will choose a minor area of study, so the college/program offering the minor would benefit from student numbers without the advisory oversight required of a major (see pg. 7 for list of minors). This said, because students will have over 15 minors and certificates to choose from, it is anticipated that no one minor area will be unduly overburdened with an influx of students. The addition of the Design Studies program will also increase student numbers retained within the Davis College that are currently lost when students are not admitted into the ID program. Typically they leave the college, or sometimes the university, in

search of a suitable substitute for their major. Student retention within the College will significantly increase with the addition of this major.

JUSTIFICATION/RATIONALE FOR THE PROGRAM

Why is it needed? Who benefits from it?

The Design Studies major is being proposed by the Interior Design faculty as a parallel offering to the ID program. The existing Interior Design program will continue to attract and educate strong interior design majors based on CIDA accreditation standards. The new major allows the Interior Design faculty to increase student numbers without compromising accreditation in its traditional program. Design Studies does not compete with other design programming. It relies upon minors currently offered across campus. We foresee no negative impact upon other majors, but perhaps some increase in participation in minors, certificate programs, and graduate education. The new major addresses specific elements of the mission of the institution as described below.

1. **Attract and graduate high-quality students.** The Design Studies major provides an alternative to an Interior Design major for students interested in working within the design profession, but who do not want to perform studio-based activities. With the competitive entry of the ID program, we currently lose 20-30 students each year. DSGN gives these students another option to remain at WVU and study in a program that reflects their initial career choice.
2. **Recruit and retain high quality faculty.** The addition of an interdisciplinary major provides additional student numbers in the form of majors for DSGN, student numbers in classes for ID and for programs with related minors. The interdisciplinary Design Studies track represents the cutting edge of design programming nationally. As numbers increase, opportunities for the addition of new faculty focused on the interdisciplinary program are extensive.
3. **Enhance educational environment for learning and promote discovery and exchange of knowledge and ideas.** Design thinking is becoming widely recognized as a third way of working and knowing that is uniquely applicable to the 21st century. Where science asks “what is” and the humanities explore the “quality of that human experience,” design considers and creates “what should be” for a changing tomorrow. The difference in approach is profound. Science is objective; the humanities are subjective; design is practical. Science is concerned with analysis; the humanities with criticism; design seeks synthesis. Science experiments; the humanities work through analogy; design succeeds through modeling. The three approaches are equally important to human progress and equally powerful. Applied across the university, the design approach has much to offer. Interdisciplinary programs inherently encourage exchange of knowledge and ideas as participants in programs begin to interact, sharing information and approaches unique to their “home” discipline. DSGN is based on the premise that our students will study design as well as other specialty areas in the form of

a focused minor area of study. Both design studies and the various specialty content areas should benefit from the alternative insights of these interdisciplinary students.

- 4. Improve West Virginia's Health, Economy, and Quality of Life.** In common with most of Appalachia, West Virginia has a deep reservoir of local (more intimate) design that is celebrated as "Best of West Virginia" at the Tamarac tourist center and other local venues. Beyond those arts and crafts, however, design has been less evident. This is a state rich in "natural" resources that has often found itself at the mercy of outsider's definitions of what should be in "man made" environs. With a broader education in design process, West Virginians could play a larger role in creating a viable, attractive, and sustainable future for all citizens. As progress is made toward a design school at WVU, the Design Studies major may offer a ready venue for collaboration among and between other design programs and collaborators across the University. Ideally, such collaboration will result in increased capacity to provide relevant, high impact outreach to the community and the state.

What are the features of this program that differ from the other majors? Is it available at other institutions?

The offering of an interdisciplinary, non-studio design major by West Virginia University would be unique in the state and within the university. WVU offers majors in interior design as well as multi-disciplinary studies, but this major brings the two areas together to form a design-focused non-studio program that is flexible and student-centered program. Students take a core of design courses to learn and understand the design language. A minor is required to focus their area of study and provide a context for their design thinking. Finally, design related requirements and recommended electives are chosen to support the understanding of design in a variety of contexts.

Both Fairmont State University and University of Charleston offer two- and four- year degrees in interior design respectively. Neither, however, offers a non-studio, interiors focused major, or a major in design merchandising, historic preservation, or sustainable design. Marshall University offers a Bachelors of Fine Arts, but does not offer any interior design-oriented majors.

Anticipated student demand.

Students for this major will initially be recruited from areas directly related to current interior design programming. The first group of students will be drawn from new students interested in the profession of interior design, but with little or no background or interest in the studio-based design areas. These students may desire careers in historic preservation, design material sales, ADA/disabilities consulting and compliance, building codes review or a multitude of other career options related to the design profession. The second group of students will be drawn from new students competing for the 20 positions in the Interior Design major. Typically 50-60 students declare ID as their major in the first semester of their freshman year. Only 20 students are chosen to enter the program at the end of their first year, and the remaining students must find other alternatives. Some of these students choose to change their major altogether; others

choose to try a second time the following year. The rest still desire to be a part of the interiors profession, but have limited alternatives at WVU. The addition of this major provides another option to relocating to a different university or changing to a program that holds considerably less interest for them. A third group of potential students is being explored. Preliminary inquiries have been made and the Program Chair of Interior Design at Fairmont State is interested discussing the possibility of establishing a 2+2 program between the two universities. This option will be discussed in further detail upon approval of the new major proposal.

We have no reliable forecast of growth, but based on informal discussions with first year students, there are indications that 20+ students competing for the positions in the ID program per year may be interested in moving into a non-studio based major. This does not include additional numbers generated by potential interest in Design Studies as a unique, interdisciplinary major, or a potential 2+2 program with Fairmont State.

PROPOSED CURRICULUM REQUIREMENTS

Total number of credits required

128

Capstone requirement

The capstone requirement will be met with the addition of a 6-9 hour professional field experience or external study and a 1-hour seminar where students synthesize and present their experiences in the work environment.

Internship requirement (yes or no)

Yes – as described above. The internship will be part of the capstone experience.

Any new courses needed

In addition to the previously identified capstone course, a writing intensive course will also be added. This course will be titled “Survey of Non-Western Design”.

Any special GPA requirements

Admission into the program will not be competitive as with the ID program, but the GPA requirements will remain the same. First semester freshmen may enter the program directly upon acceptance into the university. Transfer students must have a 2.5 overall GPA to enter the program, and all students must maintain a 2.25 overall GPA to remain in the program in good standing. This requirement ensures that the quality of student work remains high, and that equity is maintained between student expectations in ID and Design Studies.

Specific courses required

See attached sheet for details of coursework

COST AND BENEFITS OR RESOURCE IMPLICATIONS

Any additional costs

No additional costs are projected for the start-up of the major. The major could be offered in Fall, 2007 with minimal resources needed in the form of library resources and instructional materials. The library resources for interior design in general are far less than adequate for the existing program, so an effort to increase resources for both programs together would support both the ID and Design Studies majors while using financial resources to increase library offerings efficiently.

Any additional space needs

Existing class space is sufficient for coursework, so no additional facility requirements are anticipated at this time.

Any additional faculty needs

The current 4 tenure-track faculty housed in Interior Design will be sufficient to begin the program and carry it through at least the first 2 years. By the third year, the addition of an adjunct faculty member to teach at least 6 hours of coursework would be necessary. Depending on the speed of growth, by the end of the first 5 years a fifth full-time, tenure-track faculty member would be required. These requirements may be accelerated if increases in numbers occur more quickly than anticipated.

At this time, no additional university support services are anticipated. At the college level, Design Studies will be using the services of Ms. Beverly Hassler to provide some support and planning for professional field experiences. She is currently tasked with those responsibilities for the college, so DSGN would add to her current responsibilities, but because of the increased student fees collected from the new students, compensation would be commensurate with the increase in work. Depending upon the speed of growth of student numbers, an additional part-time administrative support person will be needed within 2 years to help with advising, maintaining student records, and general Design Studies student and faculty support.

Any additional course needs

A limited number of courses will be added to initially facilitate this major. The writing intensive requirement will be met with a new course titled "Survey of Non-Western Design". This course will also serve the Interior Design majors, and is planned to extend to the university as a whole as a GEC course within the first two to three years of its offering. The requirement for a capstone experience will also be met with new course additions that include professional field experience as well as a class held in the Spring of the graduating year to synthesize and present the students' hands-on experiences. Existing Interior Design courses will be expanded and new sections added when necessary to accommodate the increased student numbers as a result of the Design Studies major. No other course additions are planned for the preliminary offering, although courses will be added as needed upon the growth of the major.

What are the benefits to the student, the university, the public?

