

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

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:16 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Davis, D.	Ibrahim, M.	Montgomery-Downs, H.	Shrader, C.
Bergner, G.	DiBartolomeo, L.	Jacknowitz, A.	Mucino, V.	Sowards, A.
Bernardes, E.	Dietz, M.	Kiefer, A.	Murray, P.	Sperow, M.
Bonner, D.	Donley, D.	Kirby, B.	Myers, S.	Srivastava, A.
Boone, D.	Downes, M.	Kleist, V.	Nicholson, R.	Stimeling, T.
Bowman, N.	Elmore, S.	Knight, J.	Nutter, R.	Stolzenberg, A.
Boyd, J.	Eschen, E.	LaBarbara, J.	Orlikoff, J.	Theeke, L.
Brazaitis, M.	Etheredge, S.	Lee, S.	Prudhomme, J.	Tou, J.
Brock, R.	Famouri, P.	Li, B.	Rakes, P.	Tu, S.
Bryner, R.	Felton, D.	Lofaso, A.	Reddy, R.	Turton, R.
Carpenter, R.	Fuller, E.	Mandich, M.	Reymond, R.	Utzman, R.
Claycomb, R.	Gannon, K.	Martucci, A.	Riedel, B.	Vona-Davis, L.
Clement, D.	Giacobbi, P.	Maynor, L.	Rockett, I.	Waterson, R.
Connors, J.	Gilleland, D.	Mays, M.	Rowlands, A.	Weihman, L.
Crawford, A.	Haines, K.	McCusker, B.	Ryan, E.	Widders, E.
Cronin, A.	Harris, T.	McTeer, M.	Ryan, K.	Wietholter, J.
Culcasi, K.	Hauser, D.	Merrifield, J.	Salm, A.	Wilcox, G.
Davari, A.	Hileman, S.	Mitchell, M.	Schaefer, G.	

Members Excused:

Attaallah, A.	Cottrell, L.	Fint-Clark, R.	Jaczynski, J.	Scott, H.
Bass, A.	Crosno, J.	Fisher, S.	Post, E.	Valenti, M.
Benedito, V.	Davis, D.	Floyd, K.	Proudfoot, C.	Walter, S.
Billings, H.	Dubin, P.	Hodge, J.	Regier, M.	Weed, S.
Campbell, L.				

Members Absent:

Bowen, E.	Hutson, Z.	Lively, M.	Ruscello, D.	Tippets, W.
Burnside, J.	Kuhlman, J.	Murphy, E.	Scott, D.	Wilson, M.
Cohen, S.	Lieving, G.	Rose, T.		

Faculty Senate Officers Present:

Griffith, R.	Nutter, R.	Stolzenberg, A.	Titolo, M.	Turton, R.
Maynor, L.	Orlikoff, J.			

2. Chair Turton moved for approval of the [minutes](#) from the Monday, October 5, 2015 meeting.  
Motion carried.
3. President E. Gordon Gee reported the following:
  - He acknowledged Richard Turton and Bob Griffith for their service on the Board of Governors. They are highly respected and highly valued. Board members have great confidence in our faculty and staff representatives.

