

Minutes
The West Virginia University Faculty Senate
Monday, May 14, 2012

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

Members Present:

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| Abraham, R. | Cottrell, S. | Hornsby, G. | Nutter, R. | Shelton, E. |
| Ameri, S. | Cronin, A. | Huber, J. | Oberhauser, A. | Sperow, M. |
| Anderson, K. | Curtis, R. | Huffman, V. | Osborne, E. | Stack, S. |
| Atkins, C. | Davari, A. | Iskander, W. | Perone, M. | Stuchell, R. |
| Banta, L. | DiBartolomeo, L. | Jackowitz, A. | Perry, J. | Sundaram, M. |
| Bastress, R. | Elmore, S. | Johnston, A. | Petty, T. | Tallaksen, R. |
| Bilgesu, I. | Etzel, E. | Kershner, R. | Polak, J. | Tower, L. |
| Blake, L. | Finkel, M. | Kirby, B. | Prudhomme, J. | Tuninetti, A. |
| Bonner, D. | Fint-Clark, B. | Kite, S. | Putman, H. | Turton, R. |
| Bowen, E. | Fleming, S. | Kleist, V. | Reddy, R. | Vester, M. |
| Brazaitis, M. | Fuller, E. | Komar, R. | Reymond, R. | Watson, J. |
| Britten, R. | Funk, A. | Kuhlman, J. | Riemenschneider, S. | Weihman, L. |
| Brooks, R. | Graber, S. | Lofaso, A. | Ruscello, D. | Wenger, S. |
| Bucklew, A. | Harner, J. | Mandich, M. | Ryan, K. | Wood, A. |
| Campbell, L. | Hartman, K. | Mays, M. | Schreurs, B. | Zimmerman, P. |
| Cassels, A. | Hileman, S. | Miltenberger, M. | Schwartz, S. | |
| Clark, B. | Holmes, M. | Nelson, C. | Scott, H. | |

Members Absent:

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| Anfinson, J. | Jones, D. | Munasinghe, R. | Sherwin, M. | Whiteman, C. |
| Barretto, G. | Kale, U. | Orlikoff, J. | Stout, P. | Woloshuk, J. |
| Boone, D. | Kopriva, N. | Paternostro, M. | Veselicky, K. | |
| Davis, S. | Miller, M. | Rockett, I. | Vona-Davis, L. | |

Members Excused:

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|---------------|-------------|------------|-------------|--------------|
| Anderson, J. | Chalupa, C. | Hazard, H. | Mucino, V. | Urbanski, J. |
| Bergner, G. | Cohen, S. | Hogan, T. | Nichols, A. | Watson, D. |
| Bredehoft, T. | Dino, G. | Knight, J. | Paul, S. | |
| Carpenter, R. | Hashmi, M. | Moritz, J. | Rose, T. | |

Faculty Senate Officers Present:

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|--------------|--------------|---------|-----------------|
| Cottrell, L. | Griffith, R. | Lee, P. | Stolzenberg, A. |
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2. Chair Cottrell moved and it was duly seconded to approve the minutes from the Monday, April 9, 2012 meeting. Motion carried.
3. President Clements reported on the following issues:
 - 4,200 students graduated from the Morgantown campus, 100 students graduated from WVU-Tech and 175 students graduated from Potomac State. Applications for fall are up in every category and minority deposits for freshman increased by 30 percent.

- Strategic Plan efforts will continue this summer as Nigel Clark holds roundtables and Fred King works with the research support structures. Discussions will take place concerning diversity, global activities and student success.
- A proposal will be submitted to the BOG in June to request a 5% tuition increase and a 2% pool for salary increases.
- A revised tobacco policy will be submitted to the BOG in June.
- The remainder of the allocated 100 faculty lines will be added in the next year.
- Capital investments continue. The Capital Fundraising Campaign will be launched this summer.
- Oliver Luck, Athletic Director, is doing a great job moving WVU forward.
- Congress and the President of the United States have designated May 15th as Police Officers' Memorial Day; this week is National Police Week.
- The senate observed a moment of silence for police officers killed in the line of duty, including Sgt. May.
- The President appreciates faculty for investing into the lives of students as well as the Faculty Senate.

4. Nigel Clark, reporting for the Provost's Office, discussed the following issues:

- New deans have been hired for the Davis College and HR&E, as well as a new Provost for Potomac State.
- Mark Six, Interim CIO, will be leading the strategic planning exercise for OIT.
- Ben and Jo Statler's financial gift will provide scholarships for the Statler College.
- It has been an exceptional year for the Truman, Goldwater, and Fulbright Scholarships, which will help with national recognition.
- Displays concerning alternative fuels from the training center and forensics' work on blood splatter and iris scans were showcased at the US Science and Engineering Festival that was held in Washington, D.C. Approximately 25,000 students attended the booths to ask questions about the programs. Presentations will also be given at the International Science and Engineering Fair to be held in Pittsburgh, PA, this week. A number of WVU faculty will be judges for the fair.
- The Global Engagement roundtable has developed final opinions about leadership structure on resources, and it is recommending substantial growth for incoming students. The Research roundtable will focus on structure. Fred King is one of the members, and the discussion includes interdisciplinary facilitation and strengthening ties between graduate education and research. The Economic Development roundtable, chaired by Bob Jones, is moving ahead with a diverse portfolio to include economic development and economic outreach. The blueprint for student success addresses retention, and it will also provide a summer bridge program for sophomores. The Mountaineer Success Academy program for freshmen will start this fall, 2012.
- The next round of faculty positions is moving along well; we are looking at where everyone can be placed. A deans' retreat was held and input was received, so the positions should be announced shortly.
- A Strategic Planning Council meeting was held last week. Professor Clark suggested transforming curriculum and encouraging innovation that will provide students with the skills they need to succeed in a rapidly changing society. This subject may require a

roundtable so there is continuity, and it would be crafted in conjunction with the Faculty Senate and the Senate Executive Committee to allow for both administrative and curriculum changes.

5. Chancellor Colenda, Health Sciences Center, presented a power point presentation concerning changes to the Health Sciences Center. The presentation can be viewed at: <http://www.facultysenate.wvu.edu/r/download/130669>.
6. Chair Cottrell reported on the following issues:
 - It was an honor to represent the Faculty Senate during the weekend of Convocation ceremonies. It was nice to see senators with their students in their various schools/colleges.
 - Professor Lisa DiBartolomeo was elected as Faculty Senate Chair-elect for 2012-2013. The Chair thanked Professors DiBartolomeo and Prudhomme for their willingness to serve on the Faculty Senate.
 - Chair-elect Mike Mays will receive the “passing of the gavel” at the end of the June Faculty Senate meeting.
 - Chairs from various committees met to review their committee charges and goals as well as voice any changes that may have taken place throughout the years.
 - Thank you to Professor Griffith and graduate students for displaying posters from Pharmacy for today’s meeting.
 - Funds to purchase software from Leapfrog have been approved. The software will provide better efficiency for the course approval process.
7. Oliver Luck and Mike Parsons gave a report from the Athletic Department. Chief Roberts spoke on behalf of the WVU Police Department. He said that in the past 27 years of working the football games, 2011 had less misconduct issues than any of the previous years.
8. Dennis Ruscello, Chair-elect, Senate Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses and Course Changes. Motion carried.

Annex II, Capstone Course for SM 487. Motion carried

Annex III, Capstone Course for SEP 474. Motion carried.

Annex IV, Curriculum Changes to the Graduate Physical Education Teacher Education Program. Motion carried.

Annex V, Request to Dissolve the School of Applied Social Sciences and Request for Constituent Unit Name Changes. Motion carried.

Annex VI, The Alteration Report was submitted for information.
9. Lisa DiBartolomeo, Chair, General Education Committee, moved for approval of the following reports:

Annex VII, GEC Actions. Motion carried.

Annex VIII, The GEC Audits were submitted for information.

10. Roy Nutter, ACF representative, gave the ACF report.
11. Robert Griffith, BOG representative, gave the BOG report.
12. Elizabeth Dooley, Associate Provost, and Steve Robinson, Director, University Registrar's Office, led a discussion concerning the Undergraduate Suspension Policy. The current policy needed clarity and various options needed to be put in place. It was moved and duly seconded to approve the Policy with a small clarification that includes the student will have an option to either stay in his/her current major or move to another major. Motion carried.
13. Mike Mays, Faculty Senate Chair-elect, said on January 1, 2012, the U.S. Department of Education adopted new regulations concerning academic credit. He gave an overview of the New Course Credit Hour Assignment Guidelines submitted by the subcommittee, and he discussed how a credit hour will be measured.

It was moved and duly seconded to table the Guidelines until questions can be answered concerning budget concerns for labs. A hand count was taken. Yes to table with 29 votes and No to table with 30 votes. Motion failed. It was moved and duly seconded to approve the Guidelines with no changes. Motion carried.
14. Elizabeth Dooley, Associate Provost, presented the Academic Calendar for 2013-14. After discussion, it was moved and duly seconded to approve the calendar. Motion carried.
15. The meeting adjourned at 5:25 p.m. to reconvene on Monday, June 11, 2012.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: April 23, 2012
Re: New Courses and Course Changes

Davis College of Agriculture, Natural Resources, and Design

New Courses:

Wildlife Management

WMAN 205. Wildlife-Fisheries Camp. 3-Hr. A course in field ecology and wildlife/fisheries sampling techniques. Designed to introduce the beginning wildlife and fisheries conservation professional to the science of collecting data on wildlife and fish populations in their natural habitats. (Effective Term: Summer 2012) (CIP 030601)

Rationale: This course will provide focused field experience, and encourage, facilitate, and enhance camaraderie among wildlife and fisheries students who will be our future natural resource agency personnel. This will be a required course for all wildlife and fisheries majors. The intent with this course is to engage students early in their academic career so they become active and motivated in their major. This course focuses students on technical aspects of field work, which lays the foundation for advanced courses in wildlife and fisheries techniques and our capstone class in advanced wildlife and fisheries management.

Forestry

FHYD 644. Watershed Hydrology. 3-Hr. PR: FHYD 444. A qualitative and quantitative understanding of principles governing the occurrence, distribution, and circulation of water near the Earth's surface. Emphasis is on the physical understanding and parameterization of hydrologic processes and the water cycle. (Effective Term: Spring 2012) (CIP 030501)

Rationale: Understanding the processes that govern the timing and distribution of Earth's water is fundamental for sustainably managing water & natural resources and informing policy makers. As such, this course focuses on how and why water moves through its various reservoirs to set the stage for understanding the potential implications of natural and anthropogenic disturbances such as climate change, insect infestation, forestry, and mining on fresh water resources. There are no other watershed hydrologic processes courses on campus. This is a new core curriculum course for graduate studies in Forest Resources with a focus in Hydrology and applicable for water and environmental graduate studies across campus.

Eberly College of Arts and Sciences

New Courses:

Biology

BIOL 430. Bioinformatics. 3-Hr. PR: BIOL 219. Consent. An introduction to algorithms and tools for analysis of genetic and genomic data in an evolutionary context. (Effective Term: Fall 2012) (CIP 260101)

Rationale: This course will be required for the proposed Computational Biology Interdisciplinary Studies major, and it will fulfill elective requirements in the Evolution and Ecology cluster for undergraduate Biology majors. The course fulfills a basic need for all students in any area of biology, which is increasingly becoming overwhelmed by volumes of data that are being produced by high-throughput technologies. The course will consist of lectures and hands-on computer labs. It will introduce students to concepts and tools that will enable them to make meaningful biological predictions about fragments of DNA obtained in the laboratory or from public databases, as well as give them basic knowledge of genome-wide and phylogenetic analyses.