1. The addition of a Design Studies major will primarily meet societal and occupational needs initially. Future service-learning possibilities are significant as students begin to pursue specific options within the major.
2. Short-term, students with an interest in design benefit from a broader offering with sharper, individualized professional focus. The ID program, Davis College, and WVU enjoy increased student numbers and better retention. Programs across campus benefit from design collaborations. Long-term, more aggressive design programming should result in enhanced status for the university as an educational innovator.
3. The Design Studies (DSGN) major offers more flexibility of study than is currently available in the named offerings of Davis College (interior design; landscape architecture; textiles, apparel & merchandising) and elsewhere within West Virginia University (graphic design). This flexibility will allow current WVU students to tailor programs responsive to higher paying specialty and emerging design venues. The DSGN major also provides a future opportunity for rapid institutional growth in design venues.
4. Research opportunities grow significantly with the broad-based DSGN major. Since students are able to choose tracks to pursue within the overall framework of design, prospects for varied undergraduate, graduate, and faculty research pursuits increase. Collaborative research and funding opportunities also increase because of the interdisciplinary requirements within the major.

What kinds of jobs will be available to these students?

Students interested in working in the design industry, but without the desire to be “designers” are the target market for this major. No non-studio major focused on the design profession is offered in any West Virginia institute of higher education, yet this type of major provides a multitude of employment options within the state. Since professional positions as designers are currently somewhat limited within the state, this major provides a viable alternative for employable students. Below is an abbreviated list of possible employment opportunities based on the minor area of study students may choose. Minors and certificates listed below are currently offered at WVU. Opportunities include but are not limited to those indicated by each minor or certificate listed.

POSSIBLE MINORS & CERTIFICATES FOR DESIGN STUDIES STUDENTS

- **Advertising** (journalism) – marketing, advertising, promotion of design and design/architecture firms
- **Art history** – art consultant for design projects, historic preservation/restoration, specialist on historic interiors, teacher
- **Business administration** – manager/business professional for design/architecture firms, financial officer of design business, organizational design, business design
- **Communication studies** – create promotions for design/architecture firms, work in the publishing profession with a design focus, writer

- **English** (professional or creative writing) – design journalist, work in publishing profession for design publications, writer
- **Entrepreneurship** – create and run business related to the design field (design, architecture, sales, specialty, etc.)
- **Environmental Economics & Environmental Protection** – consultant for sustainable design, protection of natural resources related to design products, regulation and legislation of materials for the design and construction industry, lobbyist, legal analyst for socially responsible design (with additional education)
- **Geography** – GIS specialist, demographic specialist
- **History** – design historian, preservation specialist, teacher
- **Horticulture** – interior plantscaping,
- **Leadership studies** – leadership positions in design/architecture firms, create and lead interdisciplinary groups within firms, community outreach and integration with design, organizational design, business design
- **Rural community development** – planner, development consultant
- **Sociology** – specialist in human-environment interactions on a group/cultural level
- **Theatre** – set creation and design
- **Wood science and technology** – furniture design, development of wood-based interior materials, sustainable products, education of design professionals
- **Certificate in Disabilities Studies** – accessibility consultant
- **Cultural Resource Management Certificate** – preservation officer

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Faculty Senate Curriculum Committee

Gwen Bergner, ECAS, Chair
 Lesley Cottrell, MED, Chair-elect
 Judy Abbott, HR&E
 Boyd Edwards, ECAS
 Marilyn Francus, ECAS
 Robert Griffith, PHARM
 Susan Hunter, ECAS
 Martha Lake, MED
 Graham Peace, BE
 Mario Perhinschi, CEMR
 Alan Sexstone, DCAFCS
 Susan Arnold, HSC LIB, Ex-officio
 Cheryl Torsney, Provost's Office, Ex-officio

DATE: May 14, 2007

SUBJECT: Annual Report of the 2006-2007 Senate Curriculum Committee

	Number of Applications Approved				Change in 1 yr.	
	2006-2007	2005-2006	2004-2005	2003-2004	No.	%
New Courses	163	77	74	89	+86	112%
Course Changes	15	22	26	21	- 7	- 32%
Course Alterations	138	58	84	58	+80	138%
Course Drops	64	30	25	52	+34	113%
Capstone Courses	4		1	4	+ 4	400%
Prefix Changes	5			4	+ 5	500%
Curriculum Rev.	12	6		6	+ 6	100%
Major Proposals	6			1	+ 6	600%
Minors:	8	6	6	3	+ 2	33%
Total	415	199	216	238	+216	109%

Prefix Changes 5

- AG&P (Agriculture & Forestry) to: AFCS (Agriculture, Forestry & Consumer Science)
- F&CS (Family & Consumer Sciences) to: DISB (Disability Studies)
- HRMG - Human Resource Management (B&E)
- INBS - International Business (B&E)
- SBEN – Small Business/Entrepreneurship (B&E)
-

Curriculum Revisions: 12

- Revision to Advertising Minor
- Delete the Environmental Protection Curriculum
- Major and Curriculum Changes for Plant and Soil Sciences
- Change in the Agronomy Major Curriculum
- Change in the Horticulture Major Curriculum
- Broadcast News Curriculum Update
- News Editorial Curriculum Update
- Proposal for curriculum change: A change in the foreign languages area of emphasis & minor from Russian to Russian Studies
- Proposal for a change in major from Slavic to Slavic & East European Studies (SEES)
- BSCS Curriculum
- Forensic & Investigative Sciences BS degree program
- Management Curriculum Recommendations

Major Proposals: 6

- Agroecology
- Applied and Environmental Microbiology
- Soil Sciences
- New Psychology Bachelor of Arts Degree at WVU Institute of Technology
- Modified Multidisciplinary Studies B.A. Program (B.MdS)
- Design Studies

Minors: 8

- Group Fitness
- Child Development & Family Studies
- Conservation Ecology
- Biology
- Equine Management
- Aquatic Facility Management
- Arboriculture
- Psychology

MEMORANDUM

TO: Faculty Senate Executive Committee

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Alan Sexstone, DCAFCS
Susan Arnold, LIB, Ex-officio
Suzy Slaughter, Admissions & Records, Ex-officio
Cheryl Torsney, Provost's Office, Ex-officio

SUBJ.: Goals for the Academic Year 2007-2008

CURRICULUM COMMITTEE CHARGE:

The Curriculum Committee is to monitor the composition of the University curricula to assure continued strength and quality in all programs based on need and value to students, the University and the State, (from the Faculty Constitution).

CURRICULUM COMMITTEE GOALS 2007-2008

1. As charged by the Faculty Constitution, the committee will continue to monitor the introduction of new programs, courses, and course changes to assure the strength and quality of all WVU programs.
2. The committee intends to participate in the Senate plan to overhaul the process for submitting and reviewing program and course applications. This plan was developed by the ad hoc Senate Committee on Curriculum Committees' Procedures (SCCCP) and submitted to the Senate in Spring 2007. It involves developing on-line application forms to make the curriculum committee's review of applications more efficient and to allow submitters to track the progress of their applications. The curriculum committee will work with the SCCC to ensure that the new process allows the Curriculum Committee to evaluate applications effectively.

Memorandum

To: Faculty Senate Executive Committee

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

Date: May 14, 2007

RE: Monthly Alterations Report

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

C & I	524	130301	<p>Action: Change course number.</p> <p>Old: C & I 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Mid Sch Num Alg Tchng 1. 1 cr. hr. Co-requisite Math 524. Issues involved with sets of numbers as examples of algebraic systems, properties of groups, rings, and fields. Properties of polynomials and polynomial rings. Mathematical modeling with finite differences and least squares. Applications in model curricula.</p>	<p>Rationale: Course had been offered under Special Topics course but is now needed to provide students the necessary coursework for the certification program administered by SREB.</p>	200708
C & I	525	130301	<p>Action: Change course number.</p> <p>Old: C & I 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Mid Sch Num Alg Tchng 2. 1 cr. hr. Co-requisite Math 525. Continuation of C & I 524. Issues involved with sets of numbers as examples of algebraic systems, properties of groups, rings, and fields. Properties of polynomials and polynomial rings. Mathematical modeling with finite differences and least squares.</p>	<p>Rationale: Same as above.</p>	200708
C & I	528	130301	<p>Action: Change course number.</p> <p>Old: C & I 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: C & I 528. Mid Sch Fcns Chng Tchng 1. 1 cr. Hr. Co-requisite Math 528. Teaching and learning function concept, operations on functions, limits, continuity, Intermediate Value Theorem, families of curves, optimization, area. Classroom applications, current research in learning. Applications in model curricula.</p>	<p>Rationale: Same as above.</p>	200708