- Our state is facing a budget challenge, much of which has to do with severance tax collections on coal and natural gas. The estimated budget shortfall is \$250-300 million. Governor Tomblin ordered a 4 percent mid-year budget cut for state agencies, including WVU.
  - We have been planning a number of entrepreneurial activities to generate resources. We can no longer rely upon normal support mechanisms, such as state support or tuition and fees.
  - As we go into the legislative session, we will make the case that supporting the University should be the priority of the state. Higher education is the economic generator in this state. He expects the legislature will continue to give us more power to control our own agenda.
  - The Board of Governors continues to provide strong support for Montgomery and for moving WVU-Tech to Beckley.
  - This year's freshman class is the highest-achieving academic class in the history of the institution. The average ACT score for incoming freshman is up to 24, and Honors College enrollment has increased by about one-third.
  - We have four projects going on through our Center for Big Ideas. Groups from Business and Economics, Law, Extension, and Engineering are helping Harpers Ferry's historic district recover from a devastating fire. We are also involved in a revitalization project on the west side of Charleston, as well as projects in Weirton and Montgomery.
  - Sean Frisbee, a WVU aerospace engineering graduate, is now serving as Alumni Association Executive Director and Vice President of Alumni Relations. He had an important career with the U.S. Air Force, where he directed the development and modernization of the F-22 stealth fighter weapon system.
  - Stacy Vander Velde is the new Director of Student Conduct, an effort she led at the University of Michigan. Roy Baker, previously with Penn State University, is the new Associate Dean of Students and Director of Greek Life.
  - WVU is one of nine entities to enter into a collaboration agreement with the Mylan Park Foundation to develop an aquatic and track complex at Mylan Park.
  - Clara Beth Novotny will travel to Chicago later this month to be interviewed as a finalist for a Rhodes scholarship.
  - The annual Veterans Appreciation Breakfast will take place on November 11 from 8:00 to 9:30 a.m. at the Erickson Alumni Center.
4. Associate Provost C.B. Wilson provided the following summary of the 2014-2015 Compact, developed to address goals related to access, success, and impact in West Virginia's master plan for four-year higher education:
- Since the fall of 2012, there have been an average of 575 high school students enrolled in WVU coursework each semester, with an average matriculation rate of 51%. Six additional high school partnerships were established in 2014, bringing the total number to 32 across the State of West Virginia.
  - The Osher Scholarship grant funded the third year of the Osher Re-entry Scholarship Program to aid students 25-50 years of age in securing an undergraduate degree at WVU. In September 2014, the Osher Foundation permanently funded the scholarship program with a \$1 million endowment grant.
  - WVU has purchased a new, highly sophisticated tracking system called the Student Success Collaborative which includes an alert system as well as individualized predictive models.

- New student orientation was restructured this year to include an academic session prior to the advising and registration sessions. The academic session allowed for discussion of the importance and role of the plan of study.
- WVU reports 1888 peer-reviewed publications by faculty annually. This number does not include other scholarship such as books, conference presentations, or exhibitions.
- In 2014, the WVU Extension faculty and staff had 624,111 direct contacts with youth and adults and 1,982,674 total direct and indirect contacts.
- The Financial Aid Office has created an outreach and communication unit to assist with default prevention. This unit will work with students to make informed financial decisions while in or out of school, which will lead students to better financial health and the ability to repay good debt and avoid bad debt.
- Potomac State College developed two articulation agreements with area high schools and one with WVU, and submitted three new degree programs for approval. The college developed and piloted a Catamount Success Academy for out-of-state first time students with low high school grade point averages. Academy students were assigned faculty and staff mentors, enrolled in four cohort courses, and required to attend math and English tutoring sessions. Retention rates for the Academy cohort and comparison groups were 59% and 48%, respectively. As part of a financial wellness initiative, new and transfer students are required to take EverFi's online financial education course as part of their WVUE 101 course. In 2014-15, Potomac State College State staff conducted FAFSA application workshops in 11 schools.
- WVU-Tech has focused on the statewide need of increasing the number of people with a post-secondary degree to fill health sciences career vacancies by creating online health services rated areas of emphasis in the RBA program. WVU-Tech has improved the understanding and enhancement of development of online courses among the faculty by providing opportunities to become Quality Matters certified. As of fall 2015, 39% of the faculty are Quality Matters nationally certified. To provide a richer understanding of the research interests of WVU-Tech faculty, a faculty research interest survey was developed and delivered. With a 77% response rate, the survey provided a strong interest among the faculty for multidisciplinary collaborative research projects.

Associate Provost Wilson also reported the following:

- The Economist magazine recently ranked colleges and universities based on alumni earnings versus expectations, measuring the qualifications and demographics of students upon entering college against those students' salaries 10 years later. WVU ranked 79<sup>th</sup> out of 1275.
- Joe Seiaman has been appointed Interim Executive Director of Academic Advising and Student Success. He reports to Sue Day-Perroots.
- Retention is up on the main campus and at WVU-Tech by 2% and 3.9%, respectively.
- The Office of Undergraduate Research is fully operational.
- Four candidates for the position of Dean of Eberly College visited campus last month. The provost has received the search committee's report and she is confident we will have a new dean named before the end of the calendar year.
- The University is being proactive is soliciting nominations for the next Dean of the College of Business and Economics. Greg Bowman, chair of the search committee, and Provost McConnell have contacted various campus constituencies, including every college visiting

committee. The search committee is working closely with Greenwood/Asher & Associates to bring those nominations to fruition.

