

Minutes
West Virginia University Faculty Senate
Monday, February 9, 2015

1. Jennifer Orlikoff, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Cottrell, L.	Harner, J.	Maynor, L.	Rose, T.
Ameri, S.	Cronin, A.	Harris, T.	Mays, M.	Rowlands, A.
Anderson, K.	Crosno, J.	Hartley, D.	McCusker, B.	Ruscello, D.
Atkins, C.	Davari, A.	Hauser, D.	McTeer, M.	Ryan, K.
Attaallah, A.	Davis, D.	Hileman, S.	Merrifield, J.	Salm, A.
Bass, A.	Deshler, J.	Hostuttler, L.	Montgomery-Downs, H.	Sand-Jecklin, K.
Bastress, R.	DiBartolomeo, L.	Hutson, Z.	Mucino, V.	Sowards, A.
Billings, H.	Dietz, M.	Ibrahim, M.	Murphy, E.	Sperow, M.
Bonner, D.	Donley, D.	Jacknowitz, A.	Nutter, R.	Srivastava, A.
Boone, D.	Elmore, S.	Jaczynski, J.	Orlikoff, J.	Stolzenberg, A.
Bowen, E.	Eschen, E.	Johnston, A.	Peace, G.	Tou, J.
Brazaitis, M.	Etheredge, S.	Kale, U.	Petty, T.	Turton, R.
Brock, R.	Ferrara, L.	Kirby, B.	Proudfoot, C.	Tveter, K.
Brooks, R.	Finkel, M.	Kleist, V.	Prudhomme, J.	Utzman, R.
Bryner, R.	Funk, A.	Kromar, R.	Reddy, R.	Valenti, M.
Campbell, L.	Giacobbi, P.	Li, B.	Regier, M.	Vona-Davis, L.
Claycomb, R.	Graves, C.	Lively, M.	Reymond, R.	Weed, S.
Clement, D.	Griffith, R.	Mandich, M.	Riedel, B.	Weihman, L.
Connors, J.	Haines, K.	Matak, K.	Rockett, I.	Yang, H.

Members Excused:

Baldwin, C.	Fint-Clark, R.	Miltenberger, M.	Scott, D.	Vester, M.
Downes, M.	Gilleland, D.	Murray, P.	Sherlock, L.	Waterson, R.
Famouri, P.	Johnstone, R.			

Members Absent:

Balian, A.	Cohen, S.	Lofaso, A.	Rishel, C.	Walter, S.
Bergner, G.	Fisher, S.	Lorimer, D.	Sadler, J.	Whiteman, C.
Burnside, J.	Hornsby, G.	Perna, N.	Tippets, W.	Wilcox, G.

Faculty Senate Officers Present:

DiBartolomeo, L.	Nutter, N.	Proudfoot, C.	Titolo, M.	Turton, R.
Griffith, R.	Orlikoff, J.	Stolzenberg, A.		

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, January 12, 2015 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - Shane Lyons, our new Athletic Director, joined us on February 1. Clay Marsh, our new Vice President and Executive Dean for Health Sciences, will be joining us on February 15. Bill Schafer, our new Vice President for Student Life, will be joining us on March 1. Brenda Thompson will become a Senior Advisor for Student Aid Strategies to Narvel Weese;

Stephen Lee will take over as Interim Associate Vice President for Enrollment Management. Changes in leadership are important to the institution and will continue to strengthen the University.

- Our branding campaign, Mountaineers Go First, is underway. The purpose is about repositioning the University in the way that we are looked at in the academic world and beyond.
- He thanked the Provost for the “It’s On Us” campaign. The campaign is about changing our culture and how we perceive some of the issues we are engaged in.
- West Virginia University Day at the Capitol will take place on February 13. All of our bills are in the hopper; we have a number of co-sponsors, which in most cases include leadership from both houses. Over time, legislative actions have resulted in many projects that are important to the University being funded through line items. Line items are in jeopardy in times of budget shortfall, and may be difficult to restore. Our goal is to have them rolled into the general revenue of the University.
- Our Greek organizations are making changes in order to move forward. This is a challenge for every university in the country, and one in which we intend to take a leadership role. President Gee strongly believes that having the students take ownership over changing the culture is very important to who we are as an institution.
- The judge accepted our offer for Mountain State University. Our two faculty members on the Board of Governors have been extremely involved in the due diligence process. The opportunity this purchase presents is about clearly establishing ourselves as responsible to every county in the state.
- The Board of Governors, the Foundation Board of Directors, and the Alumni Board of Directors will all be meeting on campus next week.

4. Provost Joyce McConnell reported the following:

- To address the issue of succession planning, the provost’s office is launching an Academic Leadership Fellows program. The positions are open to tenure track, teaching, clinical, and research faculty. There will be four areas of focus: graduate academic affairs, undergraduate academic affairs, academic personnel, and university-wide academic administration. One applicant will be accepted in each area for the 2015-2016 academic year. Application materials can be found at <http://wvufaculty.wvu.edu/opportunities>.
- The “It’s On Us” campaign video includes a clip emphasizing “no means no.” Since that message deviates slightly from our requirement of receiving an affirmative “yes,” we are taking a look at altering the clip. The provost’s office has received an overwhelmingly positive response to the campaign from students.
- Our branding campaign is based on surveys conducted by a research firm of our internal attitudes and external attitudes towards us. One of the things we discovered is that people do not know a lot about us. This campaign will help us elevate our academic visibility and reputation. It separates the logos, so that the mountaineer logo will remain with athletics, while the flying WV will be used for everything else. A communications person will be based in the provost’s office, and will employ the same social media efforts that athletics has used so successfully. The campaign’s “dream big” message reflects President Gee’s push for transformation.

- Airport interviews are complete for the Dean of Eberly search. Three candidates will be invited to campus. Extension had four candidates visit campus and the committee chair will report to the provost on February 11. Interviews for the Dean of Law position were held at the Association of American Law Schools. Five of those candidates will be interviewed on campus.
- The Elsevier Foundation provided a statewide travel grant for female faculty in the STEM fields, social sciences, and women's studies to ease the burdens of child and eldercare costs. Scholars who do not qualify for Elsevier funds because of their discipline or because they are male should send an email to the provost to request support.

5. Chair Orlikoff reported the following:

- The updated optional syllabus statement on sexual misconduct and resources is now available on the Faculty Senate web site.
- The letter we sent to the West Virginia Board of Education had a positive impact but, unfortunately, the policy is once again open for public comment.
- She, Richard Turton, and a team from the Office of the University Registrar traveled to Potomac State and WVU-Tech to demonstrate the Curriculum Inventory Management (CIM) system. Both campuses are now able to submit their proposals through CIM.
- The calendar committee is being reconvened to establish the academic calendar for 2016-17. Anyone interested in serving on the committee, or nominating a colleague to serve, should contact Chair Orlikoff.
- SEIs and eSEIs are not sustainable in their current form. We will need to investigate SEI platforms for adoption as soon as possible. One of the key considerations is that the system has the ability to accept submissions via tablet or cell phone.
- Nominations for the Mary Catherine Buswell Award are due by February 28, 2015. The award is presented annually to a living person who has provided outstanding service to WVU women. Additional information is available at <http://cwc.wvu.edu/awards>.
- A committee will be working on issues related to final exams. If you have any comments, please share them with Chair Orlikoff and she will pass them along to the committee.
- The faculty constituency report will be presented to the Board of Governors at 1:00 on February 19, 2015 in the Barnette BOG Room of the Erickson Alumni Center. She encourages Senators to attend; no RSVP is required.

6. Jim Harner, Chair, Curriculum Committee, moved for approval of the following reports:

- [Annex I](#), New Courses Report. Motion carried.
- [Annex II](#), Program Change for BA in Interdisciplinary Studies. Motion carried.
- [Annex III](#), BS Degree in Public Health. Motion carried.
- [Annex IV](#), Monthly Alterations Report. Accepted.

7. Lena Maynor, Chair, General Education Curriculum Oversight Committee, presented the following report:

- [Annex V](#), GEC Audits. Accepted.

Dr. Maynor explained that, as part of the general workflow of items needed for transition to the new General Education Foundations (GEF), the GECO Committee will prepare proposals related

to GECO's charge that will go to the GEF implementation committee, followed by Faculty Senate Executive Committee and Faculty Senate.

8. Nigel Clark, Associate Vice President for Academic Strategic Planning, offered a brief presentation on Digital Measures. The main purposes of the database are to provide:
a) reporting and archiving of the annual evaluation, promotion, and tenure process, b) unit level support for accreditation and program review, and c) institution level data analysis and reporting. [Annex VI](#)
9. Jon Cawthorne, Dean, WVU Libraries, provided an update on what is happening in the WVU Libraries, and what is upcoming in 2015. [Annex VII](#)
10. Roy Nutter, ACF Representative reported that the Advisory Council of Faculty participated in Higher Education Day at the Legislature on January 27. WVU's state government agenda includes: inform state leaders about WVU; demonstrate to state leaders the value of investing in WVU; retain the ability to effectively manage our human resources; obtain PEIA claims experience; procurement, payment, and investment efficiencies; protect trademarks; and provide flexibility in retirement. Most of these agenda items have turned into bills.
11. Robert Griffith, BOG representative, reported that the faculty constituency report will be a continuation of last year's presentation, which defined teaching, research, and service roles. This year's presentation will showcase the variety of methods faculty employ in fulfilling their teaching and research roles. Several Board members have backgrounds in law or business, and may be somewhat unfamiliar with the role of faculty.
12. New Business
Marie Abate, Chair of the Faculty Welfare Committee, explained that the committee has been looking at tuition benefit programs for dependents and spouses. She announced that a short survey will be distributed to faculty to collect information concerning the number of people who might take advantage of such a program. She asked Senators to look at the issue from the standpoint of recruiting and retention, and asked them to encourage their colleagues to respond to the survey.
13. The meeting adjourned at 4:36 p.m. to reconvene on Monday, March 9, 2015.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Jim Harner, Chair, Senate Curriculum Committee
 Date: January 26, 2015
 Re: New Course Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ARSC 120: Inquiry Approaches to Teaching	Arts and Sciences	1		Introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, offering opportunity to explore teaching as a career. Students obtain firsthand experience in designing, planning, and teaching lessons in local elementary and middle school classrooms, and is assessing students' progress toward course objectives.	This new course allows students to explore teaching in a very non-threatening way and is modeled after the highly successful national UTeach initiative, developed at UT Austin, to increase the numbers of well-trained, certified STEM teachers, so the state's workforce can meet the escalating demand for employees in high-tech fields. UTeach is a nationwide community of experts focused on strengthening secondary STEM teacher preparation. WVU has applied for major funding as a UTeach institution (WVUteach), in association with the STEM education Mountain of Excellence. At UT Austin, 88% of that program's graduates become teachers, > 80% have stayed in teaching for at least five years, compared with 65% nationally. This success is tied to highly customized support services and a focus on deep understanding of STEM material.
ARSC 220: Inquiry-Based Lesson Design	Arts and Sciences	1	ARSC 120	Builds on the lesson-planning skills developed in ARSC 120, focusing on characteristics of excellent mathematics and science curricula, aligning instruction with state and district standards, and the appropriate use of pre- and post-assessments. Students continue exploring teaching as a career through planning and implementing three mathematics or science lessons in local middle school classrooms.	This course builds on ARSC 120 in allowing students to explore teaching in a very non-threatening way and is modeled after the highly successful national UTeach initiative, developed at UT Austin, to increase the numbers of well-trained, certified STEM teachers, so the state's workforce can meet the escalating demand for employees in high-tech fields. UTeach is a nationwide community of experts focused on strengthening secondary STEM teacher preparation. WVU has applied for major funding as a UTeach institution (WVUteach), in association with the STEM education Mountain of Excellence. At UT Austin, 88% of that program's graduates become teachers, > 80% have stayed in teaching for at least five years, compared with 65% nationally. This success is tied to highly customized support services and a focus on deep understanding of STEM material.

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COMM 416: International Culture and Communication	Arts and Sciences	3		This course provides a hands-on study of the influence of culture on verbal and nonverbal communication, and of the influence of cultural communication norms on conflict and intercultural relations. The course is conducted in the context of a faculty led study abroad experience.	An integral element of the study of human communication is developing a better understanding as to the impact of one's cultural environment on the way they form and process messages. COMM 416 provides students opportunity to expand and apply these principles in eastern Germany, as part of the COMM department's ongoing study abroad program at the University of Erfurt, Germany (SPICE-Summer Program in Communication). Through our partnership with the University of Erfurt, students are invited to learn more about German culture by living it for themselves, studying international cultural differences (Germany and the US) as well as intranational historical differences (East and West Germany). In studying the differences (and similarities) between cultures, communication students are better able to understand how to recognize and integrate cultural norms into their own communication with one another. While this course focuses specifically on German culture given our partnership with a German university, the lessons should apply beyond this one nationality.
ENGL 275: Justice and Literature	Arts and Sciences	3		An exploration of the concept and practice of justice through a study of literature. Literary works draw from history, theology, philosophy, and legal cases to illustrate the complexity of justice. How has literature reflected and produced understandings of justice? Time period and regional, national, or global focus will vary by instructor.	Justice and Literature contributes to the English Department's curricular emphases on literary study, critical thinking, and excellent writing. To strengthen the undergraduate major and in keeping with the Eberly Strategic Goal to "enhance and integrate experiential learning in each ECAS major," the English Department has identified experiential learning as a top priority. In the Department's strategic planning document, this goal is linked to the creation of service-learning courses. As a writing intensive service course, the course has close and obvious ties to other disciplines, such as, philosophy, political science, law, sociology, and history. In addition to offering opportunity for students to develop effective writing and communication skills, this theme-based course is an avenue for integrating cross-disciplinary perspectives, and academic and experiential learning, enabling students to move from literature that reflects on justice to community efforts to create justice.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
<p>MATH 112: Quantitative Skills and Reasoning 1</p>	<p>Arts and Sciences</p>	<p>1</p>		<p>Part one of a two-part introductory study of quantitative and reasoning skills needed for success in science, technology, engineering, and mathematics coursework.</p>	<p>Develops quantitative and reasoning skills needed for success in science, technology, engineering and mathematics coursework. MATH 112 & 122 will be pre-requisite to MATH 126 for students who do not place directly into College Algebra.</p> <p>Math 112 and 122 will replace the role of the current Math Workshop with a two course sequence of credit-bearing, half-semester courses, @ 1 credit, following the CHEM 110A & 110B model. MATH 112 & 122 will use a flipped instruction model, enhancing out-of-class lecture/ information in preparation for class. Both will be offered for letter grades A-F. Students will need a C in Math 112 to progress to Math 122. Students not completing Math 112/not earning a grade of C or higher in the first half of a term can D/F repeat the course in the second half of a term or in a subsequent term.</p> <p>Implementation of Math 112 and 122 aligns with University and State “Leading the Way” and “15 to Finish” initiatives. Students completing Math Workshop are often those least able to handle the equivalent of an extra, 6th “ghost” course. The intent is that a graded course will add perceived relevance to out-of-class preparation and keep students on track for timely completion of course competencies. It will also allow us to track student performance metrics using Banner data.</p>