C & I	529	130301	<p>Action: Change course number.</p> <p>Old: C & I 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: C & I 529. Mid Sch Fcns Chng Tchng 2. 1 cr. Hr. Co-requisite Math 529. Continuation of C & I 528. Teaching and learning function concept, operations on functions, limits, continuity, Intermediate Value Theorem, families of curves, optimization, area. Classroom applications, current research in learning. Applications in model curricula.</p>	<p>Rationale: Course had been offered under Special Topics course but is now needed to provide students the necessary coursework for the certification program administered by SREB.</p>	200708
C & I	630	130301	<p>Action: Change course number.</p> <p>Old: C & I 694M.</p> <p>New: C & I 630. Problem Solving in Math. A capstone course designed to further develop student's conceptual understanding of mathematics.</p>	<p>Rationale: The problem solving course was designed to meet the new math standards required for elementary teachers. This course specifically addresses the new requirements of the NCTM.</p>	200708
ACCT	473	520301	<p>Action: Change course number.</p> <p>Old: ACCT 493. Personal Financial Advising. 3 hr. PR ACCT312. Develops a life financial plan for students. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.</p> <p>New: ACCT 473. Personal Financial Advising. 3 hr. PR ACCT312. Develops a life financial plan for students. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.</p>	<p>Rationale: This course replaces a temporary course number with a permanent course number.</p>	200801
CPE	310	140901	<p>Action: Add pre-requisite.</p> <p>Old: Microprocessor Systems. 3 hr. PR: CPE 271. Theory and design of microprocessors; organization and architecture of modern processors; integration of microprocessors with RAM, ROM, and I/O devices; machine language, assembly language and software development. (3 hr. lec.).</p> <p>New: Microprocessor Systems. 3 hr. PR: CPE 271 and PHYS 112. Theory and design of microprocessors; organization and architecture of modern processors; integration of microprocessors with RAM, ROM, and I/O devices; machine language, assembly language and software development. (3 hr. lec.).</p>	<p>Rationale: The fundamentals of electricity and electrical circuits learned in PHYS 112 are essential to the successful completion of CpE 310.</p>	200708

ECON	501	520601	<p>Action: Change course number.</p> <p>Old: Economics 591. Economic Decision Making. Prerequisites Economics 201 and 202. Theory of demand and supply including cost determination, markets and pricing, regulatory economics, national income accounting, the assessment of economics impacts via the multiplier principle, monetary policy, and taxation policy.</p> <p>New: Economics 501 Economic Decision making. Prerequisites Economics 201 and 202. Theory of demand and supply including cost determination, markets and pricing, regulatory economics, national income accounting, the assessment of economics impacts via the multiplier principle, monetary policy, and taxation policy.</p>	<p>Rationale: Economics 501 will provide MPA students with economic and financial tools that will be needed regardless of whether the student is employed by a large accounting firm or instead creates his or her own accounting firm. Converting this course to a regular number will also expose students to many of the concepts on the CPA examination.</p>	200708
ECON	723	520601	<p>Action: Change course number.</p> <p>Old: 791 I. Dynamic Methods of Economics. 1 hr. PR: ECON 721. This course covers the basic techniques of dynamic economic analysis that economics graduate students will be working with in advanced economic theory and field courses.</p> <p>New: 723. Dynamic Methods of Economics. 1 hr. PR: ECON 721. This course covers the basic techniques of dynamic economic analysis that economics graduate students will be working with in advanced economic theory and field courses.</p>	<p>Rationale: The course provides a systematic treatment of a set of techniques necessary to understand modern approaches to microeconomics, macroeconomics, econometrics, and applied economic fields.</p>	200801
ECON	754	520601	<p>Action: Change course number.</p> <p>Old: 791J. Comparative Economic Systems. 3 hrs. PR: ECON 701. Comparative study of economic systems, including planned and market socialism and capitalism and the experience of countries in transition from socialism to capitalism.</p> <p>New: 754. Comparative Economic Systems. 3 hrs. PR: ECON 701. Comparative study of economic systems, including planned and market socialism and capitalism and the experience of countries in transition from socialism to capitalism.</p>	<p>Rationale: Comparative Systems has been a popular elective for economics doctoral students, especially those whose area of concentration is international economics and who would like to broaden their areas of teaching and research.</p>	200801
ECON	755	520601	<p>Action: Change course number.</p> <p>Old: 791 L. Development Economics. 3 hrs. PR: ECON 701. This course explores why some countries are rich and others are poor. Class examines the major phases of thinking in development economics and themes in the contemporary development literature.</p> <p>New: 755. Development Economics. 3 hrs. PR: ECON 701. This course explores why some countries are rich and others are poor. Class examines the major phases of thinking in development economics and themes in the contemporary development literature.</p>	<p>Rationale: Course will allow department to create two separate international tracks, trade-finance and trade-development (although we anticipate that some students in one track will still take the second course in the other track as an elective).</p>	200801
GEOG	443	450701	<p>Action: Change course number.</p> <p>Old: GEOG 494J. African Environment & Develop.</p> <p>New: GEOG 443. African Environment & Develop. Detailed examination of the intersection of environmental and development studies in sub-Saharan Africa with critical assessments of current practice.</p>	<p>Rationale: This course provides a more focused examination of environment and development than any existing course in the curriculum. Currently, there is no advanced regional geography course in the geography program.</p>	200708

HRMG	460	520201	<p>Action: Change course prefix, number, and title.</p> <p>Old: MANG 432. Personnel and Compensation. 3 hr. PR: MANG 330. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included providing insights into problems and opportunities for personnel.</p> <p>New: HRMG 460. Compensation & Benefits. 3 hr. PR: MANG 330. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included providing insights into problems and opportunities for personnel.</p>	<p>Rationale: Change allows more accurate classification in terms of the new proposed area of emphasis (HRMG) in the management curriculum, and provides closer alignment with that offered at peer universities.</p>	200708
HRMG	480	520201	<p>Action: Change course prefix and number.</p> <p>Old: ILR 462. Collective Barg & Labor Relat. 3 hr. Examination of the theory and practice of collective bargaining. Topics include economic and historical environment, labor law, unionization, contract negotiation, contract content patterns, conflict resolution, grievance handling, and an introduction to arbitration.</p> <p>New: HRMG 480. Collective Barg & Labor Relata. 3 hr. Examination of the theory and practice of collective bargaining. Topics include economic and historical environment, labor law, unionization, contract negotiation, contract content patterns, conflict resolution, grievance handling, and an introduction to arbitration.</p>	<p>Rationale: Change allows a more accurate classification in terms of the new proposed area of emphasis (HRMG) in the management curriculum, and will create a clear demarcation from the graduate courses in the ILR program.</p>	200708
ILR	549	521002	<p>Action: Course number change.</p> <p>Old: ILR 591A. Advanced Strategic Management. 3 cr. hrs. This is a case based course. Case analyses and discussion will focus on the concepts of strategy creation, organization alignment, strategy implementation and strategy leverage.</p> <p>New: ILF 549. Advanced Strategic Management. 3 cr. hrs. This is a case based course. Case analyses and discussion will focus on the concepts of strategy creation, organization alignment, strategy implementation and strategy leverage.</p>	<p>Rationale: This is a case based course to encourage the ability to put into operational terms the principles, tools, and techniques of the strategic management process. Increase student interest in cases based on both national and international settings have led to this course change.</p>	200708
ILR	580	521002	<p>Action: Change course number.</p> <p>Old: ILR 591E. Human Resources Practicum. 3 cr. hrs. This course offers professional development opportunities through a series of applied seminars taught by practicing professionals.</p> <p>New: ILR 580. Human Resources Practicum. 3 cr. hrs. This course offers professional development opportunities through a series of applied seminars taught by practicing professionals.</p>	<p>Rationale: This course introduces MSIR students to contemporary issues facing human resources professionals. Student request for course offering has increased as much of the information is presented by practicing professionals.</p>	200708

MANG	330	520201	<p>Action: Change course number and title. Add prerequisite.</p> <p>Old: MANG 430. Personnel Management. 3 hr. PR: BCOR 370 (Corequisite). Fundamental principles and practices related to the procurement, development, maintenance, and utilization of human resources. Focus on areas such as human resource planning, selection training, performance appraisals, compensation, safety and health and labor relations.</p> <p>New: MANG 330. HR Mgmt Fundamentals. 3 hr: PR: BCOR 370. Fundamental principles and practices related to the procurement, development, maintenance, and utilization of human resources. Focus on areas such as human resource planning, selection training, performance appraisals, compensation, safety and health and labor relations.</p>	<p>Rationale: Change allows a more accurate classification in terms of the course content in its service to the management curriculum and better aligns the course with that offered by peer universities.</p>	200708
MANG	356	520201	<p>Action: Change course number.</p> <p>Old: MANG 493S. Network Security. 3 cr. hrs. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in information systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.</p> <p>New: MANG 356. Network Security. 3 cr. hrs. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in information systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.</p>	<p>Rationale: This course provides students interested in this area with the opportunity to gain a more in-depth knowledge in the area of information systems security, thus making them more marketable to our program's employers. Student interest and curricular needs have resulted in the course offerings and in this course number change.</p>	200708
MANG	357	520201	<p>Action: Change course number.</p> <p>Old: MANG 493Q. Information Ethics. 3 cr. hrs. This course introduces the student to the field of Information Ethics, including such topics as privacy, accessibility, censorship, intellectual property, accuracy, virtual reality and artificial intelligence.</p> <p>New: MANG 357. Information Ethics. 3 cr. hrs. This course introduces the student to the field of Information Ethics, including such topics as privacy, accessibility, censorship, intellectual property, accuracy, virtual reality and artificial intelligence.</p>	<p>Rationale: The pervasiveness of information technology and the increased value of information and intellectual property, the ethics of information use is becoming more and more relevant to our students.</p>	200708
MANG	434	520201	<p>Action: Change course title.</p> <p>Old: MANG 434. Human Resource Management Research Methods. 3 hr. PR: MANG 330 or consent. Research methods and measurement in human resource management; philosophy of science, ethics in research, research design, and analytical methods.</p> <p>New: MANG 434. Business Research Methods. 3 hr. PR: MANG 330 or consent. . Research methods and measurement in human resource management; philosophy of science, ethics in research, research design, and analytical methods.</p>	<p>Rationale: This change allows a more accurate moniker in terms of the course content in the management curriculum.</p>	200708
MATH	524	270101	<p>Action: Change course number.</p> <p>Old: Math 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Math 524. Mid Sch Num Alg 1. 2 cr. hr. Co-requisite C & I 524. Designed only for in service middle school and elementary mathematics teachers. Sets of numbers as examples of algebraic systems, properties of groups, rings, and fields.</p>	<p>Rationale: Course provides content based professional development for in service middle school mathematics teachers and is part of a certification program administered by SREB.</p>	200708