Geography

GEOG 640. Geopolitical Perspectives. 3-Hr. This course uses geopolitical perspectives to critically examine the linkages between power and places. Seminal literatures in the sub-field of geopolitics are read and critiqued, including critical geopolitics, feminist geopolitics and post-colonial theory. (Effective Term: Fall 2012) (CIP 450701)

Rationale: This course offers a unique contribution to graduate studies in Geography and cognate fields (especially Political Science and International Relations). Graduate students in Human Geography have a variety of excellent courses to choose from that focus on economic and development geography, but there is a lack of courses that focus on politics. My course fills that gap by focusing on a broad range of geopolitical theories and perspectives. This course is structured as a seminar in which seminal theoretical pieces of literature, as well as empirical and contemporary literature, are read, critiqued and discussed. No other course in the department, or across campus, focuses on geopolitical theories.

Geology

GEOL 489. Senior Seminar. 1-Hr. The presentation and discussion of topics regarding graduate school and career preparation for graduating seniors. (Effective Term: Fall 2012) (CIP 400601)

Rationale: This seminar course was developed in response to data gathered from our graduating seniors and alumni that suggests a greater need for preparation to enter graduate school or the job market in geology. Many opportunities exist for our graduates in both the academic and professional fields of geology. Exposure to this type of professional development will better prepare students to take advantage of these opportunities.

Honors

HONR 220. Speech Writing. 3-Hr. A workshop seminar with the objective to develop and practice speech writing and presentation skills. The focus is on formal, manuscript speeches, with carefully crafted language, organization, flow, and delivery. (Effective Term: Fall 2012) (CIP 240199)

Rationale: The ability to hold an audience in the palm of one's hand is an amazingly powerful skill. The course serves Honors College students across disciplinary interests. It is designed to develop audience analysis and adaptation, organizational, editing, feedback, communication, and self-presentation skills. This course will provide an understanding of nuances of word choice, confidence and trust.

Leadership

LDR 330. Leadership and Athletics. 3-Hr. PR: LDR 201. Examines leadership in the context of sport with historical and contemporary examples. Different levels of sport will be discussed. Issues related to followership and organizational culture, relevance of motivational theory, and team relationships are explored. (Effective Term: Fall 2012) (CIP 521003)

Rationale: The leadership Studies minor complements a traditional academic major by exposing students to leadership history and theory as well as giving them practical experience through experiential learning. Leadership in Sport fits the Leadership Studies minor program needs because it integrates leadership theories with an understanding of sport. Sports are a frequent topic in leadership studies core courses because it is at the intersection of many theories/discussions of leadership: coaching, mentoring, teams, motivation, and followers. This course does not overlap with any of the other approved electives from other departments, which means that students in the minor do not have an option to investigate leadership and sports through other courses.

Psychology

PSYC 655. Research Methods in Clinical Psychology. 3-Hr. Fundamental knowledge of research methodology in the science of clinical psychology. Acquisition of skills in research design, evidence-based practice of psychology, scholarly review, and scientific writing. (Effective Term: Fall 2012) (CIP: 420101)

Rationale: Through ongoing self-study, we have observed deficiencies in knowledge and skills pertaining to research design among some trainees in our Clinical/Clinical Child graduate programs at the time of their doctoral qualifying exams and competency ratings upon program completion. Approximately one third of our graduates over the past 10 years have lacked basic competence in a specific area of either group experimental research design or single subject methodology. The program is concerned with these deficiencies because knowledge in research design is a required competency area for all professional psychology training programs accredited by the American Psychological Association. Additionally, as the breadth and complexity of knowledge and skills in research design in the area of Clinical/Clinical Child Psychology has advanced, our program no longer believes that the

rudimentary coverage of research design that occurs in PSYC 511 and 512 (Research Design and Data Analysis I & II) is sufficient to prepare our trainees for conceptualizing the types of empirical projects they will design to compete for funding in today's research environment successfully. The Clinical/Clinical Child program aims to assure competency in the area of research design among all students by requiring this course for all doctoral trainees.

World Languages, Literature and Linguistics

SPAN 334. Seminar in Spanish American Lit. 3-Hr. PR: (SPAN 310 and (SPAN 311 or SPAN 312 or SPAN 313)) or (SPAN 311 and (SPAN 312 or SPAN 313 or SPAN 314)) or (SPAN 312 and (SPAN 313 or SPAN 314)) or (SPAN 313 and SPAN 314). In-depth study of key works of the Spanish American literary canon. (Effective Term: Fall 2012) (CIP 160101)

Rationale: This course will provide students with the opportunity for in-depth study of some of the most important works of Spanish American literature. It will complement the Spanish curriculum by providing students with the necessary referential framework to understand the complexities of literary history. While Spanish American literature is a survey course that gives an overview of literature in Spanish America, this class will focus on specific topics. Instruction of this course will rotate among Spanish faculty. Topics examined in the course will vary according to faculty expertise.

SPAN 370. Advanced Spanish Language in Spain. 3 Hr. PR: SPAN 204 or 200 or score of 494 or higher on placement test. Overview of reading writing, listening and speaking skills taught on location, as part of the faculty-led summer program in Spain. (Effective Term: Summer 2012) (CIP 160101)

Rationale: This course will provide students the opportunity to improve their language skills, through a combination of classes at the Universidad Internacional Menendez Pelayo, journal writing, and conversation sessions conducted by the faculty-leader of the program. This course will be part of a regular faculty-led summer program in Santander, and many students will use the course as an elective for their Spanish minor or major. The course will provide students with the opportunity to learn and apply the language in immersion.

SPAN 371. Intro to Spanish Culture in Spain. 3 Hr. PR: SPAN 204 or 200 or a score of 494 or higher on placement test. Overview of Spanish culture taught on location, as part of the faculty-led summer program in Spain. (Effective Term: Summer 2012) (CIP 160101)

Rationale: This course will provide students the opportunity for in-situ study of Spanish culture, through a combination of classes at the Universidad Internacional Menendez Pelayo, excursions, and visits to culturally significant sites in Spain, representing the whole range of Spanish history, from paintings in prehistoric caves to the Guggenheim Museum in Bilbao.

This course will be part of our regular faculty-led summer program in Santander, and many students will use the course as an elective for their Spanish minor or major; it will provide students with the opportunity to learn and experience Spanish culture in-situ.

Sociology

SOCA 357. Archaeological Field School. 1-6 Hr. (May be repeated up to a maximum of 6-Hr. if different field schools.) Practical experience with the recovery and scientific study of archaeological remains. Emphasizes site survey, excavation, and laboratory techniques. (Effective Term: Summer 2012) (CIP 45101)

Rationale: This is a new WVU course as well as a designation for students who take field schools with other universities or abroad and wish to transfer their credits to WVU. It is a six-week summer course offered for 3 or 6 credits (half-day or full-day option), but the designation of 1-6 allows for variability in credits transferred to WVU due to differences in field school credits offered by other institutions. The course will primarily serve majors in Sociology & Anthropology (Anthropology area of emphasis) and minors in Anthropology, but it is open to other students as well.

An archaeological field school comprises of a basic component of training within the subfield of archaeology and increases opportunities for students to gain paid work experience in the private sector. The SOCA curriculum committee would like this course sequenced at the 300-level, as we envision methods courses to constitute an intermediate step in the training of our undergraduate majors. 400-level courses integrate methods and theory at a more advanced level. The concurrent alteration of the “Ethnographic Field Methods” course will be specific to cultural anthropology as a distinct subfield of anthropology. As graduates usually go on to specialize in specific subfields, whether in applied work or graduate studies, we find these distinctions among methods course offerings to be necessary.

Statistics

STAT 582. Statistical Consulting. 1-Hr. PR: STAT 513 or Consent. Statistical consulting principles and procedures. The entire consulting experience, including design, models, communication skills, ethics, tracking, and documentation, is presented in a series of case studies, including student presentations and reports on assigned cases. (Effective Term: Fall 2012) (CIP 270501)

Rationale: The addition of this course is a direct result of student and post-graduate feedback from our recent MS BOG self study about the need for more practical training. This course provides a formal classroom setting for learning consulting principles and procedures within the context of case studies. It is a pre-requisite for STAT 682, which provides practical consulting training on university-related research projects under the direction of a faculty member.

Women’s Studies

WMST 450. Sex and Science at the Movies. 3-Hr. Explores how bodies, sexuality, and other gendered traits are used in films to demonstrate techno-science’s societal impacts. Examines the relationship between media representations and techno-scientific practice. (Effective Term: Fall 2012) (CIP 050207)

Rationale: This course is part of a sequence of courses that Women’s Studies is developing in the area of feminist science studies, including WMST 250: Women and Science. This field focuses on gendered

analyses of science, technology, engineering and math (STEM) fields. Inclusion of these courses in the curriculum will enable students to examine the impacts of gender on the techno-scientific disciplines, thus expanding the program's traditional strengths in the humanistic, creative and social science disciplines. The aims are for Women's Studies to provide content aimed to attract STEM majors to the program and also to provide exposure to gendered analysis of techno-scientific fields to students from humanistic, creative and social science disciplines. The course also provides an advanced WMST course with a focus on film to complement our introductory WMST 150: Women and Movies course. It will provide students an opportunity to continue with more advanced film studies. The instructor contacted the proposed Film Minor program about possible inclusion of this course in the approved courses for that program.

College of Business & Economics

New Courses:

Marketing

MKTG 700. Seminar on Marketing Theory. 3-Hr. Critical review of the literature with an emphasis on evaluating the structure of theories as well as the various schools of marketing thought. Additionally, students develop an understanding of social science and the scientific method. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This is the introductory course for the doctoral program in marketing. It lays the foundations that allows students to develop the skills necessary for their critical assessment of existing marketing literature as well as the development of the student's own contributions to the marketing field.

MKTG 720. Seminar in Buyer Behavior. 3-Hr. This course covers buyer behavior theories including information processing, attitude, behavior, decision making, social environment, and potential moderators from positivist and post-positivist perspectives (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course is considered part of the core curriculum for the Ph.D. program in Marketing. It is taken in the second term and complements MKTG 700 (Marketing Theory) and makes use of the topics covered in the Statistical Methods courses. Additionally, it lays the foundation for MKTG 721 (Advanced Topics in Marketing 2) and MKTG 730 (Advanced Marketing Research). It is designed to expose students to a number of areas in consumer behavior (e.g., behaviorist and cognitive approaches, individual characteristics, involvement, information processing, acquisition and use, learning, attitude formation and change, affect and emotion, inference and perceptual biases, persuasion, interpersonal and social influences, group decision making, retailing and situational influences, choice and post-purchase behavior).

MKTG 730. Advanced Marketing Research. 3-Hr. PR: MKTG 700 and MKTG 720. This seminar covers common research methods employed in marketing research, including: experimental design, sampling and survey research, measurement, meta-analysis, and validity issues to facilitate students'

ability to critique marketing papers and to develop their own research. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course will provide an introduction and exploration of various research methods used to evaluate critically the academic literature in marketing and to conduct original research in field.

MKTG 740. Seminar in Mktg. Strategy & Policy. 3-Hr. This seminar is designed to deepen students' understanding of marketing strategy, international marketing and public policy in marketing. Topics include: measuring marketing outcomes, competition, foreign market entry mode, country of origin, consumer welfare, and sustainability. (Effective Term: Fall 2012) (CIP 520201)

Rationale: This course will introduce students to the research literature that addresses marketing strategy, international/global marketing, and public policy issues in marketing. These areas provide a broad overview of the key contemporary issues facing business organizations and how researchers have attempted to address them.