- The Office of the Vice President for Research is hiring an Associate Vice President for Research and Development.
- The Office of Enrollment Management is hiring an Executive Director of Recruitment.
- Sue Day-Perroots in Undergraduate Education and Academic Innovation has started a search for the Dean of WVU Online, Continuing, and Professional Education.
- The Reed College of Media and the Statler College of Engineering and Mineral Resources both had accreditation teams on campus in October. Although the final reports are not in, visits at both locations went very well.
- The Evansdale Crossing, housing integrated student services, an upscale food court, and a soon-to-be innovation center, is open for business.
- Potomac State College recently closed on a real estate transaction that will have a transformational impact on their agricultural and forestry programs. The gift includes a 364-acre farm valued at \$1.315 million and a monetary donation of \$2.9 million that will create a farm operations endowment, a student scholarship endowment, and a faculty and student development endowment. PSC also received \$1.1 million through the sale of their 380-acre lower farm; the revenue will be put back into the agricultural program for farm enhancements and academic program support.

5. Narvel Weese, Vice President for Administration and Finance, provided an update on the facility master plan, including the Evansdale campus redevelopment plan and student housing projects.

6. Chair Turton reported the following:

- He attended the Center for Women's and Gender Studies 35<sup>th</sup> anniversary reception. Judith Stitzel, founding director of the women's studies program at WVU, announced the establishment of the Harriet E. Lyon endowed professorship in honor of WVU's first female graduate.
- He was contacted by the Charleston Gazette for information on emergency operations. As a result, he has invited police chief Bob Roberts to the next Faculty Senate meeting to provide an overview of available training materials.
- He viewed the Blanche Lazzell Morgantown mural and attended a presentation by Bernie Shultz and Robert Bridges. He recommended everyone visit the Art Museum.
- He attended a meeting of the Library Committee, which is chaired by Beverly Kirby. Jon Cawthorne, Dean of University Libraries, provided an update. University Libraries has hired a Wikipedian in Residence for Gender Equity. Complimentary digital access to The New York Times is available to faculty, staff, and students at [lib.wvu.edu/nytimes](http://lib.wvu.edu/nytimes).
- Applications for research grants, including Research and Scholarship Advancement Grants, Academic Conference Grants, Grants for Community Engagement, and Faculty Travel/Development Grants, are due by February 8, 2016. Information is available on the WVU Research website at [research.wvu.edu/researchers/funding/internal-grants](http://research.wvu.edu/researchers/funding/internal-grants). Senators should make sure their constituents are aware of the deadline.
- We continue to work on the eSEI pilot. The changeover to the new system will occur next semester.

- The Rec Center has now been open for 14 years. They just served their 10 millionth customer.
  - Faculty, staff, and student leadership will visit WVU-Tech on November 10 and Potomac State College on November 13.
7. Karen Haines, Chair-Elect, Curriculum Committee, moved for approval of the following reports:
- [Annex I](#), New Courses Report. Motion carried after PSYC 203 and 204 were removed from the report. A motion was made and duly seconded to defer consideration of PSYC 203 and 204 until the next Faculty Senate meeting. Motion carried. Chair Turton directed the Curriculum Committee to reexamine the course proposals and to liaise with the Psychology and Statistics departments with the intent of reaching a compromise.
- [Annex II](#), Course Changes Report. Motion carried.
- [Annex III](#), Major in Global Supply Chain Management. Motion carried.
- [Annex IV](#), Alterations Report. Accepted.
8. Dave Hauser, Chair, General Education Curriculum Oversight Committee, presented the following report for information:
- [Annex V](#), Additions to Master List of GEF Course Assignments. Accepted.
9. Ann Chester, Assistant Vice President for Health Sciences, provided an update on the Health Sciences and Technology Academy. Further information is available at [wv-hsta.org/](http://wv-hsta.org/).
10. Roy Nutter, ACF Representative, reported the following:
- The Advisory Council of Faculty met on October 22, 2015.
  - Sarah Armstrong Tucker is the new chancellor for the WV Council for Community and Technical College Education (CCTCE). CCTCE passed without changes the procedural rule for Series 17: Transferability of Credits and Grades at West Virginia Colleges and Universities.
  - Series 17 is on the Higher Education Policy Commission (HEPC) agenda for November 20. Corley Denison, Vice Chancellor for Academic Affairs, has created a committee for math. Mike Mays, a member of the math committee, provided an update on options the committee is considering.
  - Slides from the recent public hearing presentation are available on the PEIA website at <http://www.peia.wv.gov/Pages/Public-Hearing-Presentation-and-Survey-Now-Available!.aspx>.
  - Keith Burdett, Secretary of Commerce, is a council member for CCTCE. He indicated that by May we could be facing an additional 10 percent budget cut.
11. Robert Griffith, BOG representative, reported the following:
- He echoed President Gee and Dr. Nutter's comments about the state budget situation being bad and getting worse. We are dealing very nicely with the 4 percent budget cut compared to other institutions, but another 10 percent cut will hurt.