MATH	525	270101	<p>Action: Change course number.</p> <p>Old: Math 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Math 525. Mid Sch Num Alg 2. 2 cr. hr. Co-requisite C & I 525. Continuation of Math 524. Designed only for in service middle school and elementary mathematics teachers. Properties of polynomials and polynomial rings. Mathematical modeling with finite differences and least squares.</p>	Rationale: Same as above.	200708
MATH	528	270101	<p>Action: Change course number.</p> <p>Old: Math 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Math 528. Mid Sch Fens Chng 1. 2 cr. hr. Co-requisite C & I 528. Designed only for in service middle school and elementary mathematics teachers. Function concept, operations on functions, limits, continuity, Intermediate Value Theorem, families of curves, optimization, area. Classroom applications current research in learning. Applications in model curricula.</p>	Rationale: Same as above.	200708
MATH	529	270101	<p>Action: Change course number.</p> <p>Old: Math 693. Special Topics. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.</p> <p>New: Math 529. Mid Sch Fens Chng. 2 cr. Hr. Co-requisite C & I 529. Continuation of Math 528. Designed only for in service middle school and elementary mathematics teachers. Function concept, operations on functions, limits, continuity, Intermediate Value Theorem, families of curves, optimization, area. Classroom applications, current research in learning. Applications in model curricula.</p>	Rationale: Same as above.	200708
MKTG	380	521401	<p>Action: Change course number.</p> <p>Old: MKTG 493G Integrated Promotions. 3 cr. hrs. PR: BCOR 350. Marketing promotions can dramatically influence the relative success of firms and their brands. As such, we seek to understand the processes and approaches that organizations use in developing and sustaining effective promotional strategies.</p> <p>New: MKTG 380. Integrated Promotions. 3 cr. hrs. PR: BCOR 350. Marketing promotions can dramatically influence the relative success of firms and their brands. As such, we seek to understand the processes and approaches that organizations use in developing and sustaining effective promotional strategies.</p>	Rationale: Marketing promotions is undergoing a transformation of historic proportions – from a monopolistic corporate monologue to a total democratic dialogue. The study of marketing promotions gives students many valuable tools to use in any subsequent profession.	200708
MKTG	480	521401	<p>Action: Change course number.</p> <p>Old: MKTG 493E. Services Marketing. PR: BCOR 350 + 4 MKTG courses. Services marketing gives students an appreciation of the challenges of marketing and managing services and strategies for addressing these challenges. The course features a combination of lectures, in class exercises and projects (including class presentations).</p> <p>New: MKTG 480. Services marketing. PR: BCOR 350 + 4 MKTG courses. Services marketing gives students an appreciation of the challenges of marketing and managing services and strategies for addressing these challenges. The course features a combination of lectures, in class exercises and projects (including class presentations).</p>	Rationale: This course will suggest ways that firms in the manufactured goods sector might use “service” as a primary source of competitive advantage.	200708

NSG	455	511601	<p>Action: Change course co-requisite.</p> <p>Old: NSG 455. Interventions: Capstone. 1 hr. PR: Senior standing in nursing or consent. Co-req: NSG 441 and NSG 445. Synthesis of theoretical and practical knowledge acquired in undergraduate nursing career. Emphasis critical thinking, ethical decision-making and civic responsibility in the design and implementation of a service-learning project addressing a community health need.</p> <p>New: NSG 455. Interventions: Capstone. 1 hr. PR: Senior standing in nursing or consent. Co-req: NSG 441, NSG 445, and NSG 476. Synthesis of theoretical and practical knowledge acquired in undergraduate nursing career. Emphasis critical thinking, ethical decision-making and civic responsibility in the design and implementation of a service-learning project addressing a community health need.</p>	<p>Rationale: NSG 476, Introduction to Nursing Research, includes theory, concepts and methods of the research process, which are necessary knowledge and skills to utilize in developing the capstone project.</p>	200708
PT	761	512308	<p>Action: Change course number and pre-requisite.</p> <p>Old: PT 501. Management for PT Practice. 3 cr. hrs. 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. Professional Roles 3. 3 cr. hrs. PR: PT 741. Principles of business and management as they apply to contemporary physical therapist practice. Fiscal management, risk management, marketing, and program improvement are addressed.</p>	<p>Rationale: Course number and pre-requisite changes are related to the transition from the entry-level masters to the professional entry-level doctoral degree currently obtained by the PT department. This course will be part of a series for professional roles within the physical therapy field and will help meet the curriculum needs of the doctoral program.</p>	200708
SPED	770	131001	<p>Action: Change title and description</p> <p>Old: Advanced Professional Knowledge: Spec Ed. 3 cr. hrs. Advanced foundations of special education and disability services; historical trends and philosophical perspectives; comparative international practices; policy formulation and analysis; and advocacy roles and activities.</p> <p>New: Policy Anal/Dev: Special Ed. 3 cr. hrs. Advanced foundations of special education and disability services; historical trends and philosophical perspectives; policy review, analysis, research, and formulation; and advocacy roles and activities related to policy development.</p>	<p>Rationale: This minor change in title and description for a required course in the doctoral program emphasis in special education more accurately reflects the existing content of the course and directly links it to current professional standards for doctoral programs in special education.</p>	
RDNG	682	131315	<p>Action: Change course number, title and description</p> <p>Old: RDNG 694. Seminar. 3 cr. hrs. Literacy Measurement and Assessment.</p> <p>New: RDNG 682. Assessment of Reading Ability. 3 cr. hrs. Focuses on methods and issues related to the assessment of reading ability. Students acquire Reading Specialist level knowledge and implementation skill of format and informal reading assessment and consider related issues of classroom and clinic application.</p>	<p>Rationale: This course provides expertise essential for Prek-Adult Reading Specialists. The course is required in the Reading M.A. program.</p>	

DTHY	211	510602	<p>Action: Change course number.</p> <p>Old: DTHY 322</p> <p>New: DTHY 211. Dental Radiology. 1 cr. hr. PR: DTHY 210. The application of radiology principles and techniques. Clinical integration and case presentations will be emphasized.</p>	<p>Rationale: This is a course number change. The course number is being changed due to moving this course from the Junior year to the second semester of the Sophomore year. This will allow students to provide comprehensive patient care earlier in the clinical portion of the curriculum and prepare students earlier to embark on their rural health rotation.</p>	
DTHY	210	510602	<p>Action: Change course number.</p> <p>Old: DTHY 320.</p> <p>New: DTHY 210. 2 cr. hrs. PR: Enrollment in dental hygiene. Basic principles and procedure in oral radiology techniques and interpretation.</p>	<p>Rationale: This is a course number change. The course number is being changed due to moving this course from the Junior year to the Sophomore year. This will allow for the student to receive instruction in Radiology prior to beginning patient care.</p>	
PUBH	680	512201	<p>Action: Change course number and title.</p> <p>Old: PUBH 691R: Principle-Based Leadership. 3 Hr. PR CHPR 635 or equivalent. Gain personal understanding, knowledge and growth in the human dimensions of leadership: developing rapport, trust, teamwork and mentoring; managing tone and facilitating “problem” situations; evaluating systems and leading systems change; articulating vision, mission and strategy.</p> <p>New: PUBH 680: Health-Based Leadership. 3 Hr. PR CHPR 635 or equivalent. Gain personal understanding, knowledge and growth in the human dimensions of leadership: developing rapport, trust, teamwork and mentoring; managing tone and facilitating “problem” situations; evaluating systems and leading systems change; articulating vision, mission and strategy.</p>	<p>Rationale: Leadership is an important initiative of the Medical School and this course addresses leadership issues from the philosophical basis that represents the values and leadership goals important to WVU and WVU graduates. The Department of Community Medicine initiated the request for a Leadership elective for graduate students who are interested in leadership, and the course has drawn participants from other schools in the Health Sciences as well as from other colleges at WVU. This is a request to obtain a permanent course number for a course that has been taught several times under a temporary number.</p>	200801

Action: Course Drops**ECON 591 520601**

Old: ECON 591. Economic Decision Making. Prerequisites Economics 201 and 202. Theory of demand and supply including cost determination, markets and pricing, regulatory economics, national income accounting, the assessment of economics impacts via the multiplier principle, monetary policy, and taxation policy.