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MATH 122: Quantitative Skills and Reasoning 2	Arts and Sciences	1	C or better in MATH 112	Part two of a two-part introductory study of quantitative and reasoning skills needed for success in science, technology, engineering, and mathematics.	<p>Develops quantitative and reasoning skills needed for success in science, technology, engineering and mathematics coursework. MATH 112 & 122 will be pre-requisite to MATH 126 for students who do not place directly into College Algebra.</p> <p>Math 112 and 122 will replace the role of the current Math Workshop with a two course sequence of credit-bearing, half-semester courses, @ 1 credit, following the CHEM 110A & 110B model. MATH 112 & 122 will use a flipped instruction model, enhancing out-of-class lecture/ information in preparation for class. Both will be offered for letter grades A-F. Students will need a C in Math 112 to progress to Math 122. Students not completing Math 112/not earning a grade of C or higher in the first half of a term can D/F repeat the course in the second half of a term or in a subsequent term. Students not completing Math 122/not earning a grade of C or higher will have similar opportunity.</p> <p>Implementation of Math 112 and 122 aligns with University and State “Leading the Way” and “15 to Finish” initiatives. Students completing Math Workshop are often those least able to handle the equivalent of an extra, 6th “ghost” course. The intent is that a graded course will add perceived relevance to out-of-class preparation and keep students on track for timely completion of course competencies. It will also allow us to track student performance metrics using Banner data.</p>
SPED 617: Birth to Three Services for Children and Families	Education and Human Services	3		SPED 617 Birth to Three Services for Children and Families. 3 hr. Overview of services for infants and toddlers with disabilities or at risk and families, including assessment; natural environment; role and importance of family; routines-based intervention model; importance of quality interactions among caregivers and children; collaboration among family members, caregivers, and early intervention providers; and transition process.	<p>This course is designed to serve as an elective course in the graduate program in Early Childhood Special Education where it will help students develop additional knowledge and skills specific to working with infants and toddlers with special needs in birth to three early intervention services. It also can help students enrolled in this graduate program become qualified to work in the birth to three service system as well as serve as a professional development course for individuals who are already employed as birth to three interventionists.</p>

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 641: Introduction to Legal Research	Law	1		This course focuses on basic legal research methodologies and strategies within the context of federal, state, and local law. It is designed to prepare law students for basic research in practical settings.	This course has been determined to be valuable as part of the College of Law curriculum and approved by the Academic Planning Committee and law school faculty because research is an essential part of legal education. Effective and efficient research skills play an important role in a successful legal career. The ability to locate opinions, statutes, regulations and other material that either supports a case or that is detrimental to an opponent is among the most important aspects of a lawyer's job. Cases are often won, not in the courtroom, but in the law library. How to conduct legal research, using both print and on-line resources, will be addressed. Classroom instruction will be reinforced by out-of-class exercises.
PATH 648: Surgical and Autopsy Pathology Procedures	Medicine	3	PATH 625 and PATH 752	This course is specifically designed for Pathologists' Assistant students as a comprehensive review course covering both surgical and autopsy pathology techniques to correlate with clinical rotations.	This class is presented to challenge and prepare the student for clinical rotations in the next semester. It uses previous knowledge of grossing techniques and incorporates it with disease processes and staging requirements for surgical specimens. It also reviews autopsy techniques used in rotations the next year.
PHAR 774: Current Topics in Pharmacy	Pharmacy	1		Discussion of current topics in pharmacy practice. Core components of giving a seminar and journal club will be practiced.	This is a new course required for PharmD students and is completed in the final year of the program. Students will participate in journal clubs and seminars that will keep them current with new literature and changes in treatment of diseases.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 776: Preparing Residency Applicants	Pharmacy	2		Increase knowledge and skills needed to pursue postgraduate residency training in pharmacy, and implement measures to increase pharmacy residency competitiveness.	The need for pharmacists in direct patient care roles is consistently growing. Postgraduate residency training prepares pharmacy graduates for these roles. Because of this demand, there is an unprecedented interest in residency training which has created an intense competition among applicants for the limited amount of available positions. Therefore, student training and education related to preparing and competing for these coveted positions needs to be timely. Educating and preparing students for postgraduate residency training most closely aligns with the Accreditation Council for Pharmacy Education Guidelines, which states that colleges and schools of pharmacy should provide education on postgraduate residency training opportunities. The specific goals of this course is to increase knowledge, interest, and confidence among students about residency training; to identify and develop the skills needed for application to residency programs; and increase the number of students obtaining residency positions upon graduation.
PHAR 782: Tumors of the CNS Journal Club	Pharmacy	1		Fundamental and advanced topics focused on drug distribution into normal brain, brain pathology and brain cancers. Other areas of focus include, advanced drug delivery methods, pharmacokinetics, experimental design and statistical analysis. Students will present and critically analyze scientific literature and develop presentation skills.	The course will fulfill an elective for students in the PhD Pharmaceutical and Pharmacological (PPS) pathway.
PHAR 800: Pharmacy Practice and Management 1	Pharmacy	4		Introduces student to the practice of pharmacy, with a focus on community pharmacy. PPM 1 is the first course in a five-course sequence (PPM 1-5) that introduces and reinforces the distributive, clinical, and administrative roles of pharmacists in various practice settings.	The Doctor of Pharmacy curriculum (PharmD) is being revised. This course is a required component of the new curriculum for first year (P1) pharmacy students. This course focuses on the clinical, distributive and administrative roles that pharmacists are responsible for in a community pharmacy setting. This course also integrates administration with pharmacy practice as students have difficulty understanding the administrative and business side of pharmacy when they were taught in separate courses.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 801: Drug Delivery	Pharmacy	5		An introduction to the concepts and techniques involved in the design and evaluation of pharmaceutical dosage forms, principles of physical pharmacy and drug delivery, and their applications in patient care.	The course introduces students to the discipline of pharmaceuticals, where they learn about different drug delivery systems used in pharmacy (such as topicals, intravenous medications, suppositories, tablets). Pharmacists must be versed in how these dosage forms facilitate the entry of drug into the body.
PHAR 802: Preparation of Pharmaceutical Products	Pharmacy	2		Gain experience in pharmaceutical calculations and preparing sterile and non-sterile dosage forms. Students will apply the principles of pharmaceuticals to the preparation of pharmaceutical products.	Students must learn how to compound sterile and non-sterile dosage forms as these are responsibilities of licensed pharmacists. The course stresses proper technique and accurate calculation of ingredients.
PUBH 101: Introduction to Public and Community Health	Public Health	3		This course will provide students with an overview of the principles and practice of public and community health. Students will learn about the history, core function and essential services of public health, as well as engage in discussions about current public health events and issues.	This course provides both major and non-major students with an introduction to the field of public and community health in the context of current population health issues. There is no current course that offers this subject matter at WVU.
PUBH 201: Global Perspectives of Public Health	Public Health	3		This introduction to global public health will strengthen students' perspectives and understanding of disease prevention and treatment issues in westernized and developing/underdeveloped countries. Topics include health disparities, economic/political structures/systems impacting health, maternal and child health (including family planning), socio-cultural factors affecting health care delivery and the global burden of infectious and chronic diseases, injuries and disasters.	It is important for people to understand global health issues, as evidenced by the recent Ebola outbreaks. Students in the public health program need to understand how health issues impact populations across the globe. To our knowledge, there is no other course at WVU that covers this content at the undergraduate level.
PUBH 202: Social Determinants of Health	Public Health	3		The purpose of this course is to provide an introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. The course is designed to help students develop basic literacy regarding social concepts and processes that influence health status and health disparities.	This course will be required for all Undergraduate Public Health Majors. The course prepares students to become public health practitioners who have an in-depth understanding of the social, political, economic and cultural conditions, forces and factors that influence how health is distributed among entire groups and population.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PUBH 211: Biostatistics for Population Health	Public Health	3	Math 121 or higher [126, 128, 129 or 150]	This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making. Topics include data visualization, summary statistics, statistical inference, and strategies for articulating and evaluating claims using statistical constructs.	Students will gain familiarity of statistical concepts used to inform public health practice. This course will help develop skills needed for appraising statistical arguments that are presented in the context of medicine, nursing, health services, epidemiology, and pharmaceutical science. Acquired knowledge of common statistical methods used in public health practice will be a by-product of the conceptual focus of this course. Given the extensive focus on public health practice throughout this course, this course is unique to other statistical courses offered at WVU.
PUBH 222: Epidemiology for Public Health	Public Health	3	PUBH 211 OR STAT 211 or Concurrent	This introductory course explores the historical roots of the practice of epidemiology. The course will provide students with a foundation in the study of the distributions of health-related states or events (including injury and disease) in human populations and the control of these health-related problems.	Students will gain familiarity with epidemiologic tools, which are fundamental to public health practice. This course will help develop skills needed to calculate and determine the distributions and determinants of health-related outcomes in human populations. No undergraduate courses specific to epidemiology are currently offered at WVU; thus, this course will fill this gap by introducing these foundational skills fundamental to the practice of public health at the baccalaureate level.
PUBH 241: Biological Basis of Public Health	Public Health	3		Provides a basic understanding of human changes associated with or resulting from those chronic or infectious diseases or injuries that are of public health importance in the US and globally. Students will: 1) understand core concepts of health and disease, 2) recognize common infectious diseases and their influence on public health, and 3) identify chronic disease burden.	This course is designed to introduce students with no formal training in biology and physiology to broad concepts in public health. The course will focus on biological, behavioral, temporal, and pathological aspects of disease and the overall impact on public health. Based on these concepts the students will gain an appreciation of the how their lives affect lives of the broader population. There is no other class taught at WVU at the undergraduate level with a similar public health breadth. This course will serve as a stepping stone for more in-depth courses in public health.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PUBH 243: Issues in Environmental Health	Public Health	3		Provides an overview of environmental and occupational issues relating to air, water and solid waste as they relate to human health. Basic environmental health concepts, technologies and underlying data will be examined to better understand local, national and global solutions to environmental health problems	This course introduces students to basic concepts in environmental and occupational health that form part of the foundation needed to understand public health. Humans live and work in environments, which often pose threats to their health and well-being. It is therefore important for students to understand this relationship and how to effect change and solutions. Environmental health differs from ecology, which centers on the health of the environment rather than human health. To our knowledge, there is no other course that covers this content at WVU.
PUBH 311: Health Research Data Management and Reporting	Public Health	3	PUBH 211	This course will provide an introduction to data management and reporting principles, and the associated tools that are instrumental in public health research. Topics include data documentation, data structure, relational database theory, data manipulations, basic logic for programming, literate programming, and reporting.	Students will gain familiarity of fundamental data design and management concepts integral to health research. Valid and reproducible research is a topic of increasing importance, gaining national and international attention in the scientific community. The knowledge and skills related to data capture, storage, management, analysis, and reporting that the students will gain in this course will be extremely useful if they were to choose to do public health research, or simply in reviewing and judging research that drives public health practice and policy. Given the extensive focus on public health throughout this course, this course is unique to other database courses offered at WVU.
PUBH 331: Introduction to Health Policy	Public Health	3		This course provides an overview of the inner workings of health care policy making, from the legislative process to socioeconomic impacts, with both historical and modern perspectives. Students will explore factors that shape the United States health care system and policy, such as values, models, and stakeholders, and compare them to other countries for international context.	This course is required for all students enrolled in the undergraduate public health program in the policy & administration track. This course provides students with an introduction to the U.S. health care system and policy and prepares students to be able to effectively interact with the U.S. health policy making system.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PUBH 333: Comparative Health Systems & Policy	Public Health	3	PUBH 331	In this course, students will examine the structure of healthcare systems in selected countries worldwide. Specific attention is paid to the developmental history of the national healthcare systems, financing, and delivery infrastructure. The impact of international relations is also examined.	This course is an elective for all students enrolled in the undergraduate public health program. This course provides students with an opportunity to learn about and examine the structure of healthcare systems in selected countries worldwide. This course will prepare students for future activities in domestic or global health policy.
PUBH 334: Emergency Preparedness for Public Health	Public Health	3		This course provides an overview of the dimensions of disasters and emergencies through the lens of Public Health professionals with special focus on the rural environment and uses the Homeland Security Exercise Evaluation Program (HSEEP) model for the final exercise. Students completing this course will also complete several FEMA certifications during the course.	Preparing for, responding to, and recovering from emergencies and disasters represent a significant investment of time and resources throughout the US and has been reported as an area of critical importance for the preparation of employees in the public health service in the State of West Virginia. Currently the School only offers graduate level courses focused in the area of preparedness in public health but that does not serve the majority of new public health workers as they typically enter the profession with only an undergraduate degree. This course serves to prepare undergraduate students with a strong foundation in the fundamentals of disaster preparedness and response.
PUBH 352: Introduction to Social and Behavioral Sciences & Practice	Public Health	3	PUBH 202	Introduces the historical and philosophical background of the social and behavioral sciences, covering theories of behavioral science applied to health behaviors; socio-cultural factors of disease etiology, prevention and population health; individual, group, community, and technology-based strategies for health behavior change; and current issues in behavioral sciences for health promotion including its application to achieving the Healthy People 2020 goals.	Students in this course will develop knowledge and skills in public health programing and the theoretical underpinnings for social and behavioral sciences practice. These foundations will enable students to compete for public health career opportunities or further graduate study in the social and behavioral sciences. To my knowledge, the subject matters covered in this course will be unique to the West Virginia University undergraduate coursework.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PUBH 423: Introduction to Modern Epidemiologic Research	Public Health	3	PUBH 222	This intermediate course will provide students with a foundation in the research tools utilized to explore the determinants of health-related states or events (including injury and disease) in human populations.	Students will gain familiarity with utilizing epidemiologic tools fundamental to the conduct of public health research. This course will help develop skills needed to calculate and determine the distributions and determinants of health-related outcomes in human populations. This course will build on the foundation built in PUBH 222 with regard to acquiring epidemiologic skills to conduct public health practice and research and is again unique to undergraduate offerings at WVU.
PUBH 442: Public Health in the Workplace	Public Health	3	PUBH 222 and 243	Overview of workplace health issues as they affect human health, including exposure to chemical, physical, biological and mechanical hazards. Basic occupational safety and health concepts, technologies and underlying data will be examined to better understand the potential solutions for workplace safety and human health issues.	This course introduces the concept that occupational safety and health hazards add a potentially uncontrolled burden of exposure to people beyond that of the ambient environment. It also adds new perspectives to what the public health students learn about the social and behavioral aspects of health - in which individuals may exert control through behavior. It offers the opportunity to use epidemiology and statistics to better understand hazard exposure. This course differs from engineering courses because it uses the good public health practices of health communication and hazard prevention for hazard elimination rather than reduction of hazard through engineering design.
PUBH 454: Introduction to Public Health Research Methods	Public Health	3	PUBH 222 and 352	This course provides an overview of public and community health research methods. Content includes the purpose and foundations of research, identifying and framing topic of interest and formulating research questions, ethical standards and reviews, study populations and samples, study designs, question construction and questionnaire development, data collection and analyses approaches, and the reporting and dissemination of findings.	This course is designed for undergraduate seniors to facilitate basic understanding of the research enterprise and builds on other public health methodology courses in the curriculum. After taking this course students should understand the role of research in public health and the foundations of research. They should have gained a basic knowledge of the research process from idea formulation to data collection to the dissemination of findings. This course prepares students for reviewing and utilizing knowledge from public health research, and embarking on further education or training in public health research.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CHPR 450: Contemporary Issues in School Health	Public Health	3		This course addresses current and emerging issues in child and adolescent health that should be of significance to school health educators. These issues include public health and prevention priorities related to the top causes of premature death and disability among children and adolescents as well as developmental risk factors associated with diminished health throughout the lifespan.	In our program, we are transitioning from a 3-hour Drug and Alcohol Abuse Prevention course to a 3-hour Contemporary Issues in School Health. Making this change allows us to emphasize a wider range of pressing child, adolescent, and school health topics in depth instead of just substance abuse. This means that in addition drug and alcohol abuse prevention, our students can also pursue a deeper understanding of teen parenting, injury prevention, and school drop out – all current and important child and adolescent health problems in West Virginia. Adding this course is a critical step in our efforts to increase both the breadth and depth of our curriculum in these priority areas.
CHPR 480: Supervised Field Experience in School Health	Public Health	3		This course emphasizes applying the pedagogical skills and content-based learning acquired in the school health academic curriculum to developing, delivering, and evaluating school health lessons and programs in professional practice. With the support and assistance of the course instructor, students will develop original school health programming, implement those programs in the field, and evaluate relevant student, faculty, and community outcomes.	Feedback from our student teachers, their coordinating teachers, and our partners in the PETE program suggests that our students would benefit from increasing the field experience portion of our program that is specific to teaching health education. In response to this consistent feedback, we are adding a supervised field experience that will be conducted a semester prior to their student teaching. Further, we believe this change is in keeping with the guidance provided by the West Virginia state legislature and our accrediting body, both of which require students to have extensive supervised field experience prior to beginning the student teaching portion of the curriculum.