College of Creative Arts

New Courses:

Art

ART 191. First-Year Seminar-Creative Arts. 2-Hr. Based on creating an effective transition to the College and University, students will explore School, College and University programs and policies relevant to academic and artistic success. (Effective Term: Fall 2012) (CIP 500101)

Rationale: ART 191 and MUSC 191 and THET 191 have content specifically designed to assist College of Creative Arts' first-year students with their successful transition from high school to the College and University at-large. By working with instructors and learning outcomes directly related to the College's majors, the course provides students with programming and opportunities intended to develop critical, analytical and independent thinking necessary for academic and artistic growth and success. Such specific content is not covered in regular WVU 191e sections.

Music

MUSC 191. First-Year Seminar-Creative Arts. 2-Hr. Based on creating an effective transition to the College and University, students will explore School, College and University programs and policies relevant to academic and artistic success. (Effective Term: Fall 2012) (CIP 500913)

Rationale: MUSC 191 and ART 191 and THET 191 have content specifically designed to assist College of Creative Arts' first-year students with their successful transition from high school to the College and University at-large. By working with instructors and learning outcomes directly related to the College's majors, the course provides students with programming and opportunities intended to develop critical, analytical and independent thinking necessary for academic and artistic growth and success. Such specific content is not covered in regular WVU 191e sections.

MUSC 328. Applied Lessons for Minors. 1-2 Hr. PR: Audition or Consent. Applied music lessons. (Effective Term: Fall 2012) (CIP 500901)

Rationale: This addition of applied lessons for minors allows for the private instrumental or vocal study to count towards the required nine credits of upper level courses for the newly proposed minors in Music Performance, Jazz Studies, & World Music.

MUSC 460A. Electronic Music Composition. 2-Hr. (May be repeated for credit). PR: MUSC 465 and MUSC 466 or Consent. Private composition lessons using computer and other electronic means. More advanced topics from among multi-channel audio, multimedia, interactive electronic compositions, synthesizer programming and programming in Max/MSP, depending on level of study. (Effective Term: Fall 2012) (CIP 500901)

Rationale: This course has been taught for the past ten years as section 002 of MUSC 460 (Composition) with section 001 being traditional (vocal and instrumental) composition. However now that we are designing a music technology minor in which electronic composition is an elective but acoustic composition is not, it has become necessary to create a different course number to reflect the difference in the mediums used for this composition course. Since no other numbers in the 460's (upper level theory electives) are available MUSC 460A was chosen to reflect the Electronic medium used for composition.

THET 191. First-Year Seminar-Creative Arts. 2-Hr. Based on creating an effective transition to the College and University, students will explore School, College and University programs and policies relevant to academic and artistic success. (Effective Term: Fall 2012) (CIP 500501)

Rationale: THET 191 and MUSC 191 and ART 191 have content specifically designed to assist College of Creative Arts' first-year students with their successful transition from high school to the College and University at-large. By working with instructors and learning outcomes directly related to the College's majors, the course provides students with programming and opportunities intended to develop critical, analytical and independent thinking necessary for academic and artistic growth and success. Such specific content is not covered in regular WVU 191e sections.

College of Human Resources and Education

New Courses:

Curriculum & Instruction

C&I 465. Dance/Movement in K-12 Schools. 3-Hr. This course provides a basic understanding of the principles and potential of standards-based dance education as integration and as a fine art. (Effective Term: Spring 2013) (CIP 130301)

Rationale: This course will help teachers meet the needs of kinesthetic learners as they differentiate instruction and personalize student learning. It will align with initiatives from the WV Department of

Education in “Let’s Move WV” and the Elementary Dance Pilot Project for 2011-2012 (involving 20 elementary schools in WV). The Elementary Dance Pilot Project is being renewed for the 2012-2013 school term. According to WV Department of Education Policy 2510, WV high schools must offer all four of the fine arts, which includes dance. WV has Dance CSO’s for grades 9-12 and pilot Dance CSO’s for K-5, but does not have any certification or endorsement in this area. This course will play a large role as a Dance Education endorsement and Dance Education minor are developed (in response to need expressed at the state-level by both the Arts Coordinator and Superintendent). This course is included as a requirement in the proposal of a new “Dance Education Minor” through the College of Creative Arts, School of Theatre and Dance in addition to being a requirement of the dance education endorsement (development in-process). This course will have a positive influence on the issues of obesity and sedentary lifestyles of WV children.

Child Development and Family Studies

CDFS 101. Intro to Child Development and Family Studies. 1-Hr. This course will introduce students to the following: Child Development and Family Studies program, West Virginia University, core objectives of a First Year Experience, major requirements, program expectation and career possibilities with an emphasis on critical thinking and college survival skills. (Effective Term: Fall 2012) (CIP 190706)

Rationale: CDFS 101 is a one credit course designed to be an overview of the Child Development and Family Studies program and to meet the requirements of a First Year Experience. Freshman and transfer students are required to take a First Year Experience Course for GEC Objective 6. This course explores what it means to be a professional in Early Child Development or Family and Youth Studies. It reveals the components and requirements of University Success, the Child Development and Family Studies Major, including its two emphases areas (Child Development or Family and Youth), professional organizations, requirements for admission to the major, avenues to program completion, and requirements for working with children, youth and families. An introductory course for the major has not been offered before. This course will both meet the core objectives of the First Year Experience requirement plus introduce students to the major and the requirements for the major.

Students who have successfully completed a WVUe191 course upon transferring into the major will not be required to take CDFS 101. Incoming freshman majors and transfers with no WVUe191 course credit will be required to take this course for the major.

College of Law

New Courses:

LAW 612. Agriculture & Rural Land Use. 2-3 Hr. A consideration of the impact of various aspects of law and policy (e.g., land use regulation, environmental law, property rights, subsidies) on agricultural and other rural lands and the resulting effect on the food system. (Effective Term: Spring 2013) (CIP 220101)

Rationale: A highly complex body of law has developed to regulate what rural landowners can do with their land, from residential uses to agriculture, forestry, and mining operations. Many of these rules also impact our food system and the variety, quality and quantity of food available to consumers. Law students who intend to practice in West Virginia or other states with substantial rural lands are likely to counsel rural landowners, and all students may counsel individuals or institutions that consume the products produced by rural landowners. This course will enable law students to understand and navigate the patchwork of law and regulation that affects these parties.

LAW 613. International Environmental Law. 2-3 Hr. An issue-based approach to IEL, identifying pressing problems such as global climate change, ozone depletion, biodiversity, and studying some of the instruments and tools that have been created to deal with them. (Effective Term: Spring 2013) (CIP 220101)

Rationale: Domestic decision about energy policy and environmental protection are made in the shadow of a large body of international law governing these issues. In particular, students interested in energy and the environment should understand the international law of climate change and the domestic responses to it. This course will focus on the climate change treaties and other major treaties affecting important resources, and it will give students the skills to understand, interpret and shape those international legal doctrines for their future clients and employers.

College of Physical Activity and Sport Sciences

Course Change:

Sport and Exercise Psychology

From:

SEP 374. Sport Studies Research Methods. 3-Hr. An analysis of descriptive and experimental research in sport psychology and sport management. Course requirements include completion of capstone research project.

To:

SEP 474. Sport Studies Research Methods Capstone. 3-Hr. An analysis of descriptive and experimental research in sport psychology and sport management. Course requirements include completion of capstone research project. (Effective Term: Fall 2012) (CIP 310501)

Rationale: This is an existing course that is currently the “W” Writing Course in the Sport and Exercise Psychology curriculum. Students complete a group research study during the course. It has served as the program’s unofficial capstone course, so this is a request to add “Capstone” to the course designation.

Catalog Description (Includes title, credit hours, pre- and co-requisites plus catalog text. Catalog text is limited to 35 words. Term indicators are not required.)

OLD (For Changes OR Alterations, include BOTH entire old and entire new catalog entry)

SM 487. Issues in Sport Studies, 3-Hr. PR: ENGL 201. Students will participate in an in-depth analysis of contemporary issues that impact sport and the sport industry. This is an existing course, and it fulfills the GEC writing requirement.

31

Please Enter the number of words in the text box above:

Curriculum Based Rationale for action requested (how this course fits program needs in major, minor, etc.):

Issues in sport management that will be discussed in class include the future direction of the profession, globalization of sport, growth in corporate sport, amateurism in collegiate sport, and issues of diversity in sport, among others. The rationale for the intensive study of these issues by undergraduates is to provide them the forum to intellectually define their professional position on how these matters should be addressed once these students become the decision-makers. As a manager with the responsibility to lead multi-system, multi-structure sport and athletic business, sport managers will need to have an advanced position on these critical issues that affect their bottom line on a day-to-day basis.

Capstone Course Application

Courses approved for the Capstone experience must be at the 400 level. The capstone experience may be cross-disciplinary as well as focused on a specific discipline. The capstone experience is not limited to, but may include

- a senior thesis
- a music recital
- an art exhibit
- a service-learning experience
- an undergraduate research project
- a study-abroad experience
- a teaching internship experience

Definition of the Capstone Experience

The capstone experience is defined as an academic experience in which students demonstrate, in a significant, relevant project that has an oral and a written component, their abilities:

- (i) To gather material independently, as needed
- (ii) To think critically about and to integrate the theoretical and/or practical Knowledge that they acquired throughout their undergraduate careers
- (iii) To reflect on the ethical issues that are implicit in their projects and/or their Project's design

The complete Capstone application should include:

- the College/School Sign-Off sheet
- the Capstone Experience form (please do not exceed two pages)
- the Capstone course syllabus

Capstone Experience Form

A. Please provide a statement that illustrates how a student in the Capstone course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students in the Capstone course are assigned 5 essays per semester that require they read published academic work and write a critique of the work. Student's papers go through three levels of revisions. The final paper is graded against a rubric that measures critical thinking, as a competence of the essay grade.

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

The grading Rubric is attached. Student's papers cover areas of latest research into such topics, "Sport Management as an Academic Discipline", "International Issues in Sport Management", "Shame of College Sports", "Racism in College Sports", "Sport For Development", among other papers. These assignments combine issues related sports as practice, as well as sports as a vehicle for social change, or sport as an economic tool for lifting third world countries out of poverty and on to the world stage vis vis hosting international sport competition such as the Olympics, FIFA World Cup, Common Wealth Games.

Students not only write their essays based on the scholarly papers, they present the papers in class and lead discussion.

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

The final paper is an independent choice by the student. This project requires that the student select a topic that has ethical, or ethical implications. The student will write the essay and produce a poster board story regarding issues surrounding the topic. Each paper must be well resourced, and contain problem, situation, impact, and potential solutions. Students must convince the class that the issues can be addressed using sport management related skills.

B. Capstone Components

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

The course has five papers that the students must write and revise three times based on the grading rubric.

First revision is based on the peer edit format

Second revision is based on instructor edits,

The third edit will include one of the following,

1. Conference with professor.
2. Class presentation of paper using power point to show development of the paper from the first to the third draft.

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

Students present their papers to the class on two separate occasions:

1. Power point of revisions and changes and defend the final version.
2. Final paper is presented as a poster story board.
3. Conference with professor requires the student to defend the essay.