ECON 791I 520601

Old: ECON 791I. Dynamic Methods of Economics. 1 hr. PR: ECON 721. This course covers the basic techniques of dynamic economic analysis that economics graduate students will be working with in advanced economic theory and field courses.

ECON 791J 520601

Old: ECON 791J. Comparative Economic Systems. 3 hrs. PR: ECON 701. Comparative study of economic systems, including planned and market socialism and capitalism and the experience of countries in transition from socialism to capitalism.

ECON 791L 520601

Old: ECON 791L. Development Economics. 3 hrs. PR: ECON 701. This course explores why some countries are rich and others are poor. Class examines the major phases of thinking in development economics and themes in the contemporary development literature.

ILR 462 520201

Old: ILR 462. Collective Barg & Labor Relat. 3 hr. Examination of the theory and practice of collective bargaining. Topics include economic and historical environment, labor law, unionization, contract negotiation, contract content patterns, conflict resolution, grievance handling, and an introduction to arbitration.

ILR 591A 521002

Old: ILR 591A. Advanced Strategic Management. 3 cr. hrs. This is a case based course. Case analyses and discussion will focus on the concepts of strategy creation, organizational alignment, strategy implementation and strategy leverage.

ILR 591E 521002

Old: ILR 591E. Human Resources Practicum. 3 cr. hrs. This course offers professional development opportunities through a series of applied seminars taught by practicing professionals.

MANG 430 520201

Old: MANG 430. Personnel Management. 3 hr. PR: BCOR 370 (Corequisite). Fundamental principles and practices related to the procurement, development, maintenance, and utilization of human resources. Focus on areas such as human resource planning, selection training, performance appraisals, compensation, safety and health and labor relations.

MANG 432 520201

Old: MANG 432. Personnel and Compensation. 3 hr. PR: MANG 430. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included providing insights into problems and opportunities for personnel.

MANG 493Q 520201

Old: MANG 493Q. Information Ethics. 3 cr. hrs. This course introduces the student to the field of Information Ethics, including such topics as privacy, accessibility, censorship, intellectual property, accuracy, virtual reality and artificial intelligence.

MANG 493S 520201

Old: MANG 493S. Network Security. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in information systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.

MKTG 493E 521401

Old: MKTG 493E. Services Marketing. PR: BCOR 350 + 4 MKTG courses. Services marketing gives students an appreciation of the challenges of marketing and managing services and strategies for addressing these challenges. The course features a combination of lectures, in class exercises and projects (including class presentations).

MKTG 493G 521401

Old: MKTG 493G. Integrated Promotions. 3 cr. hrs. PR: BCOR 350. Marketing promotions can dramatically influence the relative success of firms and their brands. As such, we seek to understand the processes and approaches that organizations use in developing and sustaining effective promotional strategies.

Memorandum

27 May 2007

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

The GEC Oversight Committee met on 1 May and 7 May 2007 and recommended the following items for Faculty Senate approval:

1. **The Committee** called upon the Senate Executive Committee to Form an **Ad Hoc Committee on Writing Requirements and General Education Curriculum Rules**. The primary charge for this Committee will be to address whether "W" requirements as now practiced is properly addressing the development of undergraduate writing skills across the WVU curriculum. A secondary charge will be to fine tune GEC requirements based on recent experience and codify two years of GECO Committee interpretations.
2. **Five-Year Audit Schedule Adjustments** will be made by Kite and Garbutt in order to balance anticipated audit workloads over the next 5 to 6 years.
3. **GEC-LSP Course Actions:**

New Course Addition to W List:

HIST 484 Historical Research (W) (*W audit approved by Senate in Apr 2007 as HIST 494.*)

GEC Course "Alterations" per request of department chair (14 May 2007)

MUSC 477 Music of Africa (GEC Obj. 5 & 9) Drop "Majors Only" from GEC.

Successful GEC Audits

COMM 105 Intro to Mass Media (GEC Obj. 4 & 6, LSP B).

COMM 408 Adv. Study in Non-Verbal Communication (W)

BIOL 115 Principles of Biology (GEC Obj. 2B)

BIOL 117 Intro Physiology (GEC Obj. 2B)

CLAS 232 Greek & Roman Myths (GEC Obj. 3 & 5)

FDST 200 Food Sci and Tech (GEC Obj. 2C & 4)

MUSC 477 Music of Africa (GEC Obj. 5 & 9)

Successful W Audit

ENGL 365 Milton I (W)

GEC- LSP Course Deletions

HIST 494 Seminar (W) (*Replaced by HIST 484 Historical Research (W)*)

Involuntary Course Deletions from GEC & LSP by GECO Committee

ENGL 156 Lit in Native America (GEC OBJ 5 & 9; LSP A, FM&G).

PHIL 496 Senior Thesis (4 & 6 Majors Only)

POLS 354 Government of China (GEC Obj. 4 & 9).

POLS 368 Politics of War and Peace (GEC Obj. 8 & 9).

Involuntary Course Deletions from "W" list by GECO Committee

- EDUC 100** Education Colloquium. **(W)**
- ENGL 364** 17th Century British Lit **(W)**
- POLS 336** Energy Policy and Politics **(FM&G, W)**
- POLS 338** Environmental Policy **(W)**
- PSYC 331** Hist. Systems of Psych **(W)**
- PSYC 345** Adulthood and Aging **(W)**
- SPA 362** Parent Programs Communication Disorders **(W)**

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)

General Education Curriculum Oversight Committee
Draft Annual Report
 19 May 2007
 J. Steven Kite, Chair

The primary goal of the 2006-07 General Education Curriculum Oversight (GECO) Committee was to review new courses for approval in the General Education Curriculum and complete five-year reviews of existing GEC/LSP and W courses. Reviews focused on GEC and W requirements, with LSP status being conferred almost pro-forma when GEC requirements were met and an LSP cluster was requested.

The GECO Committee met on 13 times between 7 September 2006 and 7 May 2007, dealing with a committee-record 175 courses. Some actions were taken via E-mail, but most deliberations were made during face-to-face meetings. Final numbers will not be set until the 11 June Faculty Senate meeting, but as of 19 May 2007, GECO deliberation outcomes stood as follows:

General Education Curriculum Oversight Committee Activity in 2006-07		
New Applications (26) and Audits (72) approved	98	
New applications approved pending Curriculum Committee approval	2	
Actions approved in 2004-05 requiring clarification	3	
Total approved audits, new applications, etc.		103
Courses removed at request of Department, Division or College	36	
Courses removed involuntarily because of audit non-compliance	11	
Courses rejected	1	
Total courses removed or rejected		48
Late new applications deferred to 2007-08	10	
New applications requiring more information	2	
Final actions postponed until 1 Oct 2007	12	
Total courses carried over to 2007-08		24
Total GEC & W applications, modifications& removals		175

New courses made up the majority of additions to the GEC and W lists. A total of 26 additions included 22 courses added to the GEC objective lists and 7 new "W" listings. Fourteen new courses and audits seeking both GEC objectives and "W" writing status required two separate applications. One successfully audited course was later removed from the "W" list. Three deletions from the GEC list and one from the W list reflect course renumbering.

Courses recommended for involuntarily removal from GEC and W lists were not successfully audited before 21 May 2007, despite being included in the October 2006 or earlier calls for audits. One "W" course application was rejected because it was a 700 level course.

The overall success rate for GEC course audits for the year was 60.5 percent, with 25.4 percent removed, and 14.0 percent carried over to 2007-08. Departments and divisions chose to remove ~22 percent of GEC courses that were due for audit rather than go through with the audit process. A significant, but undetermined, number of these courses previously were deleted from the LSP course list, but added to the GEC objective lists at the department's option when the GEC was instituted in 2004.

The overall success rate for "W" courses for the academic year was only 47 percent, with 39 percent removed or rejected, and 14 percent carried over to 2007-08. More existing "W" courses were removed (19) than were successfully audited (17). The number of new approved new "W" courses (7) was less than half the number removed. In many cases, the "W" removal action

reflected the fact that the course was no longer taught, or no longer taught as a “W” course. However, the high rate of deletions may reflect a lack of commitment to servicing the W requirement in the GEC.

Most course applications for which action was postponed until Fall 2007-2008 were received late in the academic year and reviewed at least once by the GECO Committee. However, GECO feedback was not received by the instructor in a timely manner because of inevitable circumstances at the end of the semester, thus the course deadlines were extended to 1 October 2007.

The overall status of GEC and W courses is summarized in the following table.