- The classified staff constituency presented its report to the Board of Governors. About 50 percent of the classified staff at WVU-Tech live in Montgomery and are concerned about having to make the commute to work in Beckley.
  - The Board approved a redevelopment plan for the Reedsville Farm. A \$6.7 million gift from the Hazel Ruby McQuain Charitable Trust will provide for huge upgrades to the farm's facilities, focused mainly on the equestrian program.
  - The Board approved a tuition increase for WVU Tech's Aviation Management program.
  - The Board approved the HEPC Compact report.
12. C.B. Wilson presented [Annex VI](#), Changes to the Electronic Faculty Handbook for information. Report filed.
13. Executive Session
- A motion was made and duly seconded to move the Faculty Senate into Executive Session according to WV code Chapter 6, Article 9A, Section 4 to discuss a matter relating to honorary degrees. Motion carried.
- Following the conclusion of Executive Session, the Senate reconvened into regular session.
14. The meeting adjourned at 5:21 p.m. to reconvene on Monday, December 7, 2015.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee  
 From: Matthew Valenti, Chair, Senate Curriculum Committee  
 Date: 10/26/2015  
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BIOL 376: Research Methods	A&S	3	CONC: BIOL 221 (may be taken as a corequisite.)	An introduction to the tools and mathematics that scientists use to solve scientific problems. Mathematical modeling, experimental design, hypothesis formulation, data collection, use of statistics, reading and evaluating the scientific literature, writing and reviewing scientific papers, and oral presentation of scientific research.	Research Methods is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Mathematics and Science, being proposed as MATH 318 and Foundations, Functions and Regression Modeling, to be proposed as MATH 376). The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.
CHEM 376: Research Methods	A&S	3	(CHEM 118 or CHEM 215) and PR or CONC: ARSC 220	An introduction to the tools and mathematics that scientists use to solve scientific problems. Mathematical modeling, experimental design, hypothesis formulation, data collection, use of statistics, reading and evaluating the scientific literature, writing and reviewing scientific papers, and oral presentation of scientific research.	Research Methods is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Mathematics and Science, being proposed as MATH 318 and Foundations, Functions and Regression Modeling, to be proposed as MATH 376). The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIST 200: Practicing History	A&S	3		Students will acquire the skills to be an effective historian, including critically reading and analyzing primary and secondary sources, learning the basics of historiography, and creating an independent research topic. Students will write an original research paper and present their findings to the class.	HISTORY 200 is part of a larger effort to ensure that History majors attain the necessary skills to succeed in their History coursework, write an effective capstone paper, and graduate with the relevant skills to succeed in a variety of career options. HISTORY 200 will be a permanent and required course for History majors, serving as a gateway "methods" course. It will ideally be taken during the student's first year as a history major, but would need to be completed before taking their capstone (HISTORY 484). This course is being proposed for several key reasons based on faculty discussion of assessment input from outgoing history majors over the last several years. First, many students seem unprepared to take their senior capstone. Specifically this includes trouble critically analyzing primary sources and fitting their research topic into the relevant historiography. Having a specific course early on that addresses these important skills will address this problem. Second, it was decided to eliminate the one credit hour HISTORY 199 course. HISTORY 199 is currently not required for majors, and it was found not to be very useful for students. However, some of the materials relating to skills from HISTORY 199, will be covered in HISTORY 200. Third, HISTORY 200 will become a required course, replacing one of the four required 100 level surveys. Many students already have 12 hours of AP or transfer history credits, and thus have already fulfilled the survey-level requirements. HISTORY 200 will help ensure that all new majors have a solid foundation to succeed in the major. Finally, the course serves as a useful place for new freshman or transfer students to meet their fellow new majors. This hopefully will enable new students to feel more at ease coming to a new university, thus aiding in student retention within the major.
HIST 301: The Great Depression	A&S	3		Analyzes the causes of the Great Depression in the United States and ways in which it transformed American life, culture, and institutions.	The Great Depression forever changed American life and culture. State and federal governments created programs that continue to create controversy and funding problems. As a result, the decade interests young and old from all walks of life. The Department of History currently offers courses on American history from the Age of Exploration to the present. While the causes of the Great Depression are covered in History 353: 1920s America, and World War II is studied in History 460: World War II in America, the department does not offer a course that covers the Great Depression in depth. This course will provide students with an opportunity to study this fascinating era that holds much interest by students and relevance for today.
INTS 360: The European Union and Contemporary European Affairs	A&S	3	Enrollment in the WVU Strasbourg Semester	An introduction to the European Union with a focus on its involvement in contemporary European affairs, including foreign policy, economic, and human rights concerns and issues. Taught as part of the WVU Strasbourg Semester, with site visits to EU institutions in Brussels, Strasbourg, and Luxembourg.	This course is offered (previously as a "topics" course) as part of the WVU Strasbourg Semester in European Affairs. It is a required by all WVU students enrolled in the program, and it is taught at the WVU facility where students are housed. It was jointly developed by I.S. Program Director (Joe Hagan) and the University of Strasbourg faculty (Alexis Vahlas). The program rationale of this course is to expose WVU students (from a non-U.S. perspective) to how the European Union deals with current issues in European affairs-- foreign policy issues, the economic recession, and human rights. As such, it is a complement to the historical/ institutional course on European Integration that WVU students take at the University of Strasbourg. That course traces the evolution of the EU throughout the post-WWII period.



Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MATH 363: Mathematical Foundations of Actuarial Science	A&S	3	MATH 156 and STAT 461	The course covers concepts from calculus and probability as they pertain to actuarial sciences. The calculus portion covers limits, derivatives, integrals, power series and polar coordinates. The probability portion covers basic and conditional probability, Bayes' theorem, discrete and continuous variables and distributions, and bivariate distributions. The course focuses on word problems of the type covered by the SOA/CAS Exam P/1.	This course is intended to provide the background necessary for passing the first actuarial exam. Actuarial Science is an important field of Applied Mathematics. It requires Mathematical and Statistical skills, such as Calculus, Differential Equations, Linear Algebra, Probability and Statistics, Interest Theory, etc., to study and analyze uncertain events in the insurance and financial fields. There is strong career demand for actuaries, and this course fills the actuarial industry knowledge gap. It aims to provide students with an improved understanding of how mathematical, statistical and actuarial approaches are applied to general insurance, reinsurance and financial industries.
MATH 376: Foundations, Functions and Regression Models	A&S	3	PR or CONC: MATH 156	In-depth study of topics taught by teachers of secondary school mathematics. Emphasizes development of the concept of function, exploring function patterns in data sets, and connections between these topics and topics of mathematics associated with the secondary school curriculum. Integrates use of appropriate technology in developing lessons that help students master the concepts of functions, data, and real world applications.	Foundations, Functions, and Regression Models is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Mathematics and Science (MATH 318), and Research Methods (PHYS/CHEM/BIOL 376). This course emphasizes mathematical content knowledge and connections, as well as lab applications of mathematics topics. Student collaboration, problem solving, and presentation of findings are emphasized.
PHYS 376: Research Methods	A&S	3	PHYS 112 and PR or CONC: ARSC 220.	An introduction to the tools and mathematics that scientists use to solve scientific problems. Mathematical modeling, experimental design, hypothesis formulation, data collection, use of statistics, reading and evaluating the scientific literature, writing and reviewing scientific papers, and oral presentation of scientific research.	Research Methods is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Mathematics and Science, being proposed as MATH 318 and Foundations, Functions and Modeling, to be proposed as MATH 376). The combination of Research Methods and Perspectives on Mathematics, and Science provides prospective science and mathematics teachers with an indepth understanding of how the scientific enterprise works.
POLS 324: Sexuality, Law, and Politics	A&S	3	Sophomore standing	Examines politically significant legal debates regarding sex, sexuality, sexual orientation, and gender identity, focusing primarily on the United States from the middle of the twentieth century to the present.	social movements and the law and legal institutions in the United States. The course offers a unique opportunity to examine the development of law and politics in a particular policy area--policies affecting LGBT individuals--while discussing and examining dynamics relevant for a broad range of issues in the American political system. The history of politics impacting LGBT individuals provides the opportunity to think about politics and policymaking at the state and federal level, through movement litigation, through legislation, and through the initiative process; it also provides an opportunity to explore the dynamics between the different policymaking institutions at the state and federal level, how movement actors interact with these different institutions, and to do so within changing social and political contexts over several decades.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PET 674: Curriculum in Physical Education - Advanced Laboratory	CPASS	1	PET 665	Using models-based practice, advanced teacher candidates plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, advanced teacher candidates relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature regarding the efficacy of the curriculum models chosen to be integrated into their curriculum plan/design.	This course will extend and apply information learned in PET 665 related to curriculum in physical education. Enrolled advanced teacher candidates will plan/design a physical education curriculum using Models-Based Practice which they learned in the PET 665 course. It is part of a holistic curriculum of blended learning which takes places on the Masters In Physical Education in the College of Physical Activity and Sport Sciences.