CAPSTONE: APPLICATION FOR APPROVAL OF A NEW COURSE, OR CHANGE OF EXISTING COURSE

WVU Catalog Update Form

MARK
(X)

- Course Add** (All information must be provided for course to be added)
- Course Change** (modification to an existing course to make it a Capstone course)
- This course will always be taught as a Capstone** (provide learning outcomes as they reflect the nature of the capstone experience, as well as the course syllabus)
- This course will not always be taught as a Capstone**

Subject Code: Effective Term:
 Spring.....XXXX01 XXXX = year
 Summer I....XXXX05
 Summer II...XXXX07 ie: 200408 = Fall 2004 Term
 Course Number: Fall.....XXXX08

Course Title: (30 Characters Maximum (including spaces))

College Code: Division Code: CIP Code:

Fixed Credit Hours: OR Variable Credit Hours Low: To High

For changes or alterations only Grade Mode:
 New course credit hours (for Grad School: S/U is equivalent to the Undergraduate
 Old course credit hours P/F. S/U grading is included in the Normal Grading mode.)

Prerequisite Courses:

Restriction codes:

| | | | | | | | | | |
|----------------|------|--|--|--|--|--|--|--|--|
| College | | | | | | | | | |
| Major | 6881 | | | | | | | | |
| Class | | | | | | | | | |
| Level | SR | | | | | | | | |

Catalog Description (Includes title, credit hours, pre- and co-requisites plus catalog text. Catalog text is limited to 35 words. Term indicators are not required.)

OLD (For Changes OR Alterations, include BOTH entire old and entire new catalog entry)

SEP 374. Sport Studies Research Methods. 3 Hr. An analysis of descriptive and experimental research in sport psychology and sport management. Course requirements include completion of capstone research project.

NEW

SEP 474. Sport Studies Research Methods. Capstone. 3 Hr. An analysis of descriptive and experimental research in sport psychology and sport management. Course requirements include completion of capstone research project.

Please Enter the number of words in the text box above:

30

Curriculum Based Rationale for action requested (how this course fits program needs in major, minor, etc.):

This is an existing course that currently offers the “W” Writing Course in the Sport and Exercise Psychology curriculum. Students complete a group research study during the course and, as such, the course has served as the program’s unofficial capstone course. This is a request to add “Capstone” to the course designation.

Expected learning outcomes (for new courses and course changes):

1. To develop an understanding of the roles of research in building the disciplinary foundations of sport and exercise psychology;
2. To gain experience in collecting, analyzing, and evaluating research data and writing up the research report;
3. To gain technical skills in writing style, consistent with the guidelines established within the *Publication Manual of the American Psychological Association*;
4. To develop effective public speaking and communication skills that will facilitate the presentation of scientific research at professional conferences.

THE FOLLOWING INFORMATION MUST BE SUPPLIED FOR ALL COURSE ADDS, CHANGES AND ALTERATIONS.

Does the proposed course or program require acquisition of new resources such as books, equipment or other appropriate resources to achieve the objective(s) of the course or program? (If yes, indicate source of funding.)

No

Source of funding:

Does the proposed course or course change have content that may be covered by another academic unit? (If so, include a memorandum of agreement from the units involved.)

No

Does the proposed course or course change have prerequisites taught by another academic unit? (If so, include a memorandum of agreement from the units involved.)

No

Does the proposed course or course increase the number of hours required for students to graduate? (If so explain why such an increase is necessary and why it is not possible to reduce hours in another part of the program requirements.)

No

College/School Sign-off

Contact person for this Course Date: 02.07.12 Phone: 304-293-0871

Name (**Please type or print legible**): Vanessa Shannon

PO Box _6116 Email: vanessa.shannon@mail.wvu.edu

Signature: _____

| | |
|-----------------------|---|
| Date: 02.07.11 | Initiated By (Please type or print legible): Vanessa Shannon Initiator's Signature: _____ Initiator's Phone Number: 304-293-0871 Email : <u>vanessa.shannon@mail.wvu.edu</u> |
| Date: _____ | Approved By (Please type or print legible): <u>Robert Wiegand</u> Approval Signature: _____ (Department Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible): <u>Jack Watson II</u> Approval Signature: _____ (Chairperson of Department/Division) |
| Date: _____ | Approved By (Please type or print legible): _____ Approval Signature: _____ (College Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible): <u>Lynn D. Housner</u> Approval Signature: _____ (College Associate Dean) |
| Date: _____ | Approved By (Please type or print legible): <u>Dana D. Brooks</u> Approval Signature: _____ (Dean of College or School) |

| | |
|----------------------------|----------------------------|
| Approved by Faculty Senate | Date: _____ |
| Signature: _____ | Curriculum Committee Chair |

| |
|---|
| ARC Only |
| Date Received: _____ Date Entered: _____ |

Submit:
Capstone application forms (6 copies and 1 original) to: Faculty Senate Office, P.O. Box 6621.

Capstone Course Application

Courses approved for the Capstone experience must be at the 400 level. The capstone experience may be cross-disciplinary as well as focused on a specific discipline. The capstone experience is not limited to, but may include

- a senior thesis
- a music recital
- an art exhibit
- a service-learning experience
- an undergraduate research project
- a study-abroad experience
- a teaching internship experience

Definition of the Capstone Experience

The capstone experience is defined as an academic experience in which students demonstrate, in a significant, relevant project that has both an oral and a written component, their abilities:

- (i) to gather material independently, as needed
- (ii) to think critically about and to integrate the theoretical and/or practical knowledge that they acquired throughout their undergraduate careers
- (iii) to reflect on the ethical issues that are implicit in their projects and/or their project's design

The complete Capstone application should include:

- the College/School Sign-Off sheet
- the Capstone Experience form (please do not exceed two pages)
- the Capstone course syllabus

Capstone Experience Form

- A. Please provide a statement that illustrates how a student in the Capstone course would demonstrate each of the following abilities:
1. Gather material independently, as needed:
 - a. Students craft an annotated bibliography on a research question chosen by group members; each student must independently gather 10 articles related to the group's research question and summarize the articles
 - b. Students develop a questionnaire or interview guide; using previous literature and research, students must independently create an objective survey or an open-ended interview guide
 2. Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:
 - a. Students participate in a semester long, full blown group research study; students submit for IRB approval, gather and synthesize previous research, design measures, collect data, analyze data, and present data in a manuscript and poster presentation
 - b. This project requires them to use theoretical and practical knowledge learned in previous coursework; specifically, those courses that are content specific to their research topic
 3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:
 - a. As part of the course curriculum, students are asked to identify and consider ethical issues associated with conducting research; specifically, the following participant rights are discussed and strategies for protecting these rights are employed:
 - a. Right to privacy or nonparticipation
 - b. Right to remain anonymous
 - c. Right to confidentiality
 - d. Right to experimenter responsibility
 - b. In addition, the following areas of scientific dishonesty and ways of avoiding the areas are discussed in class:
 - a. Plagiarism
 - b. Fabrication and falsification of data
 - c. Non-publication of data
 - d. Faulty data-gathering procedures
 - e. Poor data storage and retention
 - f. Misleading authorship
 - g. Sneaky publication practices
 - c. All students must participate in CITI training

B. Capstone Components

1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.
 - a. *W1 Review of the literature* (8-10 pages). The first writing assignment (W1) requires students to prepare and present a written summary of research on a specific topic in sport and exercise psychology. Using a research topic previously identified, students identify 10 relevant sources, preferably peer-reviewed journal articles. Once students have compiled 10 articles, they must create a summary annotated bibliography with the articles.
 - b. *W2 Sampling design* (3-5 pages). The second writing assignment (W2) requires students to critique the sampling design of three studies. For each case presented, students must answer the following questions: a) what types of sampling was used?, b) what are the advantages to this type of sampling in this study?, c) what are the disadvantages of this type of sampling in this study?, d) would the results of the study in anyway be biased by the chosen method of sampling?, and e) what type of sampling might be more appropriate?
 - c. *W3 Cover letter and questionnaire* (3 pages). The third writing assignment (W3) requires students to develop a cover letter and accompanying 15-item demographic questionnaire pertinent to the research topic you have chosen. In addition, students must identify an already established instrument they might be able to use in their study and provide a detailed description of the instrument.
 - d. *W4 Research proposal* (7-10 pages). The fourth writing assignment (W4) requires students to write a research proposal for one of the potential research topics in sport and exercise psychology distributed to the class. The proposal contains the following sections: (a) introduction, literature background, rationale, purposes, and hypotheses and (b) methodology.
 - e. *W5 Ethics case* (3-5 pages). The fifth writing assignment (W5) requires students to examine a study from an ethical perspective. Students are presented with a hypothetical case and asked to identify potential ethical issues and concerns.
 - f. *W6 Research project* (12-15 pages) Upon completion of collecting data for the research project proposed, research teams prepare and present a research report (W6). The report contains the following sections: (a) introduction, literature background, rationale, purposes, and hypotheses, (b) methodology, (c) results, and (d) discussion, conclusions, and recommendations for further research.

2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
 - a. Oral Presentation
 - i. Teams of three to five students each are established in class. Each person on the team will participate in oral presentations and the research project. While individual grades for each written assignment will be based on the quality of individual written work, research team members will receive a separate grade and feedback from the course instructor regarding the clarity and organizational flow of each individuals' contribution to the team's presentation
 - b. Poster Presentation
 - i. Each research team is required to present their research project via a poster presentation to other SEP students and faculty.

SEP 474: SPORT STUDIES RESEARCH

Professor: Dr. Vanessa Shannon
Office: Coliseum 275F3

Time: 2:00-3:15pm M/W
Place: Coliseum 245

Phone: 304.293.0871

Office Hours: By

appointment

Email: vanessa.shannon@mail.wvu.edu

Monday, Tuesday, and Thursday 10-11:30

REQUIRED TEXTBOOKS

Patten, M. L. (2007). *Understanding research methods: An overview of essentials* (6th ed.). Los Angeles: Pyrczak Publishing.

Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association

Thomas, J. R., & Nelson, J. K. (2005). *Research methods in physical activity* (5th ed.) Champaign, IL: Human Kinetics.

COURSE OBJECTIVES

1. To develop an understanding of the roles of research in building the disciplinary foundations of sport and exercise psychology;
2. To gain experience in collecting, analyzing, and evaluating research data and writing up the research report;
3. To gain technical skills in writing style, consistent with the guidelines established within the *Publication Manual of the American Psychological Association*;
4. To develop effective public speaking and communication skills that will facilitate the presentation of scientific research at professional conferences.

ATTENDANCE AND CLASS PARTICIPATION

Attendance is required if you want to succeed in this course. Each absence from class that is not excused results in a loss of 10 points from your cumulative grade.

CLASS FORMAT

Both lecture and discussion group formats will be utilized. Handouts to accompany course lectures will be posted on eCampus. Please take time to print notes off ahead of time and bring them to class. Reading assignments should be completed before class so that you can use the information you have learned from readings to supplement your classroom experience.

COURSE EVALUATION

| | <u>Points</u> |
|--|---------------|
| Ten (10) Reading Quizzes (10 points each) | 100 |
| Ten (10) Graded Assignments (A1-A10, 10 points each) | 100 |
| W1 Summary of Research Study | 200 |
| W2 Sampling Design | 100 |
| W3 Cover Letter and Questionnaire | 100 |
| W4 Research Proposal | 200 |
| W5 Ethics Case | 100 |
| W6 Research Project | 300 |
| Attendance and Class Participation | 100 |
| Oral Presentation | 100 |
| Poster Presentation | 100 |
| | 1500 points |

GRADING SCALE - A = >90%; B = 80-89%; C = 70-79%; D = 60-69%; F = Below 60%

COURSE POLICIES

Cheating and Plagiarism: West Virginia University Academic Integrity Statement: The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/admissions/integrity.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

Social Justice: WVU is committed to social justice. I concur with that commitment and expect to maintain a positive learning experience based upon open communication, mutual respect, and nondiscrimination. Our university does not discriminate on the basis of race, gender, age, disability, veteran status, religion, sexual orientation, or ethnicity. Any suggestions as to how to further such a positive and open environment will be appreciated.