WVU GEC and W Course Data as of 19 May 2007	
Active GEC Courses (81.1 % in ECAS)	354
Objective 1 Communication	3
Objective 2A Math & Stats	14
Objective 2B Natural & Physical Sciences	32
Objective 2C Natural Resources & Environment	13
Objective 2 Lab Courses (may not be complete tally)	21
Objective 3 The Past and Its Traditions	77
Objective 4 Contemporary Society	167
Objective 5 Artistic Expression	69
Objective 6 The Individual in Society	65
Objective 7 American Culture	44
Objective 8 Western Culture	91
Objective 9 Non-Western Culture	66
GEC Courses with one objective	67
GEC Courses with two objectives	287
GEC Courses for “Majors Only”	3
Active “W” Courses (47.9 % in ECAS)	144
Active Courses on Both GEC & “W” Lists	[27]
Removed (129) and Rejected (2) Courses (1999-2007)	131
Deleted Courses, Pending June 2007 Senate Action	11
New Applications, Awaiting 2007-08 Action	12
LSP Courses Not in GEC	4
Total Courses in GEC Spreadsheet (75.8 % in ECAS)	629

The GEC and W Course Data table shows that over 81 percent of GEC Courses have more than one GEC objective, but that only 7.6 percent of GEC courses also meet “W” requirements. Many “W” courses exist, requiring a large fraction of the GECO Committee effort, because sections are numerous and dispersed throughout the University. Nearly half (47.2 percent) of GEC courses meet Objective 4 Contemporary Society. “Majors only” GEC objective courses diminished from ~ two dozen to three during the 2006-07 academic year when departments requested this restriction be removed.

Analysis of the data and committee activity since five-year audits began in 1999 indicate that an average of 100 courses must be audited each year to maintain a five year rotation. An additional 25 to 30 new course applications must be completed to avoid a productivity shortfall in any given year. Approximately 10 to 12 courses taught only at WVU Tech Montgomery campus will be allowed into the GEC at the time of the WVU-WV Tech merger. These courses will not be audited until 2009-2010.

The GECO Committee was largely successful in its second goal: to accelerate the review of overdue GEC/LSP and W audits in order to catch up with a ~223 course backlog that existed in September 2006 in a timely manner, and develop a new schedule of five-year course audits so that approximately 20% of GEC and W courses (~100 courses) are be audited every academic year beginning in 2008-09. A new audit schedule was developed in September 2006, and will be revised prior to the onset of the Fall 2007 semester.

The committee's third goal of reviewing and updating the forms and instructions used for new proposals and audits and post example syllabi on the Senate website was met, but will remain an ongoing process in 2007-08. In conjunction with the Senate Curriculum Committee and the Office of Academic Affairs, the GECO Committee was a principle player in the formation of an Ad Hoc Committee on Curriculum Committee Procedures. This Ad Hoc Committee has passed recommendations for developing an on-line electronic course submission process that will be designed over the Summer and Fall semesters of 2007, and implemented soon thereafter.

A fourth goal was to examine the course review process to provide efficient and timely submission of actions to the Senate. The on-line electronic course submission proposed by the Ad Hoc Committee on Curriculum Committee Procedures will greatly help this process in 2007-08. In the short term, the committee halved the median time required for successful audits to about 6 weeks through aggressive managing of applications, coaxing of instructors and chairs, developing a GECO application help page, and setting a twice-a-month meeting schedule.

The only goal that was not vigorously addressed was a review of possible additions to GEC new course applications and audits to more successfully track assessment issues in individual courses. The proposed on-line electronic course submission process scheduled for 2007-08 should provide mechanisms to track individual courses in the application, review, and approval stages. However, it is unlikely strides can be made in assessing individual courses between five-year audits without greatly taxing faculty workloads under the current committee structure.

Personnel issues were acute in 2006-07. A conservative estimate suggests that the committee invested at least 500 person hours in reviewing and deliberating applications, communicating to chairs and instructors, and keeping track of paperwork. The Committee chair alone exchanged approximately 2000 E-mail messages on GECO business. Instructor efforts may exceed the Committee effort by threefold, and considerable frustration with the process was apparent, although some of this was ameliorated by cordial explanations and references to on-line resources such as the GECO help page. The effort took its toll; the committee began the year with 10 faculty members and one student, but four were lost through attrition throughout the year. Only one lost student member was replaced, and the great majority of the effort was fulfilled by eight dedicated, hard-working, collegial individuals. The committee's request that three additional members be added for 2007-2008 was approved by the Committee on Committees, Memberships and Constituencies.

The GECO committee can not function in a sustainable manner over the long haul without Faculty Senate staff support. Steps to address this issue are included in the Ad Hoc Committee on Curriculum Committee Procedures recommendations. If these steps are not taken, the committee is likely to repeatedly fall well short of the required productivity, as has been the case in six of eight years since five-year audits began.

Salient challenges for the committee in 2007-2008 will be to (1) help implement the on-line application process, (2) efficiently address the substantial annual mission without burning out committee members, (3) codify GECO Committee rulings on various issues, and (4) fine tune the GEC document based on experience gained in two years of GEC operation.

**General Education Curriculum Oversight Committee
Draft Committee Goals for 2007-2008**

20 May 2007
J. Steven Kite, Chair

The goals of the 2007-08 General Education Curriculum Oversight (GECO) Committee are as follows:

1. The Committee will review an expected 25-30 new courses for approval in the General Education Curriculum (GEC) and complete five-year reviews of ~ 100 courses, ~ 20 percent of existing courses on the GEC Objective and W (Writing) lists. Reviews will focus on GEC and W requirements, because few and fewer students are under the old Liberal Studies Program (LSP) requirements, which are also under the domain of this committee.
2. In conjunction with the Senate Curriculum Committee, the Office of Academic Affairs, and the Ad Hoc Committee on Curriculum Committee Procedures, the GECO Committee will aid development of an on-line electronic course submission process that will be designed and implemented over the Summer and Fall semesters of 2007. On-line application will make the review process simple, efficient, and timely.
3. The committee will continue to review and update procedures, forms, and instructions for new applications and audits in order to simplify and sustain a high success rate for first-time submissions. The GECO Committee will work with the Ad Hoc Committee on Curriculum Committee Procedures and the Office of Academic Affairs on a uniform on-line application for all courses reviewed by the Senate Curriculum and GECO committee. Example syllabi will continue to be posted on the Senate website and GEC help page will be maintained.
4. The Committee will codify certain Committee rulings and fine tune the GEC document based on experience gained in two years of GECO Committee operation. These rulings and clarification will be recommended to the Senate as either an amendment to the original 2004 GEC document, or as some other formal communication made available to the larger University community.
5. The GECO Committee will work with the Office of Academic Affairs to identify the appropriate mechanisms in which the Committee will receive the Faculty Senate support essential to its long-term viability and success at meeting its core mission.
6. The Committee will address other general education issues that emerge throughout the 2007-2008 academic year.

Proposal from the Senate Committee on Student Instruction (with alterations from the Senate Executive Committee) to establish a petitioning procedure to allow an instructor to give an examination in the last week of classes in undergraduate courses.

In the proposed procedure, the instructor would submit a petition (included below) to the chair of the Department or Division under which the course is offered.

The petition specifies that this examination cannot be given as a substitute for a final examination. The instructor must also commit to giving a final examination or another final project and identify that examination or project.

The petition requires the instructor to justify the request on the basis of three criteria:

1. S/he must explain the rationale for requesting to give an exam in the last week of classes. In particular, s/he must explain why the materials covered during the last weeks of the class cannot be tested sufficiently or conveniently in a short quiz.
2. S/he must also explain why this proposed examination does not impose on students substantially greater requirements for studying or preparation. This examination could be justified as a means to unburden a final exam of having to test students on the last weeks' materials as well as broader, more comprehensive topics.
3. S/he must also explain what final examination or other final project will be required in the course in addition to this proposed examination. This point is necessary in order to avoid the temptation to administer this examination in place of a final exam.

The Student Instruction Committee envisaged this petition to be filed before the course began, so that the exam in the last week would be indicated in the syllabus. That way, this examination would not represent a change in the course, and the students would know from the start that they would have this examination and would prepare for it.

The Committee agreed that the Department or Division Chair should be the primary decision-maker in these cases because of his or her proximity to the actual courses and instructors. The Committee did consider it advisable however that the Associate Provost for Academic Affairs receive a copy of all such petitions lest any issue arise.

Petition to Administer an Examination in the Last Week of Classes in Undergraduate Courses

Instructor _____ Course _____

Department or Division _____ Date of Petition _____

This petition must be submitted to and approved by the chair of the department or division before the course begins, and if approved the examination must be indicated in the syllabus.

Explain the pedagogical rationale for this examination, benefits and changed obligations for students compared to past practice, and whether this change will apply to this course indefinitely.

This examination must not be given in place of a final examination or final project of similar weight and substance to a final examination. Explain what final examination or final project the course requires that will be delivered in accord with the University finals week calendar.

Department or Division Chair Authorization: Approve _____ Disapprove _____
Comments if petition is disapproved:

Signature _____ Date _____

Criteria for Petition (should be addressed in rationale statement):

1. This examination covers course materials studied in the last 2-5 weeks of the course and/or materials that cannot be adequately or conveniently tested in a brief quiz and would have to be tested in the final examination.
2. This examination does not eliminate the final examination. The course will have a final examination or other comparable final project distinct from this examination, such as a comprehensive final examination or term paper.
3. This examination does not impose an excessive burden on students of studying or preparation beyond the amount that would be necessary were this examination not to be given.