Program Change Proposal

Change of Major Title: B.A. Program in Interdisciplinary Studies

The Eberly College Multidisciplinary Studies program proposes changing the major title of the current B.A. (“designation” on the curriculum matrix) in Multidisciplinary Studies (“major title” on the curriculum matrix) program to a B.A. (“designation” unchanged) in Interdisciplinary Studies (“major title”) program. This change does not affect the B.MdS (designation) in Multidisciplinary Studies (major title). The change is highlighted in green, below.

Curriculum Matrix

Current Curriculum Matrix Configuration

Degree Program Title	Designation	CIP Code	Major Title	Major Code
Multidisciplinary Studies	B.A.	30.9999	Multidisciplinary Studies	1495
	BMDS		Multidisciplinary Studies	1496

New Curriculum Matrix Configuration

Degree Program Title	Designation	CIP Code	Major Title	Major Code
Multidisciplinary Studies	B.A.	30.9999	Interdisciplinary Studies	New code
	BMDS		Multidisciplinary Studies	1496

Students who complete the Bachelor of Arts (BA) program receive diplomas with “Bachelor of Arts” as the degree designation (first line) and “Interdisciplinary Studies” as the major (second line).

Students who complete the Bachelor of Multidisciplinary Studies (BMdS) degree program receive diplomas with “Bachelor of Multidisciplinary Studies” as the degree designation (first line). The major line is not used as it is redundant.

Rationale

Although interdisciplinarity and multidisciplinary are sometimes conflated, scholarship has elucidated important differences between the nomenclature and fields of study. Allen Repko, for instance, explains that multidisciplinary refers to the practice of using two or more academic disciplines to investigate a topic or problem. For example, a seminar on civil rights co-taught by a sociologist and a historian could be considered a multidisciplinary seminar. Interdisciplinarity enhances multidisciplinary insights by stressing the integration and synthesis of disciplinary ideas and methods. An interdisciplinary civil rights seminar, then,

would encourage students to select from a palette of disciplinary methods and develop hybridized tools for understanding and analyzing the issue (Repko, 2012, pp. 16-21).

Where the Bachelor of Multidisciplinary Studies (B.MdS) curriculum emphasizes mastery of the content of three minors, the Bachelor of Arts with a major in Interdisciplinary Studies (B.A.) curriculum builds on prescribed sets of minors and introduces a required course each year that fosters skills in integration and synthesis among disciplinary ideas while introducing methods to address contemporary political, social, scientific, and humanitarian questions. The B.A. program requires completion of the Eberly College's Bachelor of Arts degree requirements, in addition to requirements for the major.

The Eberly College Interdisciplinary Studies program furthers several of the University and College goals as stated in the University and College 2020 plans. Specifically, it “engages undergraduate students in a challenging academic environment,” “increases interdisciplinary approaches,” and, “emphasizes the value of critical thinking and communication skills.” The Interdisciplinary Studies curriculum is designed for students who intentionally and strategically choose an interdisciplinary program of study. Assessment data over the past several years have indicated that a significant proportion of students completing the Eberly College's B.A. curriculum in Multidisciplinary Studies seek additional Interdisciplinary Studies orientation and skills.

Summary of changes

- The major title of the current B.A. with a major in Multidisciplinary Studies will change to a B.A. (“designation” unchanged) with a major in Interdisciplinary Studies. This change does not affect the B.MdS degree in Multidisciplinary Studies.
- One section of MDS 199: Orientation to MDS will be reserved for freshman B.A. Interdisciplinary Studies students in the Eberly College program.
- In the sophomore year, Eberly College B.A. Interdisciplinary Studies students will complete MDS 289: Foundations of Interdisciplinary Studies. They will in consultation with their IDS advisor also select a “referent course” in their program of study. The content of the referent course will complement the methodological tools introduced in MDS 289 and be integrated into MDS 289 assignments and discussions.

MDS 289 has been approved by the Senate Curriculum Committee and slated for the December Senate agenda. The course provides an introduction to interdisciplinary perspectives and theory while stressing cohort building among IDS students. It will be restricted to IDS students only

- In the junior year, Eberly College B.A. Interdisciplinary Studies students will complete MDS 389: Interdisciplinary Research Methods. MDS 389 has been approved by Senate and was taught in Spring 2014 and Fall 2015. MDS 389 will be optional for current MDS/BA students but will be mandatory for ECAS Interdisciplinary Studies majors.

- One section of MDS 489: Capstone will be reserved for senior Eberly College Interdisciplinary Studies majors. The IDS version of the course will include an expanded service-learning project and emphasize critical analysis and writing techniques preparing IDS students for success in graduate school.
- The Eberly College B.A. Interdisciplinary Studies major will direct admit incoming freshmen with a high school GPA of 3.25 or higher and a SAT score of 1030 or ACT score of 22, and Honors College students. To progress in the program from the freshman to sophomore year, students will be required to achieve a 3.0 overall GPA and have completed at least one semester of the foreign language requirement. For students transferring from University College or another major, a 3.0 WVU GPA will be required.
- Students can transfer freely from the B.A. in Interdisciplinary Studies to the B.MdS degree program. However, due to the more rigorous Interdisciplinary Studies curriculum, it will be more difficult for students to transfer from the B.MdS program into the B.A.IDS program.
- Students will no longer be admitted to the 1495 major code following creation of the new Interdisciplinary Studies major code.

Course Scheduling Rotation

MDS 389: Interdisciplinary Research Methods is currently in course rotation for Fall and Spring semester of each academic year. MDS 289: Foundations of Interdisciplinary Studies will be taught beginning Fall 2015 and scheduled according to demand.

Administrative Logistics

The new major is replacing an existing major. No administrative changes are required.

Resource Implications

An instructor is required to teach MDS 389 each semester. In Fall 2015 an instructor will be required for one section of MDS 289: Introduction to Interdisciplinarity. Sufficient instructional resources exist in MDS. No additional resources should be necessary with currently estimated enrollments.

Effective Term

Summer 2015

References


Newell, W. H. (2006). Interdisciplinary integration by undergraduates. *Issues in Integrative Studies*, 24, 89-111.

Repko, A.F. (2012). *Interdisciplinary Studies: Process and Theory*. Thousand Oaks, California: Sage Publications.

Signatures

Program Coordinator  Date 10/29/14

College Curriculum Committee  Date 2/21/14

Dean  Date 11/11/14

Minor Packages for Interdisciplinary Studies Students

Upon or before declaring the B.A. Interdisciplinary Studies major, students will consult with their IDS advisor and adopt an interdisciplinary program of study that reflects their individual educational goals. The combination of minors will be approved by the program coordinator based on a student proposal describing how the minors will complement their academic interests and/or post-graduation aspirations. B.A. Interdisciplinary Studies majors will retain a measure of the flexibility that has contributed to the popularity of the multidisciplinary studies degree, but will also benefit from additional faculty instruction and an ongoing focus on interdisciplinarity.

The minor packages below illustrate examples for the Eberly College B.A. Interdisciplinary Studies students. The student may choose to include a minor from outside the Eberly College or three Eberly minors. The list below should not be considered exhaustive.

Science and Policy				
Minor One	Biology	Geology	Geography	Physics
Minor Two	Philosophy	Religious Studies	Communication Studies	
Minor Three	International Studies	Leadership Studies	Political Science	

A student interested in the political and ethical dimensions of science might choose minors in Geography, Religious Studies and International Studies.

Pre-Law and Legal Studies				
Minor One	Political Science	International Studies	History	
Minor Two	Philosophy	Communication Studies	English	Professional Writing and Edit
Minor Three	Business	Leadership Studies	Sociology	Environmental Protection

A student interested in a career in law might choose Political Science, English, and Business with the strategy of performing well on the LSAT and opening his or her own law office.

Healthcare Professions				
Minor One	Biology	Computer Science		
Minor Two	Psychology	Communication Studies	Sports and Exercise Psych	Child Development
Minor Three	Business	Health Promotions	Entrepreneurship	Professional Writing and Edit

A student interested in professional school in the health sciences, a medical support profession, medical sales or hospital administration might choose to minor in Biology, Psychology, and Professional Writing and Editing.

Human Services and Human Resources				
Minor One	Leadership Studies	Communication Studies	Psychology	
Minor Two	Women's and Gender Studies	Anthropology	Foreign Language	Religious Studies
Minor Three	Advertising	Public Relations	English	Professional Writing and Edit

A student who wishes to work in human resources might choose Psychology, Women's and Gender Studies, and English with the strategy of excelling at evaluating job applicants and communicating with them effectively.

Old Catalog Text

Bachelor of Arts in Multidisciplinary Studies College Requirements

Students must complete WVU General Education Curriculum requirements, college B.A. requirements, major requirements, and electives to total 128 hours. Please see the following link for details on B.A. requirements:

Foreign Language: Completion of level 204 (fourth semester in addition to those used to fulfill any GEC requirement)

International Studies: Completion of a course that meets GEC Objective 9 (non-western cultures) will fulfill this requirement.

Fine Arts: Completion of a course that meets GEC Objective 5 (artistic expression) will fulfill this requirement.

Grade Point Average: A cumulative GPA of 2.0 is required for graduation.

Individual department requirements may be more directive than the college's core B.A. requirements so long as those requirements are met.

Students who would like for transfer credits to be applied to the College B.A. requirements need to seek approval from the Associate Dean of Undergraduate Studies.

Program Requirements for the B.A. in MDS

The Bachelor of Arts in Multidisciplinary Studies requirements include the following:

- Completion of the General Education Curriculum
- Completion of the Eberly College of Arts and Sciences Bachelor of Arts requirements.
- Completion of the MDS 199 orientation course with a grade of C- or better, prior to the semester when the student takes the capstone.
- Completion of three minors. Minor courses may not be used to satisfy General Education Curriculum requirements. Each minor must consist of at least fifteen unique credits.
- Completion of at least sixty credit hours of 200 level or above coursework.

- A grade of C- or better in all minor coursework
- Completion of the MDS 489 Capstone with a grade of C- or better during the student's final year.
- Achievement of a cumulative grade point average of at least 2.0
- Completion of at least 128 credit hours [changed to 120 per ECAS action approved December 2013]

New Catalog Text

Bachelor of Arts in Interdisciplinary Studies College Requirements

Students must complete WVU General Education Curriculum requirements, college B.A. requirements, major requirements, and electives to total 120 hours. Please see the following link for details on B.A. requirements:

Foreign Language: Completion of level 204 (fourth semester in addition to those used to fulfill any GEC requirement)

International Studies: Completion of a course that meets GEC Objective 9 (non-western cultures) will fulfill this requirement.

Fine Arts: Completion of a course that meets GEC Objective 5 (artistic expression) will fulfill this requirement.

Grade Point Average: A cumulative GPA of 2.0 is required for graduation.

Individual department requirements may be more directive than the college's core B.A. requirements so long as those requirements are met.

Students who would like for transfer credits to be applied to the College B.A. requirements need to seek approval from the Associate Dean of Undergraduate Studies.

Program Requirements for the B.A. in Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies requirements include the following:

- Completion of the General Education Curriculum

- Completion of the Eberly College of Arts and Sciences Bachelor of Arts requirements.
- Completion of the MDS 199 orientation course with a grade of C- or better, prior to the semester when the student takes the capstone.
- Completion of MDS 289: Foundations of Interdisciplinary Studies with a grade of C- or better.
- Completion of MDS 389: Interdisciplinary Research Methods with a grade of C- or better.
- Completion of three minors. Minor courses may not be used to satisfy General Education Curriculum requirements. Each minor must consist of at least fifteen unique credits. The combination of minors must be approved by the program coordinator based on the student's proposal describing how the minors will interact from an interdisciplinary perspective.
- Completion of at least sixty credit hours of 200 level or above coursework.
- A grade of C- or better in all minor coursework
- Completion of the MDS 489 Capstone with a grade of C- or better during the student's final year.
- Achievement of a cumulative grade point average of at least 2.0
- Completion of at least 120 credit hours

Sample Plan of Study

Sample plan of study for Bachelor of Arts in Interdisciplinary Studies with minors in Biology, Communication Studies and Psychology. Student plans to work in the health sciences.

First Year			
Fall	Hours	Spring	Hours
WVUE 191	1	ENGL 101	3
Foreign Language	3	BIOL 117	4
GEC Objective 2A	3	GEC Objective (Select from objectives 3, 4, 5, 6, 7, 8, or 9)	3
MDS 199	2	PSYC 101	3
BIOL 115	4	Foreign Language	3
COMM 105	3		
	16		16
Second Year			
Fall	Hours	Spring	Hours
BIOL 219	4	ENGL 102	3
Foreign Language	3	PSYC 202	3
Interdisciplinary Elective	3	COMM 122	3
STAT 211	3	Foreign Language	3
MDS 289	3	GEC Objective 2B	4
	16		16
Third Year			
Fall			
MDS 389	3	PSYC 382	3
BIOL 316	3	BIOL 348	3
PSYC 281	3	COMM 316	3
GEC Objective (Select from objectives 3, 4, 5, 6, 7, 8, or 9)	6	GEC Objective (Select from objectives 3, 4, 5, 6, 7, 8, or 9)	6
	15		15
Fourth Year			
Fall		Spring	
COMM 308	3	MDS 489	3
GEC Objective (Select from objectives 3, 4, 5, 6, 7, 8, or 9)	3	GEC Objective (Select from objectives 3, 4, 5, 6, 7, 8, or 9)	3
PSYC 301	3	PSYC 345	3
BIOL 313	3	COMM 306	3
GEC 2B	3		
	15		12
Total credit hours: 121			

West Virginia University School of Public Health

Final Proposal For the Undergraduate Public Health Major (BS degree)

Effective (proposed): Spring Semester 2016

**Submitted to the School of Public Health
Curriculum Committee: December 4, 2014**

**Submitted to the WVU Faculty Senate
Curriculum Committee: December 19, 2014**

**Resubmitted with requested revisions to the
WVU Faculty Senate Curriculum Committee:
January 12, 2015**

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Program Description

The School of Public Health (SPH) proposes to offer a Bachelor of Science degree with a Public Health major, within which students will select one of two Areas of Emphasis: 1) Community and Population Health or 2) Public Health Sciences. See Appendix A for letter from WVU Associate Provost approving the BSPH Intent to Plan and Appendix B for approval from the Registrar's Office to use the PUBH subject heading for the undergraduate program. The proposed undergraduate program is intended to provide two paths to a broad pre-professional degree, typically over four years. Students in the Community and Population Health Area of Emphasis will be prepared for entry into social science-based and public health graduate programs, while students in the Public Health Sciences Area of Emphasis will be prepared for entry into graduate programs in public health sciences or clinical professional degree programs. In addition, graduates of this program will be eligible for entry-level public health positions in a wide array of agencies involved in public and private health, including local, regional and state health departments, consulting and advocacy organizations, healthcare organizations and government agencies.