Disability: If you are a person with a disability and anticipate needing any type of accommodation in order to participate in the class, please advise me and make appropriate arrangements with WVU Disability Services at 293-6700.

Quizzes

Quizzes will be based on the reading for the week and must be completed on eCampus during the "open" period. Quizzes will close Wednesday of each week at 11:59pm. Please note that once you open the quiz, you will have 15 minutes to complete it. NOTE: There 11 scheduled quizzes but only 10 count towards your grade; as such, your lowest quiz grade will be dropped.

Writing Assignments (W1-W6)

This course is writing intensive. However, you will be given an opportunity to prepare drafts of certain assignments that will be reviewed by the course instructor. Drafts of all assignments are encouraged and should be submitted to the course instructor on the dates specified on the course calendar. These drafts will be returned Sunday with comments and suggestions related to composition and grammatical style, organizational flow, and adherence to the publication guidelines found in the *Publication Manual of the American Psychological Association*. NOTE: All writing assignments should be double-spaced, 11-12 pt font, APA formatted, with normal 1" margins. DO NOT play with the font size or margin size to increase your page length. More specific instructions and samples for all Writing Assignments are posted on eCampus. Please turn in ALL Writing Assignments via the Assignment Dropbox on eCampus no later than 11:59pm on the due date. NOTE: W1-W5 are individual writing assignments, W6 is a team assignment.

W1 Review of the literature (8-10 pages). The first writing assignment (W1) will require that you prepare and present a written summary of research on a specific topic in sport and exercise psychology. This assignment is worth 100 points. Using your research topic from A1, identify 10 relevant sources, preferably peer-reviewed journal articles. Go the WVU Library website and use the SPORT Discus search engine. Once you have compiled 10 articles, create a summary annotated bibliography with the articles. Consult Patten topics 14-16. NOTE: Your bibliography ONLY needs to include the citation and a brief summary of the article. For help with annotated bibliographies, please consult me or the following websites:

http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

<http://owl.english.purdue.edu/owl/resource/614/01/>

W2 Sampling design (3-5 pages). The second writing assignment (W2) will require you to critique the sampling design of three studies. This assignment is worth 100 points. For each case presented, you will be asked to answer the following questions: a) what types of sampling was used?, b) what are the advantages to this type of sampling in this study?, c) what are the disadvantages of this type of sampling in this study?, d) would the results of the study in anyway be biased by the chosen method of sampling?, and e) what type of sampling might be more appropriate? Please consult Patten topics 17-20.

W3 Cover letter and questionnaire (3 pages). The third writing assignment (W3) will require you to develop a cover letter and accompanying 15-item demographic questionnaire pertinent to the research topic you have chosen. In addition, please identify an already established instrument you will use in your study and provide a detailed description of the instrument. This assignment is worth 100 points. Guidelines for preparing the cover letter and questionnaire items will be presented in lecture materials and are reviewed in the assigned textbooks.

W4 Research proposal (7-10 pages). The fourth writing assignment (W4) will require you to write a research proposal for one of the potential research topics in sport and exercise psychology distributed to the class. This assignment is worth 150 points. The proposal will contain the following sections: (a) introduction, literature background, rationale, purposes, and hypotheses and (b) methodology.

W5 Ethics case (3-5 pages). The fifth writing assignment (W5) will require you to examine a study from an ethical perspective. This assignment is worth 100 points. You will be presented with a hypothetical case and asked to identify potential ethical issues and concerns. Please consult Patten topic 12.

W6 Research project (12-15 pages) Upon completion of collecting data for the research project proposed, your team will be asked to prepare and present a research report (W6). This assignment is worth 250 points. The report will contain the following sections: (a) introduction, literature background, rationale, purposes, and hypotheses, (b) methodology, (c) results, and (d) discussion, conclusions, and recommendations for further research. Although teams are encouraged to use the best components from individual proposal; however, each student on the team is responsible for a specific section of the final paper and should be responsible for 3-4 pages of the completed paper. Please note that sections a) and b) will come straight from your research proposal and the feedback you receive on W4. Each team will turn in one collective paper.

Graded Assignments (A1-A10)

** Please turn in ALL Graded Assignments via the Assignment Dropbox on eCampus no later than 11:59pm on the due date.

A1 Research topic and personal rationale. Choose one of the Research Topics discussed in class. Describe your personal rationale for choosing this research topic.

A2 Using the library. Choose a research study in the topic area for your research project. Summarize, in your own words, the purposes, rationale, methods, hypotheses, and findings of the research study. Discuss any limitations to the study, suggestions or recommendations for future research, and potential applications of the findings for professionals in sport and exercise psychology. Please submit both your summary and a pdf of the article.

A3 Understanding APA. Please review the APA Handout posted on eCampus. Please identify three sources related to sport and exercise psychology (a journal article, a book chapter, and a website). Cite these sources using APA. In addition, complete the Plagiarism Tutorial on the WVU Libraries

website (<http://www.libraries.wvu.edu/instruction/plagiarism/>). Identify and briefly discuss two things you learned about plagiarism from this tutorial.

A4 Institutional review board. Review the Expedited Procedures presentation and complete the Human Subjects IRB modules on the CITI training website. (http://orc.research.wvu.edu/human_subjects_research_and_the_irb/human_subject_training).

A5 Nature of scientific research. Complete the Theories Activity posted on eCampus. Consult Patten topic 13.

A6 Examining relationships. Complete the Examining Relationships assignment posted on eCampus. Consult Patten topics 44-47.

A7 Determining differences. Complete the Determining Differences assignment posted on eCampus. Consult Patten topics 48-50.

A8 Understanding SPSS. SPSS is software used for statistical analysis. Complete the SPSS tutorial (<http://www.psych.utoronto.ca/courses/c1/spss/toc.htm>). Comment (e.g., what did you learn, what questions do you have) on each of the 7 “modules” (e.g., the basics, data, descriptive statistics).

A9 Experimental research. Complete the Quantitative Methodology assignment posted on eCampus.

A10 Qualitative methodology. Complete the Qualitative Methodology assignment posted on eCampus. Consult Patten topics 9-10.

Oral Presentation

Teams of three to five students each will be established in class. Each person on the team will participate in oral presentations and the research project. While your grade for each written assignment will be based on the quality of your written work, you will receive a separate grade and feedback from the course instructor regarding the clarity and organizational flow of your individual contribution to your team's presentation.

Poster Presentation

Each team will be required to present their research project via a poster presentation to other SEP students and faculty. Instructions for poster presentations will be given in class and posted on eCampus.



Department of Coaching & Teaching Studies

COURSE CHANGES FOR THE GRADUATE PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM Two and-a-half year program

RATIONALE FOR CHANGES

After securing feedback from students and reviewing the curriculum, the faculty would like to revise the curriculum by adding a technology course (PETE 694A Seminar: Technology in Physical Education and dropping one of the motor development classes. The total number of hours in the program would remain the same at 36 credits.

Core Classes

| Current curriculum (36 credits) | Proposed curriculum (36 credits) |
|---|---|
| PET 605 Professional Issues in Physical Education | PET 605 Professional Issues in Physical Education |
| PET 615 Research Methods in Physical Education | PET 615 Research Methods in Physical Education |
| PET 638 Operant Principles | PET 638 Operant Principles |
| PET 665 Curriculum in Physical Education | PET 665 Curriculum in Physical Education |
| PET 668 Issues in Motor Development | PET 668 Issues in Motor Development |
| PET 671 Childhood Motor Development | PET 673 Instructional Technology – Sport/Phys Education |
| PET 680 Theories of Fitness Education | PET 680 Theories of Fitness Education |
| PET 681 Motor Development for Special Populations | PET 681 Motor Development for Special Populations |
| PET 683 Principles of Effective Teaching | PET 683 Principles of Effective Teaching |
| PET 685 Supervision Techniques in PE | PET 685 Supervision Techniques in PE |
| PET 686 Teaching Practicum | PET 686 Teaching Practicum |
| PET 688 Applied Motor Learning | PET 688 Applied Motor Learning |

West Virginia University Graduate On Line Physical Education Teaching Education Program – 2 ½ year program

Proposed Changes

| | |
|--|--|
| Change the number of hours for the program | No – program will remain 36 hours |
| Add one courses to Core | PET 694 Technology in Sport & Physical Education |
| Drop one courses from Core | PET 671 Childhood Motor Development |

| Old Description | Old Program – 36 hours | New Description | New program – 39 hours |
|---|---|---|---|
| Students are eligible to apply for the physical education teacher education master's program if they are certified or are certifiable to teach in the public schools. The master's program includes a balance of online courses (taken during the spring and fall semesters) and on-campus courses (taken during the summer). Normal time to completion is four regular semesters and three summers (approximately two years). Practical application of research-based and developmentally appropriate teaching practices is emphasized by the program. | <p>Required classes – 36 hours</p> <p>PET 605 PET 616 PET 638 PET 665 PET 668 PET 671 PET 680 PET 681 PET 683 PET 685 PET 686 PET 688</p> | <p>The Physical Education Teacher Education (PETE) Master of Science degree is designed for certified physical education teachers who work full-time. The program is designed to advance individual skills as well as to advance one's knowledge to develop a standards-based physical education program. Students are admitted once year and complete all coursework with a cohort. The master's program includes a balance of online courses (taken during the spring and fall semesters) and on-campus courses (taken during the summer). Normal time to completion is four regular semesters and three summers (approximately two years). Practical application of research-based and developmentally appropriate teaching practices is emphasized by the program.</p> <p>No more than 12 graduate hours may be taken toward the master's degree as a non-degree graduate student.</p> <p><i>Admission</i> Students are eligible to apply to the program if they are certified or are certifiable to teach in the public schools and had an UG gpa of 2.75 or higher.</p> <p>Students who do not meet the 2.75 grade point average requirement can be admitted as provisional graduate students if their GPA is above 2.5; they are required to attain a 3.0 grade point average in the first 12 hours of advisor-approved coursework in order to be reclassified as a regular graduate student. In order to receive the degree, the student must have a minimum average of 3.0 in all coursework leading toward the degree and satisfy all department and University requirements.</p> <p>Application deadline is March 1 for summer admission.</p> | <p>Required classes – 36 hours</p> <p>PET 605 PET 616 PET 638 PET 665 PET 668 PET 673 PET 680 PET 681 PET 683 PET 685 PET 686 PET 688</p> |

Current Program

West Virginia University

Two and-a-half Years Graduate Physical Education Teacher Education Program
36 hours

The Physical Education Teacher Education (PETE) Master of Science degree is designed for certified physical education teachers who work full-time. The program is designed to advance individual skills as well as to advance one's knowledge to develop a standards-based physical education program. Application deadline is March 1 for summer admission. The hybrid distance learning program is completed over seven consecutive semesters (beginning and ending in the summer). The program consists of on campus classes (summer two-weeks) and online coursework (fall and spring).

| | | |
|-----------------|---|---|
| Summer 1 | PET 665 Curriculum in Physical Education | 3 |
| | PET 668 Issues in Motor Development | 3 |
| Fall 1 | | |
| | PET 615 Research Methods in Physical Education | 3 |
| Spring 1 | | |
| | PET 683 Principles of Effective Teaching | 3 |
| Summer 2 | | |
| | PET 688 Applied Motor Learning | 3 |
| | PET 638 Operant Principles | 3 |
| | PET 673 Instructional Technology – Sport/Physical Education | 3 |
| Fall 2 | | |
| | PET 680 Theories of Fitness Education | 3 |
| Spring 2 | | |
| | PET 685 Supervision Techniques in Physical Education | 3 |
| Summer 3 | | |
| | PET 681 Motor Development for Special Populations | 3 |
| | PET 605 Professional Issues in Physical Education | 3 |
| | PET 686 Teaching Practicum | 3 |

Summary

The proposed curriculum changes would not require any additional faculty resources but would address a current weakness in the curriculum regarding a lack of technology.