Submit a copy to the Office of the Associate Provost for Academic Programs, P. O. Box 6203

To: WVU Faculty Senate Executive Committee

From: Barbara LaGodna, Chair
Public Service Grants Committee

Re: Public Service Grants Committee's Annual Report for 2006-2007,
and Goals for 2007-2008

Date: June 11, 2007

2006-2007 Report:

The Public Service Grants Committee met on May 22, 2007 and reviewed six grant applications. Three of these grants were funded with an average of \$8,813.33 and a total of \$26,440.00. Funding of a fourth grant is contingent on budget clarification.

The Committee would like to acknowledge the work of Ms. Cindy Jarvis of the Office of Sponsored Programs, which was invaluable to the Committee.

2007-2008 Goals:

The Goals for the Committee for 2007-2008 are to:
Continue efforts to make the availability of Public Service Grants known to prospective applicants.

Evaluate proposals competitively submitted for support by Senate Service Funds.

Make recommendations concerning the service mission of the University as deemed appropriate.

TO: Dr. Parviz Famouri
WVU Senate Chairperson

FROM: Dr. Stanley H. Cohen
Chair, Faculty Senate Welfare Committee

DATE: April 27, 2007

RE: Faculty Senate Welfare Committee Annual Report for 2006-2007 and Goals for
2007-2008

The Faculty Senate Welfare Committee members were:

- *Stan Cohen, ECAS, Chair
- *Samuel Ameri, CEMR, Chair-elect
- *Lauralee Sherwood, MED
- *Linda Vona-Davis, MED
- *Barbara LaGodna, LIB
- Dennis Ruscello, HRE
- Henry Rauch, ECAS
- Peter Marshall, EXT
- Adolph Neidermeyer, BE
- Kevin Outterson, Chair-Elect, Senate Executive Committee, Ex-officio
- David Morgan, Retired Faculty Representative, Ex-officio
- Linda Adams, Staff Welfare Committee, Ex-officio
- Bobbie Brandt, President's Office, Ex-officio

* Faculty Senators

Additional visitors present or in correspondence with the committee and contributing to the committee's work and review during this period were:

- Margaret Phillips, Human Resources
- Toni Christian, Human Resources
- C. B. Wilson, Provost Office
- David Harshbarger, HSC Wellness Program
- Cynthia Curry, Human Resources
- Michael Gansor, Risk Management
- Peter V. Schaeffer, Division of Resource Management

The Senate Welfare Committee expresses its appreciation and gratitude to these individuals who greatly facilitated the completion of our work.

We met six times during the 2006-2007 academic year. The following topics summarize the major welfare items discussed during the year:

- Reviewed the feasibility of a campus-wide Wellness Initiative

- Discussed continuing rising PEIA premium costs with Human Resources and possible new strategies that might contain further increases
- Reviewed how the Committee might assist on matters dealing with PEIA and the AEI (Annual Experience Increment) during the 2007 Legislative session
- Discussed the newly proposed faculty full time nontenurable teaching appointment policy under consideration by the HEPC

The following Committee recommendations were proposed to the Senate Executive Committee. They remain under study by the Executive Committee and were forwarded to the Office of the Provost for further review and cost assessment. An update on their current status is also included below.

(1) The Faculty Senate should investigate what specific steps would need to be implemented by WVU, the WV Board of Governors, and/or other appropriate agencies to reclassify WVU term hired faculty (0.8 FTE appointed persons) as full time status faculty employees for purposes of eligibility in the calculation of the Annual Experience Increment in salary. [According to the Provost's Office the new faculty nontenure term appointment policy would now cover these faculty under the new contract procedure.]

(2) The Faculty Senate should investigate what specific steps would need to be implemented by WVU, the WV Board of Governors, and/or other appropriate agencies to reclassify WVU phased retirement faculty as full time status faculty employees for purposes of eligibility in the calculation of the Annual Experience Increment in salary. [The Provost Office is considering how to devise phased-retirement contracts that might include payments equivalent to the AEI supplement.]

(3) The Faculty Senate recommends to the WVU Office of Business Services, section on Insurance and Risk Management, that an on-line driver safety training course (such as the Smith course) be made mandatory for all WVU employees using either WVU vehicles or their own vehicles for WVU related business activities, to save WVU on driving insurance premiums. [Because the University's motor pool is now outsourced to Enterprise Rental, it is no longer immediately relevant. However, any possible cost savings due to training should be investigated with the company.]

(4) The Faculty Senate recommends that WVU set up a WVU main campus-wide health wellness program, through coordination with both WVU Office of Human Resources, and the WVU Health Sciences Center Wellness Program, by the end of academic year 2006-2007. Participation in this program by WVU employees would be voluntary. [Human Resources is presently implementing the program on the downtown campus. There is now a search underway for a Wellness Program Coordinator who would carry out this initiative.]

(5) The Faculty Senate recommends that dependents of WVU employees receive expanded financial benefits, specifically at least a 50% discount on WVU tuition and fees for dependents taking WVU courses. [A study of eligibility and cost assessment is in progress.]

The Welfare Committee recommends the followings goals for the 2007-2008 academic year:

- The Committee should review all matters that pertain to the welfare of faculty at WVU. [A possible new item is establishing a more regular system of co-ordination of the WVU Spring Break with the Monongalia County Board of Education and the County K-12 spring break.]
- The Committee should discuss ways to implement a regular and routine system of soliciting input from faculty regarding their opinions and concerns about current welfare issues. Other universities and their faculty senates employ survey instruments that might prove useful on the WVU campus.
- The committee should continue to review implementation of the Campus-wide Wellness Program.
- The Committee should continue to seek strategies that will contain and even reduce PEIA premium costs. This effort would involve regular discussion with Human Resources as this unit develops new strategies for personnel benefits plans.

Respectfully submitted,

Stanley H. Cohen
Chair, Welfare Committee

TO: Dr. Parviz Famouri
WVU Senate Chairperson

FROM: Dr. H. Ilkin Bilgesu
Chair, Senate Student Evaluation of Instruction Committee

DATE: April 19, 2007

RE: Senate Student Evaluation of Instruction Committee annual report for 2006-2007
and goals for 2007-2008

The Senate Student Evaluation of Instruction Committee members were:

- *Ilkin Bilgesu, CEMR, Chair
- *Stan Cohen, ECAS, Chair-Elect
- *Elizabeth Shelton, NUR
- *Beth Royall, LIB
- Mohamad Alkadry, ECAS
- Mary Ellen Koay, HRE
- Elemer Lang, DCAFCS
- Jason Parsons, SOW, Mountainlair
- Emily Chiappazi, SOW, Mountainlair
- Nelson France, SOW, Mountainlair
- David Kirkpatrick, SOW, Mountainlair
- C.B. Wilson, Faculty Development, Ex-Officio
- Bob Hastings, OIT, Ex-Officio

* Faculty Senators

Additional visitors present and contributing to the committee work were:

- Sue Day-Perroots, Dean, Extended Learning
- Sara Bishop, OIT

The committee expresses its special thanks to Sara Bishop and Bob Hastings and their respective OIT teams for their exceptional work throughout the year on the SEI and eSEI systems.

The Senate Student Evaluation of Instruction Committee met 12 times during the 2006-2007 academic year. The following topics summarize the major items discussed during the year:

- Reviewed the implementation of electronic SEI and made recommendations regarding the procedures and features of the electronic version. The eSEI was successfully implemented in the Fall 2006 semester as a pilot project and several courses participated. All courses have access to the electronic version during Spring Semester 2007. The paper and electronic SEI systems will be integrated into a single interface during Summer Semester 2007. The highlights of the work can be listed as:
 - Setting up a designee to request and receive results.
 - Selection of open date interval for electronic version.
 - Setting up new reporting options for results of eSEI.
 - Selection of student links for eSEI.

- Reviewed eSEI announcements and related documents prepared by OIT for distribution.
 - Participated in the evaluation of electronic version using the test site.
- Selected and approved new SEI questions for the technology-enhanced programs and presented to the Executive Committee. These questions will be added to the existing pool.
 - Discussed the means of promoting student participation in the electronic version. The committee members believe the education of students in regard to the importance of the survey as the most appropriate solution for this problem. The committee contacted the Daily Atheneum (DA) in order to disseminate the importance of eSEI.
 - Reviewed the frequency of questions used in the last nine semesters. All questions were used at least once per semester but there were several questions with less than ten requests per semester.
 - Discussed the wording of existing SEI questions. Members agreed to change verbs to past tense with some exceptions in order to have consistency.
 - Members discussed the response scale since the answers do not relate to some of the questions. The committee recommends the implementation, with the assistance of OIT, a second response (agree to disagree) for questions that can not be answered properly with the current scale (always to rarely).

The Senate Student Evaluation of Instruction Committee recommends the followings goals for the 2007-2008 academic year:

- The committee should continue to review the SEI questions.
- The committee should review the electronic use of SEI questions and make recommendations on the procedures.
- The committee should continue to promote the use of electronic SEI and also determine the best means of educating the faculty and student communities for improved participation.
- The committee should review, monitor and report on the 2007-2008 implementation of the planned integrated paper and electronic SEI system.
- The committee should explore and define a process for the development of standard forms tailored to the needs of distinct instructional communities (e.g. Extended Learning, Study Abroad, and Law School).