The proposed program will provide an undergraduate education that:

- 1) Provides a strong foundation of knowledge about public health history, principles and current issues;
- 2) Requires a broad liberal education with exposure to multiple disciplines and develops intellectual and civic capabilities;
- 3) Instills a strong sense of values and ethics; and
- 4) Builds capacity to adapt and apply acquired knowledge and abilities to address new challenges.

Relationship to University Missions and Institutional Goals

West Virginia University's Mission

"As a land-grant institution in the 21st century, WVU will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world."

WVU Institutional Goals

- Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment.
- Goal 2: Excel in research, creative activity, and innovation in all disciplines.
- Goal 3: Foster diversity and an inclusive culture.
- Goal 4: Advance international activity and global engagement.
- Goal 5: Enhance the well-being and the quality of life of the people of WV.

School of Public Health Mission

"The mission of the WVU SPH is to improve the health of West Virginians through innovation and leadership in education, research, and service by:

- Implementing educational programs that produce highly qualified practitioners, educators and researchers.
- Promoting interdisciplinary research to understand and solve complex health problems with local impact and global significance.

- Engaging communities, businesses, and government partners in accomplishing our shared mission.”

Relationship of Proposed Public Health Major to Missions

The WVU and SPH missions will be directly supported by implementing the undergraduate program in Public Health. The courses offered through this curriculum will provide the opportunity to disseminate the body of knowledge pertaining to public health to WVU's undergraduate community; many of whom will matriculate into fields and professions other than public health and therefore have a far-reaching impact.

The courses in this program will address WVU institutional goals 1 and 2. The students graduating from this program will improve the health of West Virginia populations through their community service, class projects and future professions, addressing WVU institutional goal 5. Public health addresses issues from a broad domestic and global perspective, which can influence WVU institutional goal 4. Finally, undergraduate public health programs attract a diverse group of students, providing the potential to impact WVU institutional goal 3.

Rationale

The WVU School of Public Health was established in 2012. It is currently seeking accreditation as a School of Public Health through the Council on Education for Public Health (CEPH), the federally recognized accrediting body for public health academic programs. Undergraduate programs in public health have increasingly become integral to the academic programs offered by Schools of Public Health. The undergraduate programs in accredited schools have additional minimal requirements as part of that accredited body. The WVU School of Public Health has had an accredited Master of Public Health (MPH) program since 1996 (previously in the Department of Community Medicine [CMED] in the School of Medicine).

In a survey of WVU's undergraduates by the School of Medicine in 2009, about half of the respondents (n = 650) indicated an interest in an undergraduate major in public health. Since the publication of the Institutes of Medicine's report in 2003 recommending that all undergraduate college students to have access to education in public health (IOM, 2011, found at http://books.nap.edu/openbook.php?record_id=10681), undergraduate courses and programs in public health have grown dramatically. Nearly 50,000 undergraduate public health degrees were awarded from 1992 to 2012. Similarly, the number of institutions offering such degrees grew from 45 to 176 schools in the same time-period. (ASPPH, 2015, found at <http://www.aspph.org/aspph-and-de-beaumont-foundation-release-report-on-undergraduate-public-health-growth-trends/>). See Appendix C for document summary. As a result, national agencies providing leadership and direction for public health education have introduced measures to ensure the quality of these programs, including the Association for Schools and Programs of Public Health's (ASPPH) Learning Outcomes Model and CEPH's accreditation process for stand-alone or SPH-aligned undergraduate public health programs.

The US Department of Health and Human Services, in “The Public Health Workforce: An Agenda for the 21st Century”, notes that the public health workforce is struggling to meet the capacity demands needed to improve the health of US citizens. (USDHHR, 2005 found at <http://www.health.gov/phfunctions/pubhlth.pdf>) This report details some of the contributing

barriers, all which point to education (e.g., inadequate knowledge to meet future challenges, need for new training and educational resources, lack of formal training in public health).

There is also a well-documented need for revitalizing the public health workforce. As baby boomers retire, those in the public health workforce are retiring at high numbers both locally and nationally. (National Association of County & City Health Officials [NACCHO], 2013 found at <http://nacchoprofilestudy.org/reports-publications/>) At the same time, demands on public health services are growing due to epidemics of chronic and infectious diseases, public health emergencies and an aging infrastructure. This degree program will allow students to meet their own professional goals, as well as starting the next generation of public health professionals on their way toward meeting public health needs at the local, state and national levels.

Providing two Areas of Emphasis, one heavier on natural sciences and one heavier on social sciences, allows students to select an emphasis that best supports their professional and academic goals. Offering two or more paths toward an undergraduate public health degree is typical of existing undergraduate public health degrees across the country. It has been noted that the largest enrollment is in the social sciences emphasis (Community and Population Health), with a smaller number of students opting to enroll in the Public Health Sciences emphasis.

West Virginia Institutions Offering Similar Programs

Marshall University

BS, major in Public Health (not accredited)

Fairmont State University and West Virginia State University offer a major in Community Health Education, which prepares students to become health education specialists, a narrower scope of skills than the proposed Community and Population Health Area of Emphasis in the Public Health major.

Program Objectives and Content (for major and Areas of Emphasis)

Objectives for the Public Health Major

- 1) To provide a solid foundation of the historic milestones, core disciplines and core functions of public health.
- 2) To appreciate human cultures and social determinants of health as they relate to individual and population health.
- 3) To explain the impact of natural processes and systems on health and patterns of disease and injury among diverse populations.
- 4) To develop proficiency in critical and creative thinking, analysis and synthesis of information to inform, assist and promote public health.
- 5) To enhance oral and written communication skills needed to effectively disseminate knowledge and information to address current public health issues.
- 6) To engage students in public health-related activities with local, regional, national and/or global organizations.

Objectives for the Community and Population Health Area of Emphasis

- 7) To recognize how social and behavioral factors impact the health status of individuals and populations.

- 8) To identify appropriate theories, methods and strategies to address the health needs of communities and populations.

Objectives for the Public Health Science Area of Emphasis

- 7) To recognize how policies and environmental factors impact the health status of individuals and populations.
- 8) To develop skills in biostatistical and epidemiologic methods for use in public health research.

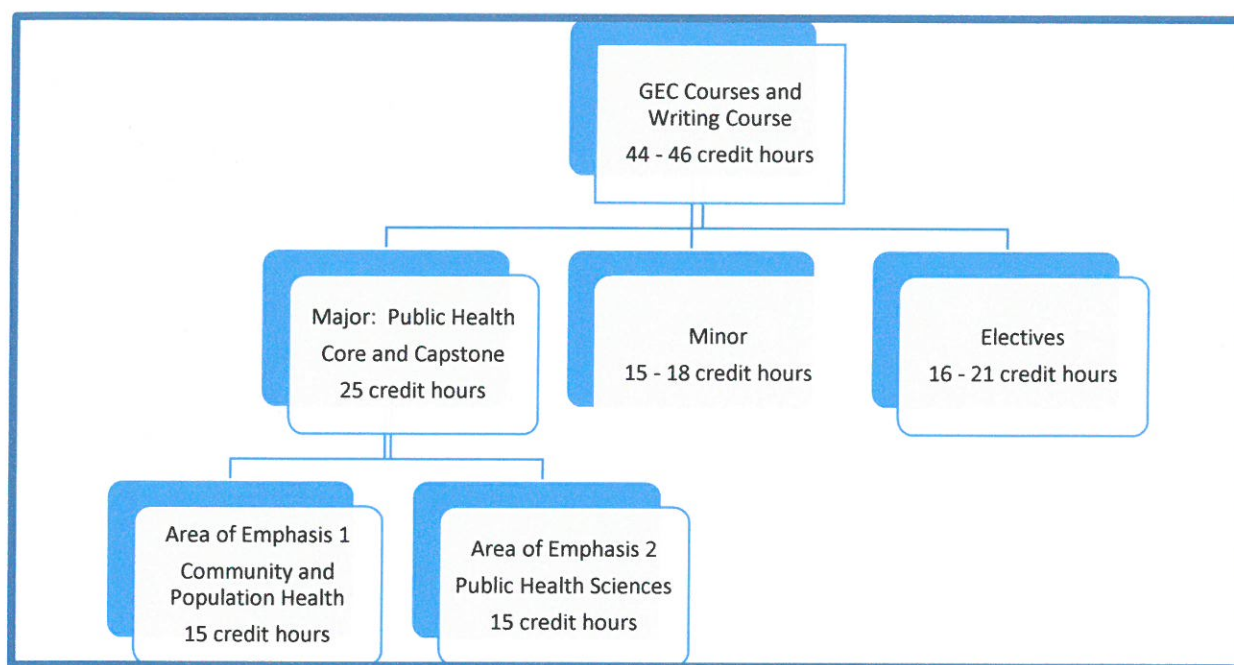
Program Content

Public Health core disciplines include biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences. Knowledge of natural and social science principles and familiarity with cultural and socio-economic differences among populations, provided in general education courses and the early public health major courses, will provide a strong foundation for the public health discipline-specific courses. New technologies for disease prevention and promotion of health, as well as the global nature of health issues, require students to gain a broad education with an emphasis on problem solving skills, critical thinking, application and an understanding of both clinical- and population-based ethics.

The proposed curriculum will be consistent with CEPH's standards and will provide students with general knowledge regarding public health disciplines, principles and practice, as well as a complementary array of interdisciplinary coursework in social, behavioral and natural sciences. We expect to integrate a substantial amount of application and practice into the public health coursework, as well as engage with public health professionals in and out of the classroom to expand student experiences. Students may also elect to participate in an internship to augment their practical experience.

Students will complete a capstone experience that provides opportunities to apply public health principles outside of a typical classroom setting and build on public health coursework, as required by both CEPH and the University. The experience will be tailored to students' expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment). For this, students will choose from two options (a professional field experience or a senior thesis) during their last semester in the program. The experience will be tailored to students' expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment) and align with their selected Area of Emphasis. It is expected that students will have the majority of both their major and Area of Emphasis courses completed prior to registering for their capstone.

This four-year program comprises 120 credit hours as detailed in the figure below. Students may select any course they desire to meet the University's general education requirements and may select any minor. See Appendices D and E for the proposed four-year course sequence (D for GEC [spring 2016] and E for GER [fall 2016]), Appendix F for the matrix detailing course alignment with program objectives and Appendix G for the list of proposed public health courses and course descriptions.



Program Implementation (course roll out)

Major courses	Public Health Sciences AoE courses	Community and Population Health AoE courses
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Course #	Course Name	Cr Hrs	Type	S 16	F 16	S 17	F 17	S 18
PUBH 101	Introduction to Public and Community Health	3	Major	X	X	X	X	X
PUBH 199	Public Health Orientation	1	Major	X	X		X	
PUBH 201	Global Perspectives of Public Health	3	Major	X	X	X	X	X
PUBH 241	Biological Aspects of Public Health	3	Major		X		X	
PUBH 211	Biostatistics for Population Health	3	Major	X	X		X	
PUBH 222	Epidemiology for Public Health	3	Major			X		X
PUBH 202	Social Determinants of Health	3	Major	X		X		X
PUBH 243	Issues in Environmental Health	3	Major		X		X	
PUBH 491/6	Public Health Capstone: Professional Field Experience or Senior Thesis	3	Major					X
PUBH 331	Introduction to Health Policy	3	PHS	X	X		X	
PUBH 311	Health Research Data Management and Reporting	3	PHS			X		X
PUBH 442	Public Health in the Workplace	3	PHS				X	
PUBH 423	Introduction to Modern Epidemiologic Research	3	PHS				X	
CHPR 305	Disease Across the Life Span	3	CPH	X	X		X	
PUBH 352	Introduction to Social and Behavioral Sciences and Practice	3	CPH			X		X
CHPR 436	Worksite Wellness	3	CPH	X		X		X
PUBH 454	Introduction to Public Health Research Methods	3	CPH				X	

Admission Standards and Process

SPH Admissions for BS in Public Health

The WVU School of Public Health (SPH) will implement a rolling admissions policy with due dates in line with the University's requirements.

Direct admissions will apply to students applying upon graduation from high school, as well as external transfer students. Applicants who meet SPH minimum standards (see below) will be accepted directly into the program by WVU Admissions. Students who do not meet our minimum standards, but who are interested in pursuing a degree in public health, will be able to apply to transfer into the program once they establish their viability in undergraduate education. Student applications received or completed after the deadline date will be considered for admission for the following semester.

Internal transfer students who meet our minimum standards may complete a WVU Change of Status form to transfer into the MPH program. Because the field of public health welcomes diversity, we will allow students who do not meet these standards to complete an application to the public health program. This will require an essay describing the student's interest in public health and detailing life experiences that will contribute to their successful completion of this degree, which will be reviewed by an admissions committee.

Semester to Begin Program	Review of Applications Started	Date Review Period Closes
Fall	September 15	June 1
Spring	January 15	October 1

Admission Standards

Direct Freshman Admission Standards

- Students are eligible for direct freshman admission if they meet the following minimal guidelines: a comprehensive 3.0 high school GPA and either superscored SAT of 1000 or ACT of 22.

Internal and External Transfers

- Students who have completed undergraduate coursework at WVU or another institution of higher education prior to applying to the Public Health major must have a minimum cumulative undergraduate grade point average of 2.5.

Advising

The SPH plans to hire a full-time Advisor for this program, whose responsibilities will include recruitment. In addition, we will work closely with the University College to ensure that students interested in transferring into the program understand the degree requirements.

Selecting an Area of Emphasis

Students will work with the program advisor to select an Area of Emphasis, which will usually be declared before the student enters their third year in the undergraduate program.

Assessment/Evaluation Plan

Students in this program must maintain a 2.5 overall GPA and receive at least a C in all major and Area of Emphasis courses to graduate.

Assessment of Learning

Each Area of Emphasis has specific objectives and course learning outcomes linked to a variety of artifacts to evaluate student learning (e.g. exams, case studies, papers, presentations, group projects, field experiences, capstones). Through these course learning outcomes, measurements of student and school progress will be developed and monitored across time. The use of Live Text software will enable instructors to assess student abilities based on these outcomes above and beyond the grades earned in class.

We will measure degree and Area of Emphasis outcomes through course grades, and primarily through student performance in the public health capstone options (professional field experience or senior thesis). We will also consider feedback from recent graduate/alumni surveys, as well as retention and graduation rates.

Undergraduate reporting will be integrated into our existing graduate reporting and assessment infrastructure, which includes annual reports to CEPH, as well as self-studies every five to seven years as part of our accreditation process. The evaluation of the undergraduate program will be integrated into the School of Public Health's continuous quality improvement process. Our approach utilizes existing WVU data sources (e.g., Banner, Hobson), process and outcome measures, qualitative and quantitative methods (e.g., grades, surveys, focus groups), and the involvement of all relevant stakeholders (e.g., SPH Evaluation Committee, external committees, faculty, alumni and students).

The Director of Assessment oversees this effort and is responsible for the process of collecting, organizing and interpreting data to determine the degree to which the SPH meets its mission, goals and objectives. This process includes providing recommendations on the data needed to measure the School and its programs' effectiveness, identifying or developing necessary data systems, standardizing definitions for required data elements, coordinating and overseeing data-collection activities, establishing and maintaining procedures for data tracking and storage, and conducting an annual preliminary analysis of these data to assess performance. The Director of Assessment has direct access to all the necessary University data systems and works closely with other SPH administrators and administrative staff.