Department Chair _____ Date _____
(indicates program and departmental approval)

Graduate Council Chair _____ Date _____

Associate Dean _____ Date _____

Dean _____ Date _____

cc: Carol Straight
Robin McKinney

MEMO

To: Joan Gorham, Associate Dean

From: Corey Colyer, Interim Chair of Sociology and Anthropology
John Kilwein, Interim Chair of Public Administration
Christopher Plein, Associate Dean and Interim Chair of Social Work

Re: Request to Dissolve the School of Applied Social Sciences and Request for Constituent Unit Name Changes

Date: February 16, 2012

The Divisions of Public Administration, Social Work, and Sociology and Anthropology request that the School of Applied Social Sciences (SASS) be disarticulated and that each constituent unit be made part of the regular structure of the Eberly College of Arts & Sciences. The School of Applied Social Sciences was established in 1999 to provide a platform for collaboration, program diversification, and enhancement among three disciplines with complementary interests in applied social science. Two primary factors suggest that disarticulation is appropriate now.

First, each of the constituent units has experienced significant growth and gains in the past decade. For example the Division of Sociology and Anthropology now has one of the largest bases of majors in the College and University, due largely to the Criminology program that was established in the early 2000s. The Division of Social Work has grown significantly in graduate student enrollment and has a distinct off-campus mission that delivers graduate education not only in Morgantown but in five separate sites across the state. The Division of Public Administration continues to operate the only accredited MPA program in the state and has also led the College's efforts to promote on-line education by offering the Master of Legal Studies program launched in 2005. According to ECAS data sources (The Nick Evan's Report) enrollment for pre-majors, majors, and graduate students in the School of Applied Social Sciences grew from 697 in fall 2002 to 1,556 in fall 2011.

Second, the Eberly College of Arts and Sciences new strategic planning priorities place many of the goals that guided the development and evolution of SASS at the center of the College's objectives. The College's heightened emphasis on graduate education, innovative instructional delivery systems, applied social science, multi-disciplinary collaboration, sponsored research, and engagement and outreach are strengths of each of the School's constituent divisions. The full integration of the constituent units within the College structure should help leverage and facilitate accomplishment of the College's strategic planning goals.

We request and recommend four action steps:

First, we request the formal dissolution or disarticulation of the School of Applied Social Sciences. Each Division has discussed dissolution at length over the past year and each endorses a new organizational structure that allows the units to function as regular departments, or as in the case of Social Work, as a school in the Eberly College structure. Ideally, this change would be in effect July 1, 2012.

Second, the Division of Sociology requests that it be renamed the Department of Sociology and Anthropology, effective July 1, 2012.

Third, the Division of Public Administration requests that it be renamed the Department of Public Administration effective July 1, 2012.

Fourth, the Division of Social Work requests that it be renamed the School of Social Work effective July 1, 2012. As a School, the unit would remain a part of the Eberly College of Arts and Sciences. It would function essentially as a department with a chair/director reporting to the Dean of the Eberly College of Arts and Sciences and all personnel, budget, and academic functions being parallel to the College's academic departments. The Division voted unanimously on September 9, 2011 to request designation as a School of Social Work.

We have attached to this memo separate requests for the actions that are needed to effect the changes requested.

REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE, AND MAJOR NAME

Actions Requested

Change of Department Name

Old Name: Division of Social Work, School of Applied Social Science, ECAS

New Name: School of Social Work, ECAS

1. Rationale

The West Virginia Division of Social Work offers both the Bachelor of Social Work and the Master of Social Work degree. Both of its degree programs are accredited by the Council of Social Work Education. The Division offers the only accredited MSW program in West Virginia. Prior to being integrated into the School of Applied Social Science and the Eberly College of Arts & Sciences, the Division was a free-standing school at West Virginia University (1972-1999). With the disarticulation of the School of Applied Social Sciences, the Division requests its name be changed to the School of Social Work. Under this proposal the School of Social Work would be part of the administrative structure within the Eberly College of Arts & Sciences. It would function essentially as a department with a chair/director reporting to the Dean of the Eberly College of Arts and Sciences and all personnel, budget, and academic functions being parallel to the College's current arrangements with academic departments.

West Virginia University's social work program is unique in the university and among the state's higher education community in that it offers the Master of Social Work program at five extended campus sites across West Virginia, in addition to the program being offered at the main campus. There are approximately 475 pre-majors, majors, and graduate students in the Division of Social Work. Approximately 300 of these are graduate students. Approximately two-thirds of all graduate students pursue their MSW degrees at the program's extended campus sites across the state.

Based on the research conducted by the Division of Social Work, considerable justification is found for school designation. Social Work's accrediting body, the Council on Social Work Education identifies 208 accredited social work programs in the United States that offer master degrees in social work. Based on analysis conducted for this proposal, 123 social work academic units fit the operational definition of a school or college. Some are freestanding but many are school units within a college, such as is proposed and requested here. Most of the nation's highest ranking social work programs operate in units that are designated as a school or college.

Larger programs also tend to be designated as schools or colleges. In a recent *U.S. News and World Report* (2008) ranking of graduate programs, the WVU social work program was ranked 82nd out of 159 programs.

Many higher education institutions in the immediate region have social work programs that are designated as schools or colleges. These include free-standing schools and colleges of social work at Ohio State University, University of Pittsburgh, University of Kentucky, University of Maryland - Baltimore, Catholic University of America, University of Tennessee - Knoxville, and Virginia Commonwealth University. These also include schools of social work that are integrated in colleges such as is found at the University of Cincinnati and Radford University, where host colleges have an allied health or human service focus. The model of integrating Schools of Social Work into colleges is found elsewhere as well in major universities and in the arts and sciences. For example the University of Missouri – Kansas City, the University of Iowa, and the University of Oklahoma have schools of social work which are units within arts and sciences colleges.

Given the ranking and size of the social work program at West Virginia University, it is appropriate that the program be accorded the status as a School of Social Work. This designation would more appropriately align the program with its peer institutions at the regional and national level. Such a designation would better reflect the scale and scope of the program, which offers both the BSW and the MSW. This designation would likely assist in student and faculty recruitment, overall visibility in the state and the nation, and in relationships with key stakeholders in practice, the profession and alumni community.

As is illustrated in the case of the School of Applied Social Sciences, the designation of a school within a college at West Virginia University is not without precedent. Designation of a School of Social Work would allow a better sense of identification and better reflect the status of the large and vibrant program.

The Division's faculty have discussed the proposed changes and voted unanimously on September 9, 2011 to request designation as a School of Social Work.

2. Resource Implications

The proposed change will not require additional changes or additions in fiscal support, curriculum, or other resources.

**REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE,
AND MAJOR NAME**

Current: Division of Social Work

New: School of Social Work

Endorsements

MSW Curriculum Committee

Signature_____

Date_____

BSW Committee

Signature_____

Date_____

Division Chair

Signature_____

Date_____

College Curriculum Committee

Signature_____

Date_____

Dean

Signature_____

Date_____

Provost

Signature_____

Date_____

Faculty Senate Curriculum Committee

Signature_____

Date_____

Faculty Senate

Signature_____

Date_____

**REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE,
AND MAJOR NAME**

Actions Requested

Change of Department Name

Old Name: Division of Public Administration, School of Applied Social Science, ECAS

New Name: Department of Public Administration, ECAS

1. Rationale

The Division of Public Administration has experienced recent growth in faculty and students and anticipates more in the next several years. The Division of Public Administration operates the only accredited MPA program in the state and has also led the College's efforts to promote on-line education by offering the Master of Legal Studies program launched in 2005.

The Division's faculty have discussed the proposed changes and unanimously agreed to request the name change on January 11, 2012.

2. Resource Implications

The proposed change will not require additional changes or additions in fiscal support, curriculum, or other resources.

**REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE,
AND MAJOR NAME**

Current: Division of Public Administration

New: Department of Public Administration

Endorsements

Division Chair

Signature_____

Date_____

College Curriculum Committee

Signature_____

Date_____

Dean

Signature_____

Date_____

Provost

Signature_____

Date_____

Faculty Senate Curriculum Committee

Signature_____

Date_____

Faculty Senate

Signature_____

Date_____

**REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE,
AND MAJOR NAME**

Actions Requested

Change of Department Name

Old Name: Division of Sociology and Anthropology, School of Applied Social Science,
ECAS

New Name: Department of Sociology and Anthropology, ECAS

1. Rationale

The Division of Sociology and Anthropology has experienced recent growth in faculty and students and anticipates more in the next several years. The Division of Sociology and Anthropology currently handles the largest total volume of undergraduate students (measured by declared majors or pre-majors) in the ECAS. In addition, the Division has begun the preliminary strategic planning work to develop a PhD program in Sociology.

The Division's faculty have discussed the proposed changes and unanimously agreed to request the name change on February 14, 2012.

2. Resource Implications

The proposed change will not require additional changes or additions in fiscal support, curriculum, or other resources.

**REQUEST FOR CHANGE IN DEPARTMENT NAME, DEGREE PROGRAM TITLE,
AND MAJOR NAME**

Current: Division of Public Administration
New: Department of Public Administration

Endorsements

Division Chair

Signature_____ Date_____

College Curriculum Committee

Signature_____ Date_____

Dean

Signature_____ Date_____

Provost

Signature_____ Date_____

Faculty Senate Curriculum Committee

Signature_____ Date_____

Faculty Senate

Signature_____ Date_____

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello
Senate Curriculum Committee**Date:** 4/23/12**RE:** Monthly Alterations Report

| Subject Code | Course Number | CIP | Action | Old | New | Rationale | Effective Term |
|---------------------|----------------------|------------|--|---|---|--|-----------------------|
| CDFS | 250 | 190706 | Modify course title. | CDFS 250. Research Methods. 3 Hr. Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing). | CDFS 250. Research Methods and Data Analysis. 3 Hr. Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing). | Course title was changed to reflect the scope of the course. Information is provided regarding the research process from hypothesis testing to statistical analysis. | 201208 |
| CS | 350 | 110701 | Drop a prerequisite course requirement. | CS 350. Computer System Concepts. 3 Hr. PR: CS 111 and CPE 271. System software organization; operating system concepts including processes, threads, memory management, and the user interface; elementary network concepts. | CS 350. Computer System Concepts. 3 Hr. PR: CS 111. System software organization; operating system concepts including processes, threads, memory management, and the user interface; elementary network concepts. | The course dropped is not necessary to complete successfully CS 350. | 201208 |
| ENGR | 100 | 147777 | Change prerequisite course requirements. | ENGR 100. Introduction to Engineering Applications. 3 Hr. CoReq of MATH 126A or MATH 126B or MATH 126C or MATH 128 or MATH 129 or consent. Introduction to basic problem solving of | ENGR 100. Introduction to Engineering Applications. 3 Hr. CONC: MATH 129 or MATH153. Introduction to basic problem solving of engineering applications using algebra and trigonometry. | The change in course prerequisites will better prepare students for the course. | 201208 |