LAW 646: Crime Film Documentaries	LAW	3		The use of selected crime film documentaries to facilitate an observation of various aspects of the criminal justice system, particularly the submission of evidence, appropriate conduct of prosecutors, defense lawyers, and judges.	The Academic Planning Committee has determined this course to be a valuable addition to the study of criminal law in the College of Law's curriculum because it provides an overview of the criminal justice system and its principal actors. There is no comparable overview of the criminal justice system otherwise available in the criminal law curriculum. Significant issues about faulty police investigation, prosecutorial misconduct, coerced false confessions, bogus expert testimony, biased judges, and ineffective counsel are addressed. Doctrinal courses presented in context can be somewhat limited in law school curriculum, therefore, Crime Film Documentaries fulfills a portion of this need.
LAW 661: Forensic and Expert Evidence	LAW	2-3		A practical study of the appropriate usage of forensic and scientific evidence in court, effective direct and cross-examination of expert witnesses; drafting motions in limine specifically dealing with forensic evidence, scientific exhibits, or expert testimony. LAW 727 is recommended before taking this course.	The COL Academic Planning Committee has determined this course to be valuable for connecting to and extending beyond other law school practitioner courses such as Evidence, Trial Advocacy, and Trial Evidence. It provides students with sophisticated skills necessary to conduct modern trials. For law schools to keep pace with this demand and to prepare aspiring trial lawyers, they must develop curriculum that matches modern-day courtroom proceedings. Lawyers are expected to understand how evidence is used in the courtroom from day-one of practice. Knowledge of forensic, technological evidence, and expert witnesses are essential for use in the modern-day courtroom. With variable credits, it permits flexibility for instructors to alter the course content and requirements depending on needs or preferences.
LAW 688D: Seminar in Science and the Law	LAW	2-3		A survey in genetic health law, examining issues in rationing, rendering, harvesting, supply, demand, and destruction of human genetic components. Covers gene patenting, reproductive materials, and human behavior.	Science and the Law provides a unique perspective into how science, biotechnology and genetic property fits into our current legal framework. This course combines and synthesizes diverse issues developed under health law, legal ethics, and family law. Understanding the fundamental theories of how science is used in the law will prepare students to develop an understanding of the ethical and legal issues involved with new technological advances. Current health issues such as organ donation, informed consent, gene patents, reproductive rights and discrimination are all analyzed under current legal frameworks. Offering this course with 2-3 variable credits allows instructors the flexibility to alter course content and requirements, depending on needs or preferences. It also follows the Academic Innovation Initiative by making it possible to offer the course online as well as traditional classroom style. Each syllabus will be written accordingly with requirements clearly stated based upon appropriate credit value.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
JRL 411: Experimental Journalism	Media	3		A project-based, immersion course in experimental journalism using new technology such as virtual reality, augmented reality, sensors, drones and other experimental storytelling methods.	This class is part of the Reed College of Media's Innovators-in-Residence Program as well as will provide a core course offering in the MA in Media Innovation and Solutions program currently in development. The course is designed to provide critical enhancements to both existing undergraduate and upcoming graduate curriculum by providing a hands-on immersive exploration of emerging (and evolving) media practice and technology for journalistic storytelling and strategically fills a gap for experimental storytelling in our curriculum.