Accreditation Status

The Undergraduate program in public health will become part of the accredited School of Public Health (only accredited School of Public Health in WV, and therefore, the only accredited BSPH and MPH degrees in the state), and will be part of the regular accreditation review requirements (including self-study) as part of that accredited body (see Appendix H).

Expected Enrollment

	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
New Students	10	25	45	50	50
Total Students (new and current)	10	35	80	130	180

Enrollment Break Down for Area of Emphasis

	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Community and Population Health AoE New Students	6	18	30	30	30
Total Students (new and current) in CPH AoE	6	24	54	84	114
Public Health Sciences AoE New Students	4	7	15	20	20
Total Students (new and current) in PHS AOE	4	11	26	46	66

Projected Resource Requirements

Undergraduate education in public health is a national trend, as well as the natural next step for the continued growth and success of the School of Public Health. While additional resources (faculty, advisors and administration) may be needed for these programs, the value to the SPH should far outweigh the initial expense. Most undergraduate programs in public health report exponential growth within one to two years of their start. In addition, this program will become a feeder program to the Master of Public Health and other University graduate programs. No additional resources will be needed for the Areas of Emphasis other than noted here.

Teaching

Current SPH faculty will be instructors for some of the courses; select students in the PhD in Public Health Sciences program will also be recruited for teaching duties as teaching assistants and on a limited basis as instructors. The SPH will hire a full-time advisor for the undergraduate program, as well as a full-time field experience coordinator. In addition, the current SPH graduate faculty have flexible teaching expectations; consequently, additional teaching expectations should not be overly burdensome. However, provisions have been made to add faculty position(s) in fiscal year 2018 should the number of students increase to a point where additional resources are required.

Classrooms

Classrooms may be a challenge in the already crowded HSC, but we are confident that we can find times when current classrooms are available. We have discussed classroom availability with the room scheduling unit at the HSC. There is some availability of classrooms in the mornings and early afternoons, but they are largely available in the late afternoons and early evenings. Parking will be more available at these later times as well.

UG Program a Priority for HSC and SPH Leadership

Dean Hand has made the success of the public health undergraduate program a priority and has received assurance from both the HSC and WVU administrations in support of this endeavor. He has ensured that there are structures in place to support the development and implementation of this undergraduate degree program. See Appendix I for a more detailed, five-year analysis of projected revenues and expenses of the proposed program.

Program Planning and Development

The School of Public Health began planning for this degree in January 2014 at the encouragement of the HSC Chancellor, Dr. Christopher Colenda. Janet Hunt, Assistant Dean for Program Development and Operations was assigned this task and convened a planning workgroup comprising Drs. George Kelley, Bob Duval and Travis Knuckles. This group has met at least once a month and, as plans developed, the plans were shared with all major stakeholders (administration, departments, faculty, students and external committees [alumni and community]). Feedback to this proposed program has been overwhelmingly positive.

All documents related to the planning and development of this degree can be found at the Public Health UG Planning SOLE page <https://sole.hsc.wvu.edu/Site/2374> (this has limited, password protected access). See SPH internal communications of support in Appendix J and WVU letters of support in Appendix K.

Employment Opportunities:

Graduates of this program will be eligible for entry-level public health positions in a wide array of agencies involved in public and private health, including local, regional and state health departments, consulting and advocacy organizations, healthcare organizations and government agencies.

The Bureau of Labor Statistics (BLS) estimates an average growth rate for public health workers of 21% from 2012 to 2022, faster than average for all occupations. Growth will be driven by efforts to improve health outcomes and reduce healthcare cost by implementing public health programs that ultimately will change behavior to promote wellness. The BLS list the 2012 median wages for public health workers at \$41,830.00 per year.


(<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>).

Federal healthcare reform increases the need for public health workers; the goal of improving health and reducing disease is grounded in prevention and health behavioral change.

Prevention is the key to reducing chronic diseases, which remain costly, and account for 70% of all deaths in the United States. Health promotion, immunizations, disease screenings, health education, promoting wellness, and supporting access to care are types of positions available to those with undergraduate public health degrees.

Because undergraduate degrees in public health are relatively new, the employability of these graduates has not been well documented nationally (see Appendix C). A current effort led by the ASPPH to track these graduates and document their employment is under way. However, we do know that public health graduates have a broad and unique knowledge base which can provide an advantage to them when seeking entry-level positions in public health and other fields.

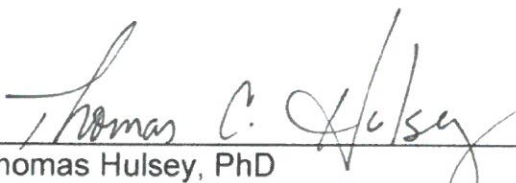
School of Public Health Signatures



Michael Mann, PhD
SPH Curriculum Committee Chair

12/15/14

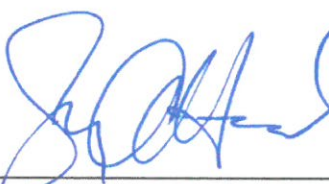
Date



Thomas Hulse, PhD
Interim Senior Associate Dean for Academic Affairs, SPH

12/15/14


Date



Gregory A. Hand, PhD, MPH
Dean, SPH

12/10/2014

Date



Christopher C. Colenda, MD, MPH
Chancellor, WVU HSC

12/15/14

Date

Appendix A

Letter from WVU Associate Provost Approving Intent to Plan



Memorandum

To: Dr. Gregory Hand and Professor Hunt

From: Dr. Elizabeth A. Dooley, Associate Provost for Undergraduate Academic Affairs

Date: November 17, 2014

Re: Intent to Plan – BS Degree with a major in Public Health

I approve your Intent to Plan proposing to create a BS degree with a major in Public Health consisting of two tracks. I appreciate the time you have put into preparing a comprehensive document.

Please note the GEC will change Fall 2016 - requiring fewer credit hours (34-37). This change does not include the First Year Seminar course. This change will impact the total number of credits you have projected for the major. Since you are still in the early stages of proposal preparation, I suggest you make the necessary adjustments to accommodate this reduction.

When preparing the full proposal, greater detail for the assessment section will be needed. Please include in the proposal how you plan to assess learner outcomes and program goals. When finalizing program objectives, avoid language such as: "gain an understanding" – each has to be measurable. You should also determine how you will assess student and faculty perceptions of the programs.

Finally, if you plan to partner with other programs or you believe there too be additional pressures placed on programs and or specific courses due to the addition of undergraduate public health students, please obtain letters of support from those programs.

If you have additional questions, please let me know.

Best Wishes.

EAD/sr

ACADEMIC AFFAIRS
UNIVERSITY
EXTENSION AND PUBLIC SERVICE

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Appendix B

Approval to use PUBH as Undergraduate Subject Heading (e-mail chain)

From: Suzanna Slaughter [mailto:Suzy.Slaughter@mail.wvu.edu]
Sent: Wednesday, November 12, 2014 2:11 PM
To: Dooley, Elizabeth
Cc: Stimeling, Melanie; Hunt, Janet
Subject: RE: Memo to Add UG PUBH Subject Code

Hi,
PUBH is currently an active subject code but is currently only used for courses numbered 500 or higher – I do not see a problem with this also being used for Undergraduate courses.

Suzy

From: Elizabeth Dooley
Sent: Wednesday, November 12, 2014 2:02 PM
To: Suzanna Slaughter
Cc: Melanie Stimeling; Janet Hunt
Subject: FW: Memo to Add UG PUBH Subject Code

Suzy,
I approve and support the request to use PUBH as the subject code for the proposed undergraduate major in Public Health.
Please let me know if this is an acceptable subject code. Thanks

From: Hunt, Janet [mailto:jhunt@hsc.wvu.edu]
Sent: Tuesday, November 11, 2014 12:58 PM
To: Elizabeth Dooley
Subject: FW: Memo to Add UG PUBH Subject Code

Dr. Dooley:

Please see attached to add the PUBH subject heading to be used for undergraduate courses.

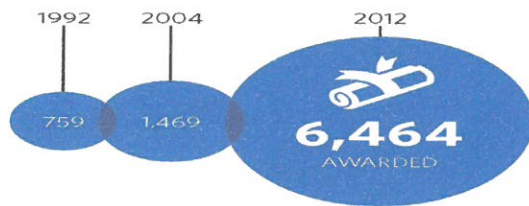
Thanks.

Janet B Hunt, MPH
Assistant Dean for Program Development and Operations
WVU School of Public Health

Appendix C: The Growth of the UG Public Health Major (ASPPH, 2014, summary)

The Growth of the Undergraduate Public Health Major

1992 - 2012



Public Health is Now One of the Fastest Growing Majors

The number of public health conferrals increased from 759 in 1992 to 1,469 in 2004. The number of public health degrees awarded increased to 6,464 by 2012.

Increase in Number of Schools Offering Undergrad PH Degrees

In 1992, 45 institutions awarded undergraduate public health degrees with an average of 17 degrees per institution. By 2012, 176 institutions awarded undergraduate public health degrees with an average of 37 degree conferrals per institution.

= 5



9th

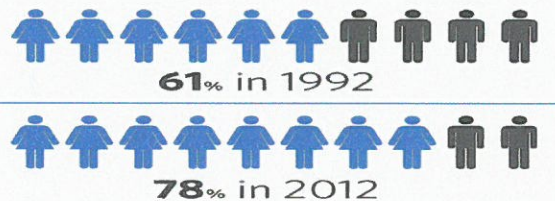
Fastest-growing mid-size undergraduate major

Increase/Growth

Between 1992 and 2012, among mid-sized and larger undergraduate programs (i.e., with at least 1,000 degrees awarded nationally in 2012 and 1 or more degrees awarded in 1992, n=151), Public Health ranked as the ninth fastest-growing category.

Women in Public Health

Women had greater representation in public health programs compared to the overall undergraduate student body in the U.S. Between 1992 and 2012, the proportion of women earning undergraduate public health degrees increased from 61% to 78%, a 29% increase, compared to a 6% increase in the proportion of women earning undergraduate degrees overall in the U.S.



Asian and Pacific Islander Graduates



Racial & Ethnic Diversity

Undergraduates receiving degrees in public health were also more diverse than undergraduates overall, with increases in both Asian and Pacific Islander graduates (up to 12% from 5% in 2003) and Hispanic graduates (up to 9% from 6% in 2003).

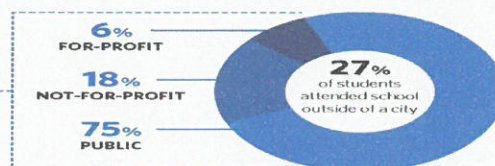
People of Color Graduates



Characteristics of Schools

In 2012, 73% of students receiving undergraduate degrees in public health attended a college or university located in a city. Seventy five percent of students graduated from public institutions, 18% from private not-for-profit institutions, and 6% in private for-profit institutions.

73% of students attended school in a city



Where Do These Graduates Go?

Fewer than 1 in 10 of these graduates are applying to medical school or an advanced degree in public health.*

To read more please visit www.debeaumont.org/program-areas/workforce-development/up

Source: National Center for Education Statistics, IPEDS, 1992-2012
*Source: SOPHAS Applicant Data, 2012 American Association of Medical Colleges Applicant and Matriculant File, 1992-2012



**Appendix D BS Degree with a Public Health Major with two Areas of Emphasis :
Community and Population Health (CHP) OR Public Health Sciences (PHS)**

Proposed Curriculum Requirements and Course Sequence (with GEC, Spring 2016)		
Freshman Year Fall (14 credit hours)		
Course # (proposed)	Course Name (Proposed)	Credit Hours
PUBH 199	Public Health Orientation	1
WVU 191	Freshman Year Experience	1
PUBH 101	Introduction to Public & Community Health	3
	GEC Courses	9
Freshman Year Spring (16 credit hours)		
PUBH 201	Global Perspectives of Public Health	3
	GEC Courses	13
Sophomore Year Fall (15/17 credit hours)		
PUBH 211	Biostatistics for Population Health	3
PUBH 241	Biological Aspects of Public Health	3
	GEC Courses	9/11
Sophomore Year Spring (15/13 credit hours)		
PUBH 222	Epidemiology for Public Health	3
PUBH 202	Social Determinants of Health	3
	GEC Courses	6
	Minor or Electives	3/1
Junior Year Fall (15 credit hours)		
PUBH 243	World Issues in Environmental Health	3
CHPR 305	CPH AoE: Disease Across the Life Span	3
PUBH 331	PHS AoE: Introduction to Health Policy	
	GEC Course	3
	Minor or Electives	6
Junior Year Spring (15 credit hours)		
ENGL 305	Technical Writing (writing Intensive)	3
PUBH 352	CPH AoE: Introduction to Social and Behavioral Sciences & Practice	3
PUBH 311	PHS AoE: Health Research Data Management and Reporting	
CHPR 436	CPH AoE: Introduction to Worksite Wellness	3
PUBH/CHPR XXX	PHS AoE: PUBH Elective	
	Minor or Electives	6
Senior Year Fall (15 credit hours)		
	Minor or Electives	9
PUBH/CHPR XXX	CPH AoE: PUBH Elective	3
PUBH 423	PHS AoE: Introduction to Modern Epidemiologic Research	
PUBH 454	CPH AoE: Introduction to Public Health Research Methods	3
PUBH 442	PHS AoE: Health in the Workplace	
Senior Year Spring (15 credit hours)		
PUBH 491/496	Capstone: Professional Field Experience or Senior Thesis	3
	Minor or Electives	12

Summary:	GEC Requirements	41- 43 credit hours (students may select any GEC course)
	Writing Course	3 credit hours
	Public Health Major	40 (25 core [including capstone and orientation], 15 AoE)
	Minor	15 – 18 credit hours (students may select any minor)
	Electives	16 – 21 credit hours (dependent on GEC courses & minor)
	Total	120 credit hours

Note: Within each Area of Emphasis, each student selects one elective from PUBH or CHPR course that is not already part of their required major or AoE courses.

**Appendix E BS Degree with a Public Health Major with two Areas of Emphasis:
Community and Population Health (CHP) OR Public Health Sciences (PHS)**

Proposed Curriculum Requirements and Course Sequence (with GER, Fall 2016)		
Freshman Year Fall (14 credit hours)		
Course # (proposed)	Course Name (Proposed)	Credit Hours
PUBH 199	Public Health Orientation	1
WVU 191	Freshman Year Experience	1
PUBH 101	Introduction to Public & Community Health	3
	GEC Courses	9
Freshman Year Spring (16 credit hours)		
PUBH 201	Global Perspectives of Public Health	3
	GEC Courses	13
Sophomore Year Fall (15/17 credit hours)		
PUBH 211	Biostatistics for Population Health	3
PUBH 241	Biological Aspects of Public Health	3
	GEC Courses	9/11
Sophomore Year Spring (15/13 credit hours)		
PUBH 222	Epidemiology for Public Health	3
PUBH 202	Social Determinants of Health	3
	GEC Courses	6
	Minor or Electives	3/1
Junior Year Fall (15 credit hours)		
PUBH 243	World Issues in Environmental Health	3
CHPR 305	CPH AoE: Disease Across the Life Span	3
PUBH 331	PHS AoE: Introduction to Health Policy	
	GEC Course	3
	Minor or Electives	6
Junior Year Spring (15 credit hours)		
PUBH 352	CPH AoE: Introduction to Social and Behavioral Sciences & Practice	3
PUBH 311	PHS AoE: Health Research Data Management and Reporting	
CHPR 436	CPH AoE: Introduction to Worksite Wellness	3
PUBH/CHPR XXX	PHS AoE: PUBH Elective	
	Minor or Electives	9
Senior Year Fall (15 credit hours)		
	Minor or Electives	9
PUBH/CHPR XXX	CPH AoE: PUBH Elective	3
PUBH 423	PHS AoE: Introduction to Modern Epidemiologic Research	
PUBH 454	CPH AoE: Introduction to Public Health Research Methods	3
PUBH 442	PHS AoE: Health in the Workplace	
Senior Year Spring (15 credit hours)		
PUBH 491/496	Capstone: Professional Field Experience or Senior Thesis	3
	Minor or Electives	12

Summary:	GER Requirements	34 – 37 credit hours (students may select any GEC course)
	Public Health Major	40 (25 core [including capstone and orientation], 15 AoE)
	Minor	15 – 18 credit hours (students may select any minor)
	Electives	25 – 31 credit hours (dependent on GEC courses & minor)
	Total	120 credit hours

Note: Within each Area of Emphasis , each student selects one elective from PUBH or CHPR course that is not already part of their required major or AoE courses.