Respectfully submitted,

H. ILKIN BILGESU
Chair, Senate Student Evaluation of Instruction Committee

TO: Parviz Famouri
Faculty Senate Chair

FROM: Marcello Napolitano
Chair, Faculty Senate Research and Scholarship Committee

DATE: May 21, 2007

RE: Faculty Senate Research and Scholarship Committee's Annual Report for 2006-2007 and Goals for 2007-2008

The members of the 2006-2007 WVU Senate Research and Scholarship Committee were:

- Marcello Napolitano, Chair
- Kyle Hartman, Chair Elect
- Virginia Kleist
- Elaine Bowen
- Mridul Gautam
- Steve Graber
- Wafik Iskander
- Dina Jones
- Odd Stalebrink
- Manfred Boehm
- Charles Baldwin
- C. B. Wilson, Provost's Office, Ex-officio
- Curt Peterson, AVP for Res. And Econ. Dev., Ex-officio
- Alan Martin, Sponsored Programs, Ex-officio

The Committee would like to thank Cindy Jarvis from OSP for her work and dedication.

The WVU Senate Research and Scholarship Committee met 7 times during the 2006-2007 academic year. Meetings were held on the following dates:

- September 19, 2006
- October 17, 2006
- November 14, 2006
- December 12, 2006
- January 16, 2007
- February 12, 2007
- March 6, 2007

The meeting scheduled on April 10 was not held due to a conflict with the interview of a presidential candidate. The end-of-semester academic activities did not allow the Chair to reschedule the meeting to a later date.

There were no changes in the charge for the Committee at the beginning of the year. As in the previous year, the Committee mainly oversees the following activities:

Activity #1 – Evaluation and funding of the Faculty Senate Travel Grant

Activity #2 – Evaluation and funding of the Faculty Senate Grant for Research and Scholarship

Activity #3 – To formulate recommendations regarding maintaining and enhancing the university's environment for research, scholarship, and creative endeavors.

The sections below will describe each of the activities.

1 - Evaluation and funding of the Faculty Senate Travel Grant

Summary of Activities:

During the 2006-2007 academic year, the committee processed four rounds of travel grant applications totaling 197 requests divided as in the following:

- 61 applications in the 1st round (September 2006);
- 40 applications in the 2nd round (November 2006);
- 56 applications in the 3rd round (February 2007);
- 40 applications in the 4th round (April 2007).

According to the current regulations, Assistant Professors are currently eligible for \$550; Associate Professors for \$450 while Professors are eligible for \$400. An additional \$150 applies for travel to international destinations. Out of 197 applications received 182 were funded with an approximated 92% approval rate.

Operational Changes/Recommendations:

This year the format of delegating the discussion of the faculty travel only to a subset of members of the Committee was continued. This allowed using the meeting times to discuss more important issues rather than conducting a tedious review of the travel applications. However, a change was introduced for increasing the institutional memory. In fact, a 3-person team conducted the evaluation of the proposals. The team included the Chair, the Chair-Elect, and a third person from the Committee. This 3rd person was different for each of the round of travel application. The 3-person team reviewed the pile of proposals for each of the rounds. The agreement was to bring any questionable or debatable issues to the rest of the committee should the need arise; however, this need never arose during this year.

Another change introduced this year involved the use of color-coded Excel spreadsheets for communicating to Cindy Jarvis the outcome of our evaluations. In fact, a green color was used for those applications which were approved; a red color was used for the applications whose funding was denied. A yellow color was used for the applications requiring additional information and/or documentation through interaction with Cindy Jarvis.

It was noted by several members of the Committee that the allowed amounts for travel are excessively low and can only provide an excessively limited amount of funds for the attendance of a typical professional conference. Furthermore, several members of the Committee felt that the difference of allowed amounts among different ranks was an unnecessary differentiation. Therefore, following extensive discussions, the Committee unanimously recommends the following:

1 - Each faculty eligible for a Senate Travel Grant is allowed to request up to \$600, regardless of the rank.

2 – An additional \$300 can be requested for attending an international conference.

2 - Evaluation and funding of the Faculty Senate Grant for Research and Scholarship

Summary of Activities:

The committee reviewed 35 Senate Research and Scholarship Grant proposals. This number is substantially smaller than the number of proposal reviewed in the previous year (47) but more aligned with the historical average of applications for this program. A total of 16 proposals were funded for a total of \$160,000. 2 out of 16 proposals were funded for a lower amount with respect to the requested amount (by approx. \$2,000).

Operational Changes/Recommendations:

No major operational changes relative to the evaluation of the Senate Research proposals were introduced this year. The same “Primary/Secondary Reviewer” approach introduced in recent years was used. Following a discussion, the Committee decided to make a few editorial changes in the “Primary/Secondary Reviewer” evaluation sheet. Following the reception of the reviews from the external reviewers, the entire package of proposals was distributed to each member of the Committee sometime around the end of the 3rd week of January. Therefore, each member of the Committee had a chance to see all the proposals. The “Primary/Secondary Reviewer” approach worked fairly well. Each member of the Committee evaluated approx. 3-4 proposals as “Primary Reviewer” and 3-4 proposals as “Secondary Reviewer”. Following an introduction by its Primary and/or Secondary reviewer, each proposal was discussed and evaluated by the entire Committee leading to a down selection of approx. 24 proposals from which the final 16 proposals were selected. With respect to the previous year, this year the Primary and Secondary reviews were NOT shared with the rest of the Committee until the meeting. The selection of the proposals proceeded fairly smoothly and was conducted in one 5-hour meeting on February 12, 2007. This was also due to the reasonably low number of proposals. Based on the experience from this year, the Committee does not recommend any change in the evaluation process for the Senate Grant proposals.

3 - To formulate recommendations regarding maintaining and enhancing the university’s environment for research, scholarship, and creative endeavors.

Summary of Activities:

This charge to our Committee was the most challenging, since “research, scholarship and creative endeavors” vary widely across the university community. A discussion with the Senate Chair in the October meeting helped to clarify this charge to several members of the Committee. The diversity of the nature of the different “research, scholarship, and creative activities” itself was often an important topic of conversation. Several members of the Committee felt that, given the dual nature of the proposals typically received and reviewed, it might be best to break down the “\$160k” amount into two allocations. A 1st allocation would be used to fund scholarly-type projects – such as book writing – for a lower amount (\$5K-\$7K). A 2nd allocation would be used to fund more ‘conventional’ research-type projects, involving graduate students and supplies, for a larger amount (\$12K-\$15K). In terms of dividing the total amount, a suggestion was to look at the proportion of applications in each category and then setting the funding limits based on that proportion. This discussion eventually led to another discussion about the importance of clearly defining “scholarly” work vs. “research” work. At the end the Committee recommended that next year Committee should make a priority to elaborate on this matter and, eventually, should make an effort to distinguish between the two types of research endeavors so that next year applicants will be notified of this new format. The Committee also recommends a future discussion about requesting current and previous PIs to evaluate the level of success – in terms of subsequent publications and funding – correlated to the funding of a Senate grant.

May 21, 2007

To: WVU Faculty Senate Executive Committee

From: Committee on Committees, Membership, and Constituencies: Jean Woloshuk, EXT, Chair; Robert Griffith, PHAR, Chair-Elect; Michael Mays, ECAS; Roy Nutter, CEMR; Keith Garbutt, ECAS; Parviz Famouri, CEMR, Faculty Senate Chair, Ex-officio; Steven Kite, ECAS, Faculty Senate Chair-Elect, Ex-officio; and Mary Strife, LIB, Faculty Secretary, Ex-officio

Subject: Annual Report

The Committee on Committees, Membership, and Constituencies dealt with several issues during the academic year. These included:

- 1) Answered inquiry regarding membership on the Service Committee and submission of grant proposals. The consensus of the Committee was there was no problem with participation on the Service Committee however the faculty members would be absent and abstain from any discussion/deliberations/decisions concerning any grant proposal they had submitted for consideration. This decision was based on information from the past chairs and the precedence set.
- 2) Replaced a committee member on the Service Committee due to the death of a faculty senator. Calvin Brister was added.
- 3) Confirmed the switching of Chair and Chair-elect of the Student Instruction Committee.
- 4) Unable to fill two faculty resignations from the GEC Committee; however worked with President SGA to replace student membership on the committee.

The Committee on Committees, Membership, and Constituencies met on April 12, 2007, April 25, 2007, and May 3, 2007 to form committees for the 2007-2008.

No work was undertaken on membership or constituencies this year.

Subject: Goals for 2007-2008

The committee will maintain or modify Senate committee membership in 2007-2008 at the direction of the Executive Committee, and pursue the best candidates possible for committees in 2008-2009.

In addition, the committee will review the distribution of faculty among Schools and Colleges in order to maintain proportional Senate representation, in time for results to be used for the 2008-2009 Senate Elections.