**To: Faculty Senate Executive Committee**  
**From: Matthew Valenti, Chair, Senate Curriculum Committee**  
**Date: October 26, 2015**  
**Re: Course Changes Report**

	Field	Old Value	New Value
<b>NSG 701</b>	<b>Advanced Pharmacotherapeutics</b>		
	Course Number	631	701
	Course Repeatable	Yes	no
	Prerequisites	NSG 624	NSG 706
	Course Description		Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan. This course lays the foundation of subsequent courses in diagnosis, management, and therapeutic interventions.
	Curriculum Based Rationale		Changes are made to correspond to the change to the DNP advanced practice program curriculum--thus the change to a 700 level course number. The course description remains the same, but there are small changes in the ELO's to reflect higher level learning. These changes bring the course in line with our accrediting agency's "essentials" for both master's and doctoral education of advance practice nurses. The course prerequisite was added, as the pathophysiology knowledge is helpful for assimilating knowledge about pharmacology and medication prescription.
<b>NSG 702</b>	<b>Population Health Promotion</b>		
	Course Credits	3	3
	Prerequisites	NSG 707	none
	Course Repeatable	Yes	no
	Course Description	Provides a foundation for analysis of clinical prevention and population health programs or individuals, aggregates, and populations.	In-depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations utilizing advanced nursing practice strategies for the promotion of health and prevention of disease across the lifespan.
	Curriculum Based Rationale		Course description and ELO's are revised to meet requirements set forth in accrediting agency's "Essentials" for practice doctorate programs. There are changes in only 2 ELO's--addition of 1 ELO (#1), and removal of 1 ELO from original course. No prerequisites are required, as the content in this course is not dependent on knowledge gained in other courses within the program.
<b>NSG 703</b>	<b>Theoretical Foundations of Nursing Practice</b>		
	Full Title	Theory of Practice	Theoretical Foundations of Nursing Practice
	Transcript Title	Theory of Practice	Theoretical Found Nsg Practice
	Course Repeatable	Yes	no
	Course Description	Provides an understanding of the scientific underpinnings of the application of theory to health care at the highest level of advanced nursing practice.	Elaboration and integration of theories from nursing, the sciences, and the humanities to build a foundation for the highest level of nursing practice.