Appendix F: Matrix of Course Alignment with Program Objectives

Program Objectives	PUBH 199 PH Orientation	PUBH 101 Intro to Pub & Comm Health	PUBH 201 Global Perspectives of PH	PUBH 211 Biostats for Pop Health	PUBH 241 Biological Aspects of PH	PUBH 222 Intro to Epidemiology	PUBH 202 Social Determinants of Health	PUBH 243 World Issues in Environ Health	PUBH 491/496 Capstone (Field Practice or Thesis)
1. To provide a solid foundation of the historic milestones, core disciplines and core functions of public health.	X	X	X				X		
2. To appreciate human cultures and social determinants of health as they relate to individual and population health.		X	X		X	X	X	X	
3. To explain the impact of natural processes and systems on health and patterns of disease and injury among diverse populations.		X	X	X	X	X	X	X	X
4. To develop proficiency in critical and creative thinking, analysis and synthesis of information to inform, assist and promote public health.			X	X	X	X	X	X	X
5. To enhance oral and written communication skills needed to effectively disseminate knowledge and information to address current public health issues.		X	X				X	X	X
6. To engage students in public health-related activities with local, regional, national and/or global organizations.		X	X				X	X	X

Community and Population Health Area of Emphasis

Program Objectives	CHPR 305 Disease Across the Lifespan	PUBH 352 Intro to Soc/Behav Sciences & Practice	CHPR 436 Introduction to Worksite Wellness	PUBH 454 Introduction to PH Research Methods
7. To recognize how social and behavioral factors impact the health status of individuals and populations.	X	X	X	
8. To identify appropriate theories, methods and strategies to address the health needs of communities and populations.	X	X	X	X

Public Health Science Area of Emphasis

Program Objectives	PUBH 331 Introduction to Health Policy	PUBH 311 Health Research Data Management & Reporting	PUBH 423 Intro to Modern Intro to Modern Epid Research	PUBH 442 Public Health in the Workplace
7. To recognize how policies and environmental factors impact the health status of individuals and populations.	X			X
8. To develop skills in biostatistical and epidemiologic methods for use in public health research.		X	X	

Appendix G

Undergraduate PUBH and CHPR Course Descriptions: Major, Areas of Emphasis and Electives

- **CHPR courses in red font are existing WVU courses (syllabi are on file with SPH CC).**
- **All new courses have been submitted through the CIM system.**
- **Courses with common WVU course numbers will not have syllabi.**

Note: All new courses have been submitted through the CIM system.

Please note that we have minimized pre-requisites on purpose...in order to make our courses as accessible to the greater university as possible. In addition, we plan to apply for several of the 100 and 200 level courses to be approved to be offered in the general education curriculum.

Public Health Major Courses (all students must take)

PUBH 101. (SPH) Introduction to Public and Community Health. 3 Hours.

This course will provide students with an overview of the principles and practice of public and community health. Students will learn about the history, core function and essential services of public health, as well as engage in discussions about current public health events and issues in the field.

PUBH 199. (SPH) Public Health Orientation. 1 Hour.

Common Course Number: Students will explore public health careers and develop skills to integrate public health literature and best practices into their courses, activities and decisions.

PUBH 201. (SBHS) Global Perspectives of Public Health. 3 Hours.

This introduction to global public health will strengthen students' perspectives and understanding of disease prevention and treatment issues in westernized and developing/underdeveloped countries. Topics include health disparities, economic/political structures/systems impacting health, maternal and child health (including family planning), socio-cultural factors affecting health care delivery and the global burden of infectious and chronic diseases, injuries and disasters.

PUBH 202 (SBHS) Social Determinants of Health.

The purpose of this course is to provide an introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. The course is designed to help students develop basic literacy regarding social concepts and processes that influence health status and health disparities.

PUBH 211. (BIOS) Biostatistics for Population Health. 3 Hours.

This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making. Topics include data visualization, summary statistics, statistical inference, and strategies for articulating and evaluating claims using statistical constructs.

PUBH 222. (EPID) Epidemiology for Public Health. 3 Hours. Pre- or Co-req: PUBH 211 or STAT 211

This introductory course explores the historical roots of the practice of epidemiology. The course will provide students with a foundation in the study of the distributions of health-related states or events (including injury and disease) in human populations and the control of these health-related problems.

PUBH 241. (OEHS) Biological Basis of Public Health. 3 Hours.

Provides a basic understanding of human changes associated with or resulting from those chronic or infectious diseases or injuries that are of public health importance in the US and globally. Students will: 1) understand core concepts of health and disease, 2) recognize common infectious diseases and their influence on public health, and 3) identify chronic disease burden.

PUBH 243. (OEHS) Issues in Environmental Health. 3 Hours.

Provides an overview of environmental and occupational issues relating to air, water and solid waste as they relate to human health. Basic environmental health concepts, technologies and underlying data will be examined to better understand local, national and global solutions to environmental health problems.

PUBH 491 (Professional Field Experience) and 496 (Senior Thesis). (SPH) Public Health Capstone. 3 Hours.

Common Course Numbers: Students will choose from one of these two options during their last semester in the program for their capstone experience. This will provide opportunities to apply public health principles outside of a typical classroom setting and build on public health coursework, as required by both CEPH and the University. The experience will be tailored to students' expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment) and align with their selected Area of Emphasis. It is expected that students will have the majority of both their major and Area of Emphasis courses completed prior to registering for their capstone.

Community and Population Health Area of Emphasis
CHPR 305. (SBHS) Disease Across the Life Span. 3 Hours.

Students will identify causative factors, treatment, prevention, and educational implications for disease across the life span.

PUBH 352. (SBHS) Intro to Social and Behavioral Sciences and Practice. 3 Hours. Pre-req: PUBH 202

Introduces the historical and philosophical background of the social and behavioral sciences, covering theories of behavioral science applied to health behaviors; socio-cultural factors of disease etiology, prevention and population health; individual, group, community, and technology-based strategies for health behavior change; and current issues in behavioral sciences for health promotion including its application to achieving the Healthy People 2020 goals.

CHPR 436. (SBHS) Introduction to Worksite Wellness.

An introduction to the field of health promotion in a worksite setting. Persons with interest in exploring the possibility of employment in health promotion in a worksite setting will find this course helpful.

PUBH 454. (SBHS) Introduction to Public Health Research Methods. 3 Hours. Pre-req: PUBH 222 and 352

This course provides an overview of public and community health research methods. Content includes the purpose and foundations of research, identifying and framing a topic of interest and formulating research questions, ethical standards and reviews, study populations and samples, study designs, question construction and questionnaire development, data collection and analysis approaches, and the reporting and dissemination of findings.

Public Health Sciences Area of Emphasis

PUBH 331 (HPML) Introduction to Health Policy.

This course provides an overview of the inner workings of health care policy making, from the legislative process to socioeconomic impacts, with both historical and modern perspectives. Students will explore factors that shape the United States health care system and policy, such as values, models, and stakeholders, and compare them to other countries for international context.

PUBH 311. (BIOS) Health Research Data Management and Reporting. 3 Hours. Pre-req: PUBH 211

This course will provide an introduction to data management and reporting principles, and the associated tools that are instrumental in public health research. Topics include data documentation, data structure, relational database theory, data manipulations, basic logic for programming, literate programming, and reporting.

PUBH 423. (EPID). Introduction to Modern Epidemiologic Research. Pre-req: PUBH 222

This intermediate course will provide students with a foundation in the research tools utilized to explore the determinants of health-related states or events (including injury and disease) in human populations.

PUBH 442. (OEHS) Public Health in the Workplace. Pre-req: PUBH 222 and 243

Overview of workplace health issues as they affect human health, including exposure to chemical, physical, biological and mechanical hazards. Basic occupational safety and health concepts, technologies and underlying data will be examined to better understand the potential solutions for workplace safety and human health issues.

Proposed PUBH Electives

PUBH 333. (HPML) Comparative Health Policy. 3 Hours. Pre-req: PUBH 331

In this course, students will examine the structure of healthcare systems in selected countries worldwide. Specific attention is paid to the developmental history of national healthcare systems, financing, and delivery infrastructure. The impact of international relations is also examined.

PUBH 334. (HPML) Emergency Preparedness for Public Health. 3 Hours.

This course provides an overview of the dimensions of disasters and emergencies through the lens of public health professionals with special focus on the rural environment and uses the Homeland Security Exercise Evaluation Program (HSEEP) model for the final exercise. Students completing this course will also complete several FEMA certifications during the course.

CHPR 333. Foundations of Wellness. 3 Hours.

Provide students with physical, mental, emotional, and environmental health concepts and experiences that will expand their knowledge and skills. These relate to the processes and techniques for promoting and maintaining individual and community health changes.

CHPR 380. Women and Health. 3 Hours.

Examination of theories, myths, and practices surrounding women's physical and mental health from both historical and present-day perspectives. Exploration of specific health issues and controversies and the rise of the women's health movement.

CHPR 440. Clinical Research Methods/Practice. 3 Hours.

Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care. Students also participate in real-time clinical research and interact with patients/potential study subjects in the emergency department.

Appendix H: CEPH Accreditation Requirements for Undergraduate Public Health Programs (found at <http://ceph.org/assets/SPH-Criteria-2011.pdf>)

2.9 Bachelor's Degrees in Public Health. If the school offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: In addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: Students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

Interpretation. A school shall have sufficient faculty expertise to support the development and implementation of public health bachelor's degree programs. This criterion does not define a minimum number of total credit hours that are required for the baccalaureate degree, but the number and structure of credit hours must be congruent with other baccalaureate degree programs in the institution. Schools should recognize that delivering public health bachelor's degree programs may require additional or specialized resources in areas such as advising and career counseling, as compared to graduate public health degrees and/or other baccalaureate programs.

Required Documentation. The self-study document should include the following:

- a. Identification of all bachelor's-level majors offered by the school. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.
- b. Description of specific support and resources available in the school for the bachelor's degree programs.
- c. Identification of required and elective public health courses for the bachelor's degree(s).
Note: The school must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).
- d. A description of school policies and procedures regarding the capstone experience.
- e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Appendix I Five-year Analysis of Projected Revenues and Expenses

Tuition and Fee Revenue per Year														
	FY16			FY17			FY18			FY19			FY20	
	Tuition Per Student	Number of Students	Total T&F	Number of Students	Total T&F	Number of Students	Total T&F	Number of Students	Total T&F	Number of Students	Total T&F	Number of Students	Total T&F	
Undergraduate-Resident	4,380	12	52,560	21	96,579	48	231,790	78	395,491	108	547,603			
Undergraduate-Non-Resident	11,112	8	88,896	14	163,346	32	392,031	52	668,904	72	926,174			
TOTAL TUITION & FEES		10	141,456	35	259,925	80	623,821	130	1,064,395	180	1,473,777			

Expenses Per Year														
FY 16			FY 17			FY18			FY19			FY 20		
Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Salary	Total (24% Fringe)	Total (24% Fringe)
Faculty														
Assistant Professor/Instructor	-	-	-	-	-	100,000	124,000	205,000	254,200	215,250	266,910			
Staff (non-classified)														
Advisor	40,000	49,600	40,800	50,592	41,616	51,604	42,448	52,636	43,297	53,689				
Field Experience Coordinator	55,000	68,200	56,100	69,564	57,222	70,955	58,366	72,374	59,534	73,822				
Total Faculty & Staff	95,000	117,800	96,900	120,156	198,838	246,559	305,815	379,210	318,081	394,421				
Operating		50,000		54,000		58,320		62,986		68,024				
Contingency		25,000		27,000		29,160		31,493		34,012				
TOTAL EXPENSES		192,800		201,156		334,039		473,689		496,457				
Net projected Operating Results		(51,344)		58,769		289,782		590,706		977,320				
Assumptions:														
60% resident; 40% non-resident students														
2% per year salary increases for staff; 5% per year salary increases for faculty														
8% per year increases in operating & contingency														
5% per year tuition & fee increases														

Appendix J

SPH Internal Support Communications

Hunt, Janet

To: Duval, Robert
Subject: Support for the UG Public Health Degree

From: Duval, Robert
Sent: Monday, December 01, 2014 3:33 PM
To: Hunt, Janet
Subject: Re: Indication of Support for the Public Health UG Degree
Importance: High

Janet,

The School of Public Health Undergraduate Program has the complete support of the Department of Health Policy, Management, and Leadership. Let me know what else if we can provide for this rather important and worthwhile development

Sincerely,

Robert D Duval
 Chair, Department of Health Policy, Management and Leadership (Interim), and
 MPH Program Director, Occupational and
 Environmental Health Sciences
 WVU School of Public Health (Rm 3848)
 PO Box 9190
 Morgantown WV 26506-9190
 (p) 304-584-1826 (for Health Policy and ORHS)
 (f) 304-293-6685 (School of Pub Health)

Associate Professor, Department of Political Science
 301a Woodburn
 PO Box 6317
 Morgantown WV 26506-6317
 (p) 304-293-9537
 (f) 304-293-8644

Hunt, Janet

To: Frisbee, Jefferson
Subject: Support for the Public Health UG Degree

From: Frisbee, Jefferson
Sent: Monday, December 01, 2014 3:34 PM
To: Hunt, Janet; Gurka, Matthew; Zullig, Keith; McCawley, Michael; Duval, Robert; Rudy, Linda; Hulsey, Thomas; Hand, Gregory
Subject: RE: Indication of Support for the Public Health UG Degree

I fully support the undergraduate degree in public health.

Jefferson Frisbee, PhD
 Interim Chair, Department of Epidemiology

Hunt, Janet

To: McCawley, Michael
Subject: Indication of Support for the Public Health UG Degree

From: McCawley, Michael
Sent: Monday, December 01, 2014 7:58 PM
To: Hunt, Janet
Subject: RE: Indication of Support for the Public Health UG Degree

I support the proposed undergraduate degree in public health.

Michael McCawley, PhD, Interim Chair
Department of Occupational and Environmental Health
School of Public Health
PO Box 9100
West Virginia University
Morgantown, WV 26506-9100
304-293-8042

Hunt, Janet

To: Zullig, Keith
Subject: Support for the Public Health UG Degree

From: Zullig, Keith
Sent: Monday, December 01, 2014 3:32 PM
To: Hunt, Janet
Subject: RE: Indication of Support for the Public Health UG Degree

Dear Janet,

I support the West Virginia University School of Public Health's undergraduate degree in public health proposal.

Keith Zullig, PhD
Interim Chair, Department of Social and Behavioral Sciences

Hunt, Janet

To: Gurka, Matthew
Subject: Support for the Public Health UG Degree

From: Gurka, Matthew
Sent: Monday, December 01, 2014 8:57 PM
To: Hunt, Janet; Zullig, Keith; McCawley, Michael; Duval, Robert; Frisbee, Jefferson; Rudy, Linda; Hulsey, Thomas; Hand, Gregory
Subject: Re: Indication of Support for the Public Health UG Degree

I fully support the proposed undergraduate degree in public health.