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|------|-----|--------|---|---|--|--|--------|
| | | | | engineering applications using algebra and trigonometry. | | | |
| ENGR | 103 | 147777 | Change a prerequisite course requirement. | ENGR 103. Intro to Nanotechnology Design. 3 Hr. PR: ENGR 101 and (MATH 153 or MATH 155 with a C or better). Continued development of engineering problem-solving, teamwork, and communication skills with emphasis on the fundamentals of nanotechnology design, using the computer as a tool, and algorithm development with a high-level language such as MATLAB. | ENGR 103. Intro to Nanotechnology Design. 3 Hr. PR: ENGR 101 and (MATH 154 or MATH 155 with a C or better) or consent. Continued development of engineering problem-solving, teamwork, and communication skills with emphasis on the fundamentals of nanotechnology design, using the computer as a tool, and algorithm development with a high-level language such as MATLAB. | The change in course prerequisite will better prepare students for the course. | 201208 |
| FRCH | 503 | 160101 | Change course number. | FRCH 501. French Stylistics. 3 Hr. Development of written communication in French through intense study of French grammar, stylistics, and translation. | FRCH 503. French Stylistics. 3 Hr. Development of written communication in French through intense study of French grammar, stylistics, and translation. | The change in course number is to assist students in scheduling stylistics/grammar courses. There will be a sequence of FRCH 303, 403 and now 503. | 201208 |
| HPML | 601 | 512201 | Change subject code prefix and course number. | PUBH 630. Policy and The Health System. 3 Hr. Overview and analysis of the development of health-related public policy in the United States, with particular emphasis on aging populations, policy development, process, and implementation on the state and national levels. | HPML 601. Foundations of Health and Policy. 3 Hr. Students acquire a fundamental understanding of current health policy as well as the policy making system. Students will learn how health policy is made in the larger context of social structures and social choices. | This course is a required course for all students enrolled in the new MPH program that provides information regarding health policy. | 201208 |
| IENG | 302 | 141701 | Change course requirements and modify course description. | IENG 302. Manufacturing Processes. 2 Hr. PR: MAE 343 or IENG 301. | IENG 302. Manufacturing Processes. 2 Hr. PR: Conc: MAE 343 or IENG | The change in course requirements will minimize course | 201208 |

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| | | | | Lectures and demonstrations relating to materials, properties, parameters, design, equipment, economics and computer control of processing systems emphasizing casting, machining, joining, and forming operations. | 301. Lectures, videos and examples relating to materials, mechanical properties, processing parameters, design, equipment, economics, failure analysis and processing systems emphasizing casting, powder processing, machining, joining and forming operations. | scheduling problems for majors. The changes in the course description reflect recent changes in the profession. | |
| MUSC | 101 | 500901 | Change course number. | MUSC 100A. Band: Concert. 0-2 Hr. (May be repeated for credit.) | MUSC 101. Band: Concert. 0-2 Hr. (May be repeated for credit.) | The Music major is renumbering courses to facilitate scheduling for student majors and minors and provide improved organization to their course numbering system. In addition some courses are being shifted to upper division levels to reflect advanced course content. Prior to enrollment in the Music courses listed, students must also audition before the faculty and receive a specific performance score, since they are performance based courses. | 201208 |
| MUSC | 101A | 500901 | Change course number. | MUSC 101B. Band: Varsity. 0-2 Hr. (May be repeated for credit.) | MUSC 101A. Band: Varsity. 0-2 Hr. (May be repeated for credit.) | See above general rationale. | 201208 |
| MUSC | 300 | 500901 | Change course number. | MUSC 100. Band: Wind Symphony. 0-2 Hr. (May be repeated for credit.) | MUSC 300. Band: Wind Symphony. 0-2 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 300A | 500901 | Change course number. | MUSC 100C. Band: Symphonic. 0-2 Hr. (May be repeated for credit.) | MUSC 300A. Band: Symphonic. 0-2 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 300B | 500901 | Change course number. | MUSC 100D. Band: | MUSC 300B. Band: | See above general | 201208 |

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|------|------|--------|-----------------------|---|---|------------------------------|--------|
| | | | | Marching. 0-2 Hr. (May be repeated for credit.) | Marching. 0-2 Hr. (May be repeated for credit.) PR: Consent | rationale. | |
| MUSC | 302 | 500901 | Change course number. | MUSC 102. University Choral Union. 0-1 Hr. (May be repeated for credit.) | MUSC 302. University Choral Union. 0-1 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 303 | 500901 | Change course number. | MUSC 103. Orchestra. 0-2 Hr. (May be repeated for credit.) University-community symphony orchestra, opera orchestra, musical theatre orchestra. | MUSC 303. Orchestra. 0-2 Hr. (May be repeated for credit.) PR: Consent. University-community symphony orchestra, opera orchestra, musical theatre orchestra. | See above general rationale. | 201208 |
| MUSC | 304 | 500901 | Change course number. | MUSC 104. Introduction to Opera Theatre. 0-4 Hr. (May be repeated for credit; max. 16 hr.) PR: Consent. Practical work in all aspects of lyric theatre production. Development of lyric theatre stage technique through movement studies, performance in major and minor roles and operatic scenes, and advanced production techniques. | MUSC 304. Introduction to Opera Theatre. 0-4 Hr. (May be repeated for credit; max. 16 hr.) PR: Consent. Practical work in all aspects of lyric theatre production. Development of lyric theatre stage technique through movement studies, performance in major and minor roles and operatic scenes, and advanced production techniques. | See above general rationale. | 201208 |
| MUSC | 305 | 500901 | Change course number. | MUSC 105. University Choir. 0-2 Hr. (May be repeated for credit.) | MUSC 305. University Choir. 0-2 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 305A | 500901 | Change course number. | MUSC 105A. University Choir: Concert. 0-2 Hr. (May be repeated for credit.) | MUSC 305A. University Choir: Concert. 0-2 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 340 | 500901 | Change course number. | MUSC 140. Chamber Music: Brass. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 340. Chamber Music: Brass. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 341 | 500901 | Change course number. | MUSC 141. Chamber Music: Guitar. 0-1 Hr. | MUSC 341. Chamber Music: Guitar. 0-1 Hr. | See above general rationale. | 201208 |

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| | | | | (May be repeated for credit.) PR: Consent. | (May be repeated for credit.) PR: Consent. | | |
| MUSC | 342 | 500901 | Change course number. | MUSC 142. Chamber Music: Piano-4 Hand. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 342. Chamber Music: Piano-4 Hand. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 343 | 500901 | Change course number. | MUSC 143. Chamber Music: Strings. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 343. Chamber Music: Strings. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 344 | 500901 | Change course number. | MUSC 144. Chamber Music: Woodwind. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 344. Chamber Music: Woodwind. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 345 | 500901 | Change course number. | MUSC 145. Chamber Music: Vocal. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 345. Chamber Music: Vocal. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 346 | 500901 | Change course number. | MUSC 146. Chamber Music: Mixed Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 346. Chamber Music: Mixed Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 347 | 500901 | Change course number. | MUSC 147. Chamber Music: Mountaineer Singers. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 347. Chamber Music: Mountaineer Singers. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 348 | 500901 | Change course number. | MUSC 148. Chamber Music: New Music. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 348. Chamber Music: New Music. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 349 | 500901 | Change course number. | MUSC 149. Chamber Music: Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 349. Chamber Music: Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 349A | 500901 | Change course number. | MUSC 149A. Chamber Music: Brass Choir. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 349A. Chamber Music: Brass Choir. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 349B through 349Y | 500901 | Change course number for courses 349B through 349Y. | MUSC 149B-Y. Chamber Music: Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 349B-Y. Chamber Music: Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |

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| MUSC | 349Z | 500901 | Change course number. | MUSC 149Z. Collegium Musicum. 1-2 Hr. (May be repeated for credit.) PR: Consent. Study of outstanding musical works not in the standard repertory. Performance of vocal and instrumental music, investigation of performance practices, preparation of editions, and direction of rehearsals under supervision. | MUSC 349Z. Collegium Musicum. 1-2 Hr. (May be repeated for credit.) PR: Consent. Study of outstanding musical works not in the standard repertory. Performance of vocal and instrumental music, investigation of performance practices, preparation of editions, and direction of rehearsals under supervision. | See above general rationale. | 201208 |
| MUSC | 351 | 500901 | Change course number. | MUSC 151. Chamber Music: Percussion 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 351. Chamber Music: Percussion 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 352 | 500901 | Change course number. | MUSC 152. Chamber Music: Percussion 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 352. Chamber Music: Percussion 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353 | 500901 | Change course number. | MUSC 183. Chamber Music: Jazz Big Band 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353. Chamber Music: Jazz Big Band 1. 0-1 Hr. (May be repeated for credit.) PR: Consent | See above general rationale. | 201208 |
| MUSC | 353A | 500901 | Change course number. | MUSC 183A. Chamber Music: Jazz Big Band 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353A. Chamber Music: Jazz Big Band 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353B | 500901 | Change course number. | MUSC 183B. Chamber Music: Jazz Small Group 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353B. Chamber Music: Jazz Small Group 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353C | 500901 | Change course number. | MUSC 183C. Chamber Music: Jazz Small Group 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353C. Chamber Music: Jazz Small Group 2. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353E | 500901 | Change course number. | MUSC 183E. Chamber Music: Jazz and Ethnic. 0-1 Hr. (May be repeated | MUSC 353E. Chamber Music: Jazz and Ethnic. 0-1 Hr. (May be repeated | See above general rationale. | 201208 |

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| | | | | for credit.) PR: Consent. | for credit.) PR: Consent. | | |
| MUSC | 353G | 500901 | Change course number. | MUSC 183G. Chamber Music: Jazz Vocal Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353G. Chamber Music: Jazz Vocal Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353H | 500901 | Change course number. | MUSC 183H. Chamber Music: Jazz Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353H. Chamber Music: Jazz Other. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 353I | 500901 | Change course number. | MUSC 183I. Chamber Music: Jazz Vocal Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 353I. Chamber Music: Jazz Vocal Ensemble. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 354 | 500901 | Change course number. | MUSC 154. Chamber Music: Gamelan. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 354. Chamber Music: Gamelan. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 355 | 500901 | Change course number. | MUSC 155. Chamber Music: Steel Band 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 355. Chamber Music: Steel Band 1. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |
| MUSC | 356 | 500901 | Change course number. | MUSC 156. Chamber Music: African. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on music of Africa culminating in a semester concert. | MUSC 356. Chamber Music: African. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on music of Africa culminating in a semester concert. | See above general rationale. | 201208 |
| MUSC | 357 | 500901 | Change course number. | MUSC 157. Chamber Music: Brazilian. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on music of Brazil culminating in a semester concert. | MUSC 357. Chamber Music: Brazilian. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on music of Brazil culminating in a semester concert. | See above general rationale. | 201208 |
| MUSC | 358 | 500901 | Change course number. | MUSC 158. Chamber Music: Ethnic. 0-1 Hr. (May be repeated for credit.) PR: Consent. | MUSC 358. Chamber Music: Ethnic. 0-1 Hr. (May be repeated for credit.) PR: Consent. | See above general rationale. | 201208 |