Matt

Matthew J. Gurka, PhD
Associate Professor and Founding Chair, Department of Biostatistics
School of Public Health
Program Director, Clinical Research Design, Epidemiology, and Biostatistics (CRDEB) Program
West Virginia Clinical and Translational Science Institute (WVCTSI)
West Virginia University Health Sciences Center
PO Box 9190
Morgantown, WV 26506-9190
Phone: 304-293-6700 Fax: 304-293-5655
Email: mgurka@hsc.wvu.edu
<http://publichealth.hsc.wvu.edu/biostatistics/Home>

Hunt, Janet

To: Rudy, Linda
Subject: Support for the Public Health UG Degree

From: Rudy, Linda
Sent: Monday, December 01, 2014 4:32 PM
To: Hunt, Janet; Gurka, Matthew; Zullig, Keith; McCawley, Michael; Duval, Robert; Frisbee, Jefferson; Hulsey, Thomas; Hand, Gregory
Subject: RE: Indication of Support for the Public Health UG Degree

I support the undergraduate public health degree and the associated financial implications. Thanks.

Linda Rudy
SPH Associate Dean for Finance and Administration

Appendix K
WVU Letters of Support

Dean Rudy Almasy	Eberly College of Arts and Sciences
Michael Mays, Chair	Department of Statistics
James Harms, Chair	Department of English
Dean Maryanne Reed	Reed College of Media
Dean Lynn Schrum	College of Education and Human Resources
Dean Dana Brooks	College of Physical Activity and Sports Sciences
Chancellor, Christopher Colenda	WVU Health Science Center
Dean Arthur Ross	School of Medicine
Dean Tara Hulsey	School of Nursing



December 15, 2014

Dean Gregory Hand
 School of Public Health
 One Medical Center Drive
 PO Box 9190

Dear Dean Hand:

Thank you for providing the draft of the proposal for the undergraduate major in public health with its two tracks: Community and Population Health and Public Health Sciences. I am happy to offer support from The Eberly College for its approval.

I welcome the addition of the courses your school will offer and understand that most of them will be open to students in our programs. In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for collaboration among both students and faculty and we look forward to exploring those opportunities.

I understand that this proposed 120 credit-hour, four-year degree program will comprise:

- a) 40 credit-hours of major/track courses,
- b) a minor (students may select any minor),
- c) general education credits (GEC or GER: with the exception of ENG 101 and 102, these course are not prescribed; students may select from among all approved general education courses), and
- d) electives (varies dependent on general education courses and minor selected).

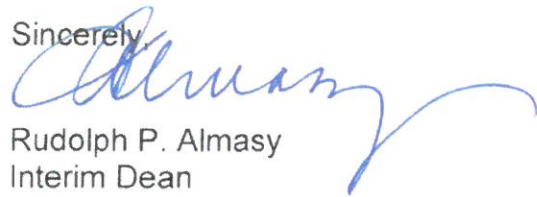
Based on our correspondence, I also understand:

- a) The proposed Public Health courses will be open to non-majors, normally without restrictive pre-requisites.
- b) The Public Health program anticipates offering a minor available to non-HSC students.
- c) The School of Public Health does not anticipate at this time targeted student demand in any particular minor or minors.
- d) The School of Public Health does not anticipate at this time targeted student demand in any particular general education courses, aside from ENGL 101 and 102.
- e) The anticipated enrollment is expected to be low over the first few years. Going forward, the School of Public Health is committed to collaborative communication with the Eberly College to anticipate, plan for, and support

enrollment demand in courses that might become central to students' plans of study as the program matures.

Again, thank you for the opportunity to learn more about this proposed degree. I wish you success!

Sincerely,



Rudolph P. Almasy
Interim Dean



December 16, 2014

Matthew J. Gurka, PhD
Associate Professor and Founding Chair, Department of Biostatistics
School of Public Health
West Virginia University Health Sciences Center
Morgantown, WV 26506-9190

Dear Matt:

The Department of Statistics discussed PUBH 211 at a faculty meeting on December 10. As long as the course remains true to the Curriculum Based Rationale you provide, with the emphasis on medicine, nursing, health services, epidemiology, and pharmaceutical science, I speak for the department in supporting it. It would be appropriate to restrict enrollment to students in those disciplines.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Mays', with a stylized flourish at the end.

Michael Mays
Interim Chair

DEPARTMENT OF STATISTICS

PO Box 6330 | 150 Stansbury Hall
Morgantown, WV 26506-6330
☎ 304.293.3607 📠 304.293.2272

<http://www.stat.wvu.edu>
Equal Opportunity/Affirmative Action Institution



December 17, 2014

Dean Gregory Hand
School of Public Health
One Medical Center Drive
PO BOX 9190

Dear Dean Hand,

Thank you for sending your draft proposal for the new undergraduate major in public health. I've read it closely and note the potential impact on our overall enrollments in English 101 and 102, though the numbers you provide would be relatively easy for us to accommodate.

I'm happy to support this program and wish you all the best as you move forward.

Sincerely,
James Harms
James Harms, Chair and Professor

Department of English

100 Colson Hall
1503 University Avenue, PO Box 6296
Morgantown, WV 26506-6296

Phone: 304-293-3107
Fax: 304-293-5380

Equal Opportunity/Affirmative Action Institution



December 12, 2004

Dear Dean Hand:

I'm writing in support of your new proposed undergraduate major, Community and Population Health and Public Health Sciences.

I welcome the additional courses your school will offer and understand that most of them will be open to students in our programs. In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for collaboration among our students and faculty, and we look forward to exploring those opportunities. In particular, I am pleased by the possibility of your students enrolling in our complimentary minors, such as Health Promotions, Public Relations, and Strategic Social Media.

I understand that the proposed 120 credit-hour, four-year degree program will comprise:

- a) 40 credit-hours of major/track courses,
- b) A minor (students may select any minor),
- c) General education credits (GEC or GER: with the exception of ENG 101 and 102, these courses are not prescribed; students may select from among all approved general education courses), and
- d) Electives (varies dependent on general education courses and minor selected).

I wish you success in efforts to put forward a new undergraduate major in the School of Public Health. It is a long time in coming and we will be a welcome addition to WVU's academic offerings.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Maryanne Reed', written over a horizontal line.

Maryanne Reed

Dean



December 12, 2014

Gregory A. Hand PhD MPH *Professor and Dean*
 School of Public Health R.C. Byrd Health Sciences Center
 West Virginia University

Dear Dean Hand:

Thank you for the opportunity to review your draft proposal for the undergraduate major in public health with its two tracks: Community and Population Health and Public Health Sciences. This proposed major is a welcome addition to WVU's undergraduate offerings; on behalf of the College of Education and Human Services, I am pleased to support its approval.

I welcome the addition of the courses your school will offer and understand that most of them will be open to students in our programs. In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for collaboration between students and faculty; we look forward to exploring those opportunities. As an example, CEHS has created a minor in Human Services; I would imagine the undergraduates interested in that minor might also be interested in your course offerings.

I understand that this proposed 120 credit hour, four-year degree program will include:

1. 40 credit-hours of major/track courses;
2. a minor (students may select any minor);
3. general education credits (GEC or GER: with the exception of ENG 101 and 102, these courses are not prescribed; students may select from among all approved general education courses); and
4. electives (varies dependent on general education courses and minor selected).

Again, thank you for the opportunity to learn more about this proposed degree and to offer my support. I look forward to its approval and subsequent implementation.

Sincerely,

A handwritten signature in blue ink that reads 'Lynne Schrum'.

Lynne Schrum, Ph.D.
 Dean and Professor

OFFICE OF THE DEAN

PO Box 6122 | 802 Allen Hall
 Morgantown, WV 26506-6122
 ☎ 304.293.5703 ■ 304.293.7565

Equal Opportunity/Affirmative Action Institution



COLLEGE OF PHYSICAL ACTIVITY AND SPORT SCIENCES

December 18, 2014

Dean Gregory A. Hand, PhD, MPH
 School of Public Health
 Robert C. Byrd Health Sciences Center
 West Virginia University
 One Medical Center Drive
 PO BOX 9190
 Morgantown, WV 26506-9190

Dear Dean Hand:

Thank you for providing the draft of the proposal for the undergraduate major in public health with its two tracks: Community and Population Health and Public Health Sciences. This proposed major is a welcome addition to WVU's undergraduate offerings, and I am happy to offer support from the WVU College of Physical Activity and Sport Sciences for its approval.

I welcome the addition of the courses your school will offer and understand that most of them will be open to students in our programs. In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for collaboration among both students and faculty and we look forward to exploring those opportunities.

I understand that this proposed 120 credit-hour, four-year degree program will comprise of:

- a) 40 credit-hours of major/track courses,
- b) a minor (students may select any minor),
- c) general education credits (GEC or GER: with the exception of ENG 101 and 102, these course are not prescribed; students may select from among all approved general education courses), and
- d) electives (varies dependent on general education courses and minor selected).

Again, thank you for the opportunity to learn more about this proposed degree. I wish you success.

Sincerely,

Dana D. Brooks, Ed.D.
 Dean/Professor of Physical Education

DDB/jp

cc: Assistant Dean James Hannon
 Dr. Jack Watson
 Dr. Valerie Wayds
 Mrs. Sharon Sisler

OFFICE OF THE DEAN

PO Box 6116
 Morgantown, WV 26506-6116
 ☎ 304.293.3295 ☎ 304.293.4641

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December 17, 2014

Gregory A. Hand, PhD MPH
Founding Dean
School of Public Health

RE: Undergraduate Degree in Public Health

Dear Dr. Hand,

It is with great pleasure that I provide enthusiastic support for the proposed Bachelor of Science degree in Public Health. Undergraduate programs in this field are expanding rapidly, and this degree will be an asset to both West Virginia University and the Robert C. Byrd Health Science Center. Bachelor degrees in public health provide not only excellent scientific and educational foundations for advance degrees in the health sciences, but it also provides training for entry level work positions in the professional disciplines of public health, such as community public health programs, environmental health, and occupational safety. I expect that the program will help expand collaborative education and research among the campuses.

My understanding is that the program will offer courses to students across campus who are interested in expanding their understanding of public health, and that the curriculum will be broad and multi-disciplinary.

The program is scheduled for 120 credit hours and completion should be achievable in four years. The curriculum includes:

- 40 credit hours of major/track courses;
- General education credits (GEC or GER; with a broad selection from among approved general education course);
- Electives (credit hours varying by selected general education and minor classes)

I look forward to the approval and implementation of the undergraduate program.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C. Colenda', written over a horizontal line.

Christopher C. Colenda, MD, MPH
Chancellor for Health Sciences
President & CEO, WV United Health System



December 15, 2015

Dear Dean Hand:

Thank you for providing me with the draft of the proposal for your School's undergraduate major in public health with its two tracks: Community and Population Health and Public Health Sciences. I believe this proposed major is a welcome addition to WVU's undergraduate offerings and I am happy to offer support from the School of Medicine for its approval.

I welcome the addition of the courses your School will offer and understand that most of them will be open to students in our programs. I have every confidence that our students will wish to take full advantage of them.

In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for scholarly collaboration among both students and faculty; needless to say, we look forward to exploring those opportunities.

I understand that this proposed 120 credit-hour, four-year degree program will comprise:

- a) 40 credit-hours of major/track courses,
- b) a minor (students may select any minor),
- c) general education credits (GEC or GER: with the exception of ENG 101 and 102, these course are not prescribed; students may select from among all approved general education courses), and
- d) electives (varies dependent on general education courses and minor selected).

Again, thank you for the opportunity to learn more about this proposed degree. I wish you success!

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Arthur J. Ross, III'.

Arthur J. Ross, III, MS, MBA

OFFICE OF THE DEAN

PO Box 9100 | Robert C. Byrd Health Sciences Center
Morgantown, WV 26506-9100
ajross@hsc.wvu.edu
☎ 304.293.6607 📠 304.293.6627

Equal Opportunity/Affirmative Action Institution



December 15, 2014

Dear Dean Hand:

Thank you for providing the draft of the proposal for the undergraduate major in public health with its two tracks: Community and Population Health and Public Health Sciences. This proposed major is a welcome addition to WVU's undergraduate offerings and I am happy to offer support from the School of Nursing for its approval.

I welcome the addition of the courses your school will offer and understand that most of them will be open to students in our programs. In addition, due to the broad, multi-disciplinary basis of public health, we expect there will be potential for collaboration among both students and faculty and we look forward to exploring those opportunities.

I understand that this proposed 120 credit-hour, four-year degree program will comprise:

- a) 40 credit-hours of major/track courses,
- b) a minor (students may select any minor),
- c) general education credits (GEC or GER: with the exception of ENG 101 and 102, these course are not prescribed; students may select from among all approved general education courses), and
- d) electives (varies dependent on general education courses and minor selected).

Again, thank you for the opportunity to learn more about this proposed degree. I wish you success!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tara Hulse', written over a horizontal line.

Tara Hulse, PhD, RN, CNE, FAAN
Dean and E. Jane Martin Professor

OFFICE OF THE DEAN

PO Box 9600 | 6700 Health Sciences South
Morgantown, WV 26506-9600
☎ 304.293.4831 📠 304.293.6826

To: Faculty Senate Executive Committee				
From: Matthew Valenti, SCC Chair Elect				
Date: 1/26/2015				
RE: January 2015 Alterations Report				
Action: Course Alterations (Minor Changes).			Effective Term: Summer 2015	
Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
MATH 126B	Change PR.	MATH 126B. College Algebra 4-Day. 3 Hours. PR: Two units of algebra, one unit of geometry, and satisfactory performance on departmental placement examination or successful completion of the pre-college algebra workshop or its equivalent. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 126B: College Algebra 4-Day. 3 Hours. PR: Two units of algebra, one unit of geometry, and satisfactory performance on departmental placement examination or successful completion of the pre-college algebra workshop or its equivalent or satisfy the minimum SAT/ACT math score. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating placement criteria as it pertains to the minimum SAT/ACT score. The placement requirement is already a departmental policy; updating the catalog description to make this policy clear.

MATH 128	Change PR.	MATH 128. Plane Trigonometry. 3 Hours. PR: A grade of C or better in MATH 126A or MATH 126B or PR or CONC: MATH 126C or two units of algebra, or one unit of geometry and satisfactory performance on departmental placement examination. (This course is not open to students who have credit for MATH 129 or equivalent.) Trigonometric functions, identities, vectors, complex numbers, and trigonometric equations. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 128: Plane Trigonometry. 3 Hours. PR: A grade of C- or better in MATH 126A or MATH 126B or MATH 126C or two units of algebra, or one unit of geometry and satisfactory performance on departmental placement examination. (This course is not open to students who have credit for MATH 129 or equivalent.) Trigonometric functions, identities, vectors, complex numbers, and trigonometric equations. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Eliminated concurrent enrollment in 126C. With the introduction of MATH 129, students that qualify for both 126C and 128 will take 129 instead.
MATH 150	Change PR.	MATH 150. Applied Calculus. 3 Hours. PR: A grade of C or better in MATH 126A or MATH 126B or MATH 126C or satisfactory performance on a departmental placement test. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity derivatives, and integrals of polynomials, rational functions, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 150: Applied Calculus. 3 Hours. PR: A grade of C- or better in Math 126A or Math 126B or Math 126C or satisfactory performance on a departmental placement test or satisfy the minimum SAT/ACT Math score. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity derivatives, and integrals of polynomials, rational functions, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating placement criteria as it pertains to the minimum SAT/ACT score. The placement requirement is already a departmental policy; updating the catalog description to make this policy clear.