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| MUSC | 359 | 500901 | Change course number. | MUSC 159. Chamber Music: Taiko. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on Taiko music culminating in a semester concert. | MUSC 359. Chamber Music: Taiko. 1 Hr. PR: Consent. (May be repeated for credit.) Performing ensemble focusing on Taiko music culminating in a semester concert. | See above general rationale. | 201208 |
| MUSC | 465 | 500901 | Change course description. | MUSC 465. Electronic Music. 2 Hr. PR: MUSC 264 or consent. Technology of producing electronic music. Methods of producing electronic compositions, relationship between sound signal and sound perceived, ear training, analysis of examples from electronic music literature, and composition of electronic music. | MUSC 465. Electronic Music. 2 Hr. PR: MUSC 264 or consent. Technology of producing electronic music via MIDI sequencing. Basic electro-acoustic concepts; synthesizer programming techniques; listening and analyzing examples from electronic music literature; composition using MIDI sequencing, including synchronizing audio to video. | The course alteration reflects technological changes in the area of electronic music. | 201208 |
| MUSC | 466 | 500901 | Change course prerequisite and description. | MUSC 466. Electronic Music. 2 Hr. PR: MUSC 465. Continuation of MUSC 465. | MUSC 466. Electronic Music-Digital Audio. 2 Hr. PR: MUSC 262 or consent. Production of electronic music using digital audio. Sampling, editing, and processing of sound via computer software programs; listening and analyzing examples from electronic music literature; sound creation and composition using digital audio workstations. | The course alteration reflects technological changes in the area of electronic music. | 201208 |
| OEHS | 770 | 512201 | Change subject code prefix, course number and description. | PUBH 709. Public Health Systems Biology. 3 Hr. This course will give an overview of public health biology and | OEHS 770. Molecular Diagnosis Public Health. 3 Hr. This course gives an overview of the interdisciplinary | This course will provide students with important skills and knowledge in Occupational and Environmental Health | 201208 |

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| | | | | interdisciplinary approaches in molecular diagnosis and prognosis for personalized patient care. | approaches in molecular diagnosis and prognosis for personalized patient care. Knowledge of genome-wide association studies will guide hypothesis-driven experimentation and aid clinical decision-making. | Sciences within the new MPH program. | |
| PT | 760 | 512308 | Change course description, drop prerequisite course and increase credit hours. | PT 760. Clinical Education 3. 6 Hr. PR: PT 750. Students practice full-time for 12 weeks under the direction of licensed physical therapists and participate in rural health projects. | PT 760. Clinical Education 3. 8 Hr. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists. | The length of the practice has been increased from 12 to 16 weeks and the former prerequisite course has been dropped from the curriculum. | 201208 |
| SPA | 199 | 510204 | Change in description and grading. | SPA 199. Orientation to Speech Pathology and Audiology. 1 hr. Orientation to degree programs and requirements, departmental resources, curriculum options, student responsibilities and opportunities. Open to all students (including those considering SPA as a major) and required for SPA majors. (Course will be graded pass/fail.) | SPA 199. Orientation to Speech Pathology and Audiology. 1 hr. Designed to meet the First Year Experience core objectives for pre-SPA students. This course serves as an orientation to the professions of speech pathology and audiology as well as departmental degree programs, requirements, and personnel. | Changes were made so that the course content is consistent with the WVU First Year Experience requirements. Course grading was changed from P/F to a letter grade. | 201208 |
| SPED | 314 | 131001 | Add a prerequisite course. | SPED 314. Center-Based Programs Early Intervention. 3 Hr. Policies and practices for center-based early childhood special education for young children from ages 3-6; individual education plans and intervention programs to promote early learning and child- | SPED 314. Center-Based Programs Early Intervention. 3 Hr. PR: SPED 312. Policies and practices for center-based early childhood special education for young children from ages 3-6; individual education plans and intervention programs to promote early learning and child- | Students need the prerequisite course in preparation for the material that is taught in SPED 314. | 201208 |

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| | | | | peer interactions in preschool settings. | peer interactions in preschool settings. | | |
| SPED | 315 | 131001 | Add a prerequisite course. | SPED 315. Home-Based Programs Early Intervention. 3 Hr. Policies and practices for home-based early intervention for young children with special needs from 0-3; individual family service plans and intervention programs to support early development and family interactions in the home settings. | SPED 315. Home-Based Programs Early Intervention. 3 Hr. PR:SPED 312. Policies and practices for home-based early intervention for young children with special needs from 0-3; individual family service plans and intervention programs to support early development and family interactions in the home settings. | Students need the prerequisite course in preparation for the material that is taught in SPED 314. | 201208 |
| SPED | 364 | 131001 | Change course title and description. | SPED 364. Educational Programming for Students with Special Needs. 3 Hr. Curriculum planning and instructional program design for students with mild disabilities at elementary and secondary school levels; evidence-based practice in special and inclusive classrooms; lesson planning, implementation and evaluation. | SPED 364. Individualized Educational Programming. 3 Hr. Individualized curriculum planning and instructional program design for students with mild disabilities at elementary and secondary school levels; evidence-based practice in special and inclusive classrooms; lesson planning, implementation and evaluation. | Change course title and content to reflect changes in professional practice. | 201208 |
| SPED | 365 | 131001 | Change course title and description. | SPED 365. Assistive Technology. 3 Hr. PR: SPED 304. Specialized computer hardware and software, adaptive and assistive devices, instructional and productivity software, and principles and practices of Universal Design for Learning for students with special needs. | SPED 365. Technology and Universal Design for Learning. 3 Hr. Application of computer hardware and software, adaptive and assistive devices, instructional and productivity software, and principles and practices of Universal Design for Learning for students with special needs. | Change course title and content to reflect changes in professional practice. | 201208 |
| SPED | 513 | 131001 | Change number of | SPED 613. Internship: | SPED 513. Internship: | Course number is being | 201208 |

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| | | | course. | Multicategorical Special Education K-6. 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades K to 6. | Multicategorical Special Education K-6. 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades K to 6. | changed, so that the sequence of courses follows a consistent pattern and will not be confusing to students. The former numbered course has not been offered to date. | |
| SPED | 514 | 131001 | Change number of course. | SPED 614. Internship: Multicategorical Special Education 5-Adult. 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 1 to 12. | SPED 514. Internship: Multicategorical Special Education 5-Adult. 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 1 to 12. | Course number is being changed, so that the sequence of courses follows a consistent pattern and will not be confusing to students. The former numbered course has not been offered to date. | 201208 |
| THET | 222 | 500501 | Change course title and prerequisite course. | THET 222. Sceno-Graphic Techniques. 3 Hr. PR: THET 110. Techniques in drafting in accordance with current graphic standards for stage design and technology. Introduction and refinement of technique and graphic style through projects and exercises. | THET 222. Drafting for the Stage. 3 Hr. PR: THET 103. Techniques in drafting in accordance with current graphic standards for stage design and technology. Introduction and refinement of technique and graphic style through projects and exercises. | Course title was modified to reflect terminology changes in the profession. The former prerequisite course was dropped from the curriculum in favor of the current prerequisite course. | 201208 |
| THET | 631 | 500501 | | THET 631. Graduate Sceno-Graphic Techniques. 3 Hr. Advanced techniques in drafting in accordance with current graphic standards for stage design and technology. Refinement of technique and graphic style through projects and exercises. | THET 631. Graduate Drafting for the Stage. 3 Hr. Advanced techniques in drafting in accordance with current graphic standards for stage design and technology. Refinement of technique and graphic style through projects and exercises. | Course title was modified to reflect terminology changes in the profession. | 201208 |

Course Drops

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| MUSC 100 Band: Wind Symphony | MUSC 149M Chamber Music: Other |
| MUSC 100A Band: Concert | MUSC 149N Chamber Music: Other |
| MUSC 100B Band: Varsity | MUSC 149O Chamber Music: Other |
| MUSC 100C Band: Symphonic | MUSC 149P Chamber Music: Other |
| MUSC 100D Band: Marching | MUSC 149Q Chamber Music: Other |
| MUSC 102 Choral Union | MUSC 149R Chamber Music: Other |
| MUSC 103 Orchestra | MUSC 149S Chamber Music: Other |
| MUSC 104 Introduction to Opera Theatre | MUSC 149T Chamber Music: Other |
| MUSC 105 University Choir | MUSC 149U Chamber Music: Other |
| MUSC 105A University Choir: Concert | MUSC 149V Chamber Music: Other |
| MUSC 140 Chamber Music: Brass | MUSC 149W Chamber Music: Other |
| MUSC 141 Chamber Music: Guitar | MUSC 149X Chamber Music: Other |
| MUSC 142 Chamber Music: Piano-4 Hand | MUSC 149Y Chamber Music: Other |
| MUSC 143 Chamber Music: Strings | MUSC 149Z Chamber Music: Other |
| MUSC 144 Chamber Music: Woodwind | MUSC 151 Chamber Music: Percussion 1 |
| MUSC 145 Chamber Music: Vocal | MUSC 152 Chamber Music: Percussion 2 |
| MUSC 146 Chamber Music: Mixed Ensemble | MUSC 154 Chamber Music: Gamelan |
| MUSC 147 Chamber Music: Mountaineer Singers | MUSC 155 Chamber Music: Steel Band 1 |
| MUSC 148 Chamber Music: New Music | MUSC 156 Chamber Music: African |
| MUSC 149 Chamber Music: Other | MUSC 157 Chamber Music: Brazilian |
| MUSC 149A Chamber Music: Brass Choir | MUSC 158 Chamber Music: Ethnic |
| MUSC 149B Chamber Music: Other | MUSC 159 Chamber Music: Taiko |
| MUSC 149C Chamber Music: Other | MUSC 183 Chamber Music: Jazz Big Band 1 |
| MUSC 149D Chamber Music: Other | MUSC 183A Chamber Music: Jazz Big Band 2 |
| MUSC 149E Chamber Music: Other | MUSC 183B Chamber Music: Jazz Small Group 1 |
| MUSC 149F Chamber Music: Other | MUSC 183C Chamber Music: Jazz Small Group 2 |
| MUSC 149G Chamber Music: Other | MUSC 183E Chamber Music: Jazz and Ethnic |
| MUSC 149H Chamber Music: Other | MUSC 183G Chamber Music: Jazz Vocal Ensemble |
| MUSC 149I Chamber Music: Other | MUSC 183H Chamber Music: Jazz Other |
| MUSC 149J Chamber Music: Other | MUSC 183I Chamber Music: Jazz Vocal Ensemble |
| MUSC 149K Chamber Music: Other | SPED 613 Internship: MSE K-6 |
| MUSC 149L Chamber Music: Other | SPED 614 Internship: MSE 5-Adult |

Eliminate the Capstone Indicator for Physics 341.

Memorandum

Date: April 23, 2012

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on April 2nd and 16th and recommends the following courses for Faculty Senate approval:

Approved New GEC Writing Course:

FIN 452, Employee Benefit Plans

GEOG 302, Political Geography

WMAN 300, Wildlife and Fisheries Techniques

GEC Objectives (for information only)

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

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

Memorandum

Date: April 23, 2012

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on April 2nd and 16th and passed the following courses for GEC Audit:

GEC Successful Audits:

ARE 187, Energy Resource Economics (Obj. 2C & 4)
CHIN 101, First Year Chinese 1 (Obj. 4 & 9)
CHIN 102, First Year Chinese 2 (Obj. 4 & 9)
CHIN 203, Second Year Chinese 1 (Obj. 4 & 9)
CHIN 204, Second Year Chinese 2 (Obj. 4 & 9)
COMM 212, Gender and Communication (Obj. 6 & 7)
DISB 385, Disability and Society (Obj. 6)
ENGL 101, Composition and Rhetoric (Obj. 1)
ENGL 102, Composition and Rhetoric II (Obj. 1)
GEOL 101, Planet Earth (Obj. 2B & 4)
HUM 107, Humanities of Egypt (Obj. 3 & 9)
POLS 260, Intro to International Relations (Obj. 4 & 8)
THET 170, World Theatre and Drama (Obj. 5 & 9)
USAF 131, Foundations of USAF (Obj. 4 & 6)
USAF 132, Foundations of USAF II (Obj. 4 & 6)
WMST 150, Women in Movies (Obj. 4 & 7)

GEC Objectives:

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