MATH 153	Change PR.	MATH 153. Calculus 1a with Precalculus. 4 Hours. PR: Satisfactory Performance on departmental placement exam. Introduction to limits, continuity, derivatives, and applications of derivative.	MATH 153: Calculus 1a with Precalculus. 4 Hours. PR: Satisfactory Performance on departmental placement exam; or satisfy the minimum SAT/ACT Math score. Introduction to limits, continuity, derivatives, and applications of derivative.	Updating placement criteria as it pertains to the minimum SAT/ACT score. The placement requirement is already a departmental policy; updating the catalog description to make this policy clear.
MATH 155	Change PR.	MATH 155. Calculus 1. 4 Hours. PR: Satisfactory performance on departmental placement test; or a grade of C or better in (MATH 124 and MATH 128) or ((MATH 126A or MATH 126B or MATH 126C) and MATH 128) or in MATH 129. Introduction to limits, continuity, derivatives, antiderivatives, definite integrals, and applications of the derivative. Not open to students who have earned credit in MATH 153 and/or MATH 154.	MATH 155: Calculus 1. 4 Hours. PR: Satisfactory performance on departmental placement test; or satisfy the minimum ACT/SAT Math score; or a grade of C- or better in (MATH 126A or MATH 126B or MATH 126C) and MATH 128) or in MATH 129. Introduction to limits, continuity, derivatives, antiderivatives, definite integrals, and applications of the derivative. Not open to students who have earned credit in MATH 153 and/or MATH 154.	Removed Math 124 as a prerequisite, as the new version of Math 124 is not sufficient to qualify a student for calculus.
MATH 218	Change PR.	MATH 218. History Of Mathematics. 3 Hours. PR: MATH 155. Development of mathematics through calculus, with emphasis on mathematical theories and techniques of each period and their historical evolution. (Not offered on a regular basis.).	MATH 218: History Of Mathematics. 3 Hours. PR: MATH 155 with a C- or better. Development of mathematics through calculus, with emphasis on mathematical theories and techniques of each period and their historical evolution. (Not offered on a regular basis.)	Added C- to the Math 155 pre-requisite. Reinstating this requirement, which had been in an earlier version of the catalog but were dropped due to a technical error.

MATH 222	Change PR.	MATH 222. Numercl/Symbolc Meth-MATH/STAT. 3 Hours. PR: MATH 156. Data manipulation, data visualization in two and three dimensions including animation, scientific programming using a high level language, symbolic manipulators and other packages. Applications to problems in mathematics and statistics. (Equivalent to STAT 222.).	MATH 222: Numercl/Symbolc Meth-MATH/STAT. 3 Hours. PR: MATH 156 with a C- or better. Data manipulation, data visualization in two and three dimensions including animation, scientific programming using a high level language, symbolic manipulators and other packages. Applications to problems in mathematics and statistics. (Equivalent to STAT 222.)	Added C- or better to prerequisite. Reinstating this requirement, which had been in an earlier version of the catalog but were dropped due to a technical error.
MATH 238	Change PR.	MATH 238. Modern Geometry For Teachers. 3 Hours. PR: MATH 156 or consent. (For prospective high school mathematics teachers.) Foundations of geometry. Special topics from Euclidean, projective, and non-Euclidean geometries.	MATH 238: Modern Geometry For Teachers. 3 Hours. PR: MATH 156 with a C- or better or consent. (For prospective high school mathematics teachers.) Foundations of geometry. Special topics from Euclidean, projective, and non-Euclidean geometries.	Added minimum grade of C-. Reinstating this requirement, which had been in an earlier version of the catalog but were dropped due to a technical error.
Action: Course Alterations (Minor Changes).			Effective Term: Fall 2015	
Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
BIOL 350	Change PR.	BIOL 350. Plant Physiology. 4 Hours. PR: CHEM 115 and CHEM 116 and ((BIOL 101 and BIOL 103) or BIOL 117). Physiochemical processes of plants.	BIOL 350: Plant Physiology. 4 Hours. PR: (BIOL 117 AND CHEM 116) OR (CHEM 112 AND PLSC 206). Physiochemical processes of plants.	These new pre-reqs were discussed and decided by the Chairs of Biology and Plant/Soil Science to better reflect the different ways that students in those departments prepare for this course.

MIST 352	Change PR.	MIST 352. Business Application Programmng. 3 Hours. PR or CONC: BCOR 330. Provides an understanding of fundamental programing concepts required to develop end- user business applications in an object-oriented, event- driven environement. These skills will be utilized in the systems design and development course.	MIST 352: Business Application Programming. 3 Hours. CONC: MIST 351. Provides an understanding of fundamental programing concepts required to develop end-user business applications in an object-oriented, event-driven environment. These skills will be utilized in the systems design and development course.	This alteration changes the course prereq/coreq to MIST 351 Database Management. In order to properly understand the programming environment utilized in MIST 352, the students need a grounding in database technologies, provided in MIST 351. The alteration also corrects a typo in the course description, and updates the title so that it uses complete words. The content of MIST 352 is not altered in any way.
MIST 353	Change PR.	MIST 353. Advanced Information Technolgy. 3 Hours. PR: BCOR 330 and MIST 351 and PR or CONC: MIST 352. Presents students with a fundamental knowledge of hardware and software technologies, including emerging technologies, focusing on the functionality and management of the technology in a business organization.	MIST 353: Advanced Information Technology. 3 Hours. PR: MIST 352. Presents students with a fundamental knowledge of hardware and software technologies, including emerging technologies, focusing on the functionality and management of the technology in a business organization.	This alteration only changes the course prereq. Students that have taken MIST 352 Business Applications Programming are much more successful in this course, so the decision has been made to make it a prereq. No course content will be changed.
MIST 355	Change PR.	MIST 355. Data Communications. 3 Hours. PR: BCOR 330. Provides an overview of the TCP/IP model and related technologies of the data communications corporate infrastructure as well as a survey of the essential tools and strategies for the effective management of business networks.	MIST 355: Data Communications. 3 Hours. Provides an overview of the TCP/IP model and related technologies of the data communications corporate infrastructure as well as a survey of the essential tools and strategies for the effective management of business networks.	This alteration removes BCOR 330 as a prerequisite for the course, as there is no need for the students to take BCOR 330 prior to taking MIST 355.

MIST 356	Change PR.	MIST 356. Network Security. 3 Hours. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in informations systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.	MIST 356: Network Security. 3 Hours. CONC: MIST 355. This course focuses on the managerial and technical aspects of information security in networks. The course covers security issues in informations systems, information assurance management and policy, network security planning, technologies, implementation, and security strategy.	This course corrects an error in the course catalog. MIST 355 was always intended to be a PR or CONC for MIST 356, but we recently discovered that this is not the case, in the course catalog.
MIST 450	Change PR.	MIST 450. Systems Analysis. 3 Hours. PR: BCOR 330. Emphasizes the systems approach, concentrating on the first half of the systems development cycle: feasibility studies, cost/benefit analysis, organizational analysis, assessment of information needs, and project planning. Effective teamwork and communication are stressed.	MIST 450: Systems Analysis. 3 Hours. PR: MIST 351. Emphasizes the systems approach, concentrating on the first half of the systems development cycle: feasibility studies, cost/benefit analysis, organizational analysis, assessment of information needs, and project planning. Effective teamwork and communication are stressed.	This alteration substitutes MIST 351 for the BCOR 330 prerequisite. In order to properly understand the programming environment utilized in MIST 450, the students need a grounding in database technologies, provided in MIST 351. This alteration ensures that this is the case.

To: Faculty Senate Executive Committee
 From: Lena Maynor, Chair, General Education Curriculum Oversight Committee
 Date: January 26, 2015
 Re: GEC Audits

The GEC Oversight Committee met on January 5, 2015 and passed the following courses for GEC audit:

Title	Audit Type	GEC Objectives
ART 109: Basic Drawing 1 for Non Majors	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
COMM 112: Small Group Communication	GEC Audit	4. Contemporary Society 6. The Individual in Society
CS 101: Intro-Computer Applications	GEC Audit	2C. Basic Math & Scientific Inquiry 4. Contemporary Society
MUSC 270: Hist-Western Musical Tradtns 1	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
MUSC 271: Hist-Western Musical Tradtns 2	GEC Audit	4. Contemporary Society 5. Artistic Expression
PHIL 130: Current Moral Problems	GEC Audit	4. Contemporary Society 6. The Individual in Society
PSYC 241: Intro to Human Development	GEC Audit	4. Contemporary Society 6. The Individual in Society
WGST 245: Women-International Developmnt	GEC Audit	4. Contemporary Society 9. Non-Western Culture
COMM 304: Humn Comm/Rational Decisions	Deleting GEC Objective	6. The Individual in Society 7. American Culture
GEOG 241: Geography of Europe	Deleting GEC Objective	4. Contemporary Society 8. Western Culture
GEOL 203: Physical Oceanography	Deleting GEC Objective	2C. Basic Math & Scientific Inquiry 4. Contemporary Society

DIGITAL MEASURES AT WVU

PURPOSE AND APPLICATIONS

- Database entry & storage, report outputs
- One data entry = many applications for the individual
 - Resume, web page feeds
- Evaluation, promotion, tenure – reporting & archiving
- Unit level support for accreditation & program review
Standard & custom reports
- Institution level data analysis and reporting
 - Awards or honors
 - Journal papers
 - Outreach events





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Monday, February 2, 2015

[Review a guide](#) to manage your activities.

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Teaching

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Scholarship/Research

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- ▶ [Intellectual Contributions](#)
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Service

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- ▶ [College](#)

MAIN MENU (LEFT) JOURNAL PAPERS (BELOW)



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Intellectual Contributions

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Items added to Intellectual Contributions

EDIT/VIEW COPY

Entered By: [Nix, Andrew C](#)
Well-to-Wheels Emissions Analysis and Greenhouse Gas
impacts...
2015



Entered By: [Akkerman, Vyacheslav](#)
Development of Methane Emissions Estimation Model for the
He...
2014



☐ Environmental and Economic Assessment of Leak and Loss
Audit...
2014



☐ Fundamental Analysis of Spring-Varied, Free Piston, Otto Eng...
2014



☐ Trailer Technologies for Increased Heavy-Duty Vehicle Effici...
2014



☐ Fundamental Explorations of Spring-Varied, Free Piston Linea...
October (4th Quarter/Autumn) 2014



☐ Fundamental Analysis of Spring-Varied, Free Piston, Otto Eng...
May 2014



STATUS AND APPROACH

- Seven colleges started individually: now at various stages of implementation
- Institution-wide contract now established (18 units)
 - General U, PSU & WVUIT
 - HSC incl. Charleston/Eastern
 - Libraries, Extension
- A “Single Instrument” approach will be used
 - Institution requires some consistency in format & definition
 - Units have broad ability to customize to suit their disciplines and outputs
- Data will be imported whenever possible
 - Personnel data (WVU Administration)
 - Research data (Kuali)
 - Formal course instruction assignments (Banner)
 - Student Evaluation of Instruction not yet discussed with Senate
- Prior data (6 years?) best entered by support staff, new data by faculty



IMPLEMENTATION & TIMING

- Unit/College leaders form implementation team
- Each unit leader or designee requests field changes or new reports from Digital Measures
- Each new unit leader completes blueprint plan before unit gains access
- Digital Measures deliver introductory webinars upon request
- No absolute deadline determined for institution or units
 - DM for reports as soon as operational
 - No P&T actions in AY2014-15 require DM
 - By AY2015-16 advanced units can pilot DM in parallel
 - By AY2016-17 DM use should be commonplace
 - Archiving and electronic process flow not yet finalized



NEXT STEPS FOR FACULTY

WHAT ACTION SHOULD FACULTY TAKE?

- Wait for communication from college or unit if not already engaged



Login on wvufaculty.wvu.edu
Not yet enabled for all colleges

TO LEARN MORE

- www.digitalmeasures.com
- Search for:
 - “Activity Insight Administrator’s Guide” (substantial detail)
 - “WVU Business & Economics Digital Measures” - handbook



What's Happening in the WVU Libraries

GWLA

The West Virginia University Libraries are seeking membership in Greater Western Library Alliance (GWLA), a consortium of 33 research libraries, including all of the Big XII universities. Their Site Team visited campus in December to tour the Libraries and meet with upper administration. We've received excellent feedback. The directors will meet soon to decide when the WVU Libraries will join GWLA. They will announce their decision in spring 2015.

WVU Press

The WVU Press has come home. After 15 years under the charge of the Eberly College of Arts and Sciences, the Press has returned to the WVU Libraries. It was a Dean of Libraries – Dr. Robert F. Munn – who founded the Press in the 1960s. The Press moved to Eberly in 1999. The Press publishes about 17-20 books each year, as well as four journals, and has received national recognition as an award-winning Press. In 2014, three of its titles won awards, including two gold medals from *Independent Publisher*. Derek Krissoff, previously the Editor in Chief of the University of Nebraska Press, has begun work as the new Director of the West Virginia University Press.

Database Access at Regional Campuses

WVU Tech and Potomac State now have access to library databases and e-resources as though they were on the Morgantown campus. This increase in resources fits with President Gee's vision of one WVU and is long overdue for their faculty, students and staff.

Sen. John D. Rockefeller

During a ceremony on November 8, 2014, Sen. John D. Rockefeller and WVU President Gordon Gee designated the WVU Libraries as the permanent home of the John D. Rockefeller IV Senatorial Archives and announced the naming of the John D. Rockefeller IV School of Policy and Politics at WVU. Gee then dedicated the John D. Rockefeller IV Gallery in the WVU Downtown Library in honor of the Democratic senator's nearly 50 years of public service to the citizens of West Virginia.

Pearl S. Buck

On October 30, 2014, West Virginia University, West Virginia Wesleyan College and the Pearl S. Buck Birthplace Foundation announced that the three institutions would form a partnership to preserve and disseminate the legacy of Pearl S. Buck. As part of that agreement, a priceless collection of literary manuscripts by Buck have come to the WVU Libraries. The Libraries' West Virginia and Regional History Center have assumed the responsibility of providing physical care for and access to the Pearl S. Buck Collection.

Spring-Fall 2015

Wikipedia Edit-A-Thon for Women editors

The WVU Libraries are collaborating with the Reed College of Media to improve Wikipedia. Wikipedia has been criticized for a lack of female representation and participation on the website. The discussion increased following the death of Adrienne Wadewitz, a scholar of 18th-century

British literature who was one of the most prolific and influential Wikipedia editors. PBS produced a story on Wadewitz and the controversy:

www.pbs.org/newshour/bb/wikipedian-editor-took-wikipedias-gender-gap/. Reed College of Media and the Libraries will host a panel discussion to focus on the issue during the spring semester.

Residency Committee

The Residency Program Planning Committee is developing a unique residency program for underrepresented graduates of professional library degree programs who are either early career librarians or new to research libraries. The committee has created a basic structure for the three-year program that will give our resident librarians broad experience in the academic library environment, as well as the opportunity to specialize in a specific skill area, participate in professional development activities, and engage in research. The goal is to have our first residents beginning in fall 2015.

Art Committee

The WVU Libraries are focusing on transforming the appearance of our three libraries by adding art to the spaces. We have assembled a committee composed of librarians and staff from the Downtown Campus, Evansdale, and Health Sciences libraries. They are assessing the areas that would benefit most from an injection of color and researching the available options. The committee hopes to be able to work with artists from the University, as well as the state.