	Field	Old Value	New Value
	Curriculum Based Rationale		The course was revised slightly to meet accreditation agency's requirements for education of Master's and Doctorally prepared advance practice nurses. Minor changes in course description and ELO's. There are no prerequisites, as this course is foundational to the program.
<b>NSG 704</b>	<b>Health Care Leadership</b>		
	Course Repeatable	Yes	no
	Course Description		Critical analysis of leadership in an organizational setting, with development of skills needed to enact the leadership role.
	Curriculum Based Rationale		Minor changes in ELO's to meet accrediting agency's "essentials" for education of Master's and Doctorally prepared advance practice nurses. Leadership content is included in both "essentials" documents. The course content is not dependent on content from other courses within the program; thus there are no prerequisites.
<b>NSG 705</b>	<b>Advanced Lifespan Assessment: FNP Focus</b>		
	Transcript Title	Advanced Assessment	Adv Lifespan Assess: FNP Focus
	Course Number	NSG 632	NSG 705
	Course Credits	2	3
	Prerequisites	NSG 622 and NSG 623 and NSG 624	NSG 706
	Course Description	Preparation for the conduct of advance health assessment of patients. Diagnostic reasoning is emphasized as the student collects and analyzes data obtained from the patient history, physical examination, and diagnostic procedures.	The focus of this course is the advanced health assessment of individuals across the lifespan. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination, and diagnostic procedures.
	Curriculum Based Rationale	Change in course hours to allow expanded course content. Changes in course description and ELO's to more fully reflect advanced practice role in holistic patient assessment. Revised course meets requirements of accrediting agency's "essentials" for preparation for advanced practice role	Change in course hours to allow expanded course content. Changes in course description and ELO's to more fully reflect advanced practice role in holistic patient assessment. Revised course meets requirements of accrediting agency's "essentials" for preparation for advanced practice role. Advanced pathophysiology content is necessary to fully assimilate assessment content, but no other prerequisites are necessary to assimilate content.
<b>NSG 706</b>	<b>Advanced Pathophysiology</b>		
	Course Number	NSG 624	NSG 706
	Course Credits	4	3
	Course Repeatable	Yes	No
	Course Description	Theoretical basis of pathophysiological changes in acute and chronic illness confronted in primary care across lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.	Theoretical basis of pathophysiological changes in acute and chronic illnesses confronted in primary care across the lifespan is presented. The course serves as the foundation for clinical assessment, decision making, and management.
	Curriculum Based Rationale		The course changes are made to bring the course in line with the accrediting agency's requirements for MSN and DNP advance practice nursing preparation. The change to a 700 level course number reflects the change to a DNP advance practice preparation. There are minor changes in the course description and ELO's. There are no prerequisites as this course represents foundational content for other courses.
<b>NSG 707</b>	<b>Evidence Based Practice Methods</b>		
	Transcript Title	Evidence Based Practice	Evidence Based Practice Methods

	Field	Old Value	New Value
	Course Repeatable	Yes	No
	Prerequisites	NSG 703	NSG 724
	Course Description	Prepares the DNP student to translate research into practice, evaluate practice guidelines to improve health care practices and outcomes, and to participate in collaborative research.	This course provides an overview of research methods, evidence, and epidemiologic measures for understanding the translation of research into practice and the design of interventions to promote change in a variety of settings.
	Curriculum Based Rationale		This course is being revised to meet the requirements of the accrediting agency's "essentials" for education of doctorally prepared advance practice nurses. Both course description and ELO's have been significantly revised. Statistical background is needed in order to assimilate EBP/research content.
<b>NSG 708</b>	<b>Role Seminar for Advanced Practice</b>		
	Course Long Title	Doctor of Nursing Practice Role Seminar	Role Seminar for Advanced Practice
	Transcript Title	DNP Role Seminar	Role Seminar for Adv Practice
	Course Repeatable	Yes	No
	Prerequisites	Admission to the DNP program.	none
	Course Description	Provides an understanding of the Doctor of Nursing Practice role at the highest level of nursing practice.	Exploration, analysis, and evaluation of the role of the advanced practice nurse as guided by concepts, theories, and research.
	Curriculum Based Rationale		This course has been revised to meet new accreditation essentials documents for both MSN and DNP programs. No prerequisites are required for this foundational course.
<b>NSG 709</b>	<b>Health Care Informatics</b>		
	Credit Hours	3	3
	Prerequisites	NSG 707	none
	Course Description		Explore information technologies used in acute and outpatient health settings and describe methods of utilization of technology for practice improvement and patient outcomes management.
	Curriculum Based Rationale		Prerequisite removed, as this course will be offered in the first semester of the revised DNP program and content is not dependent on other program content.
<b>NSG 710</b>	<b>Health Care Issues, Policy, and Ethics</b>		
	Full Title	Health Policy and Resource Management	Health Care Issues, Policy, and Ethics
	Transcript Title	Health Policy/Resource Mangmnt	Hlth Care Issues Policy Ethics
	Credit Hours	3	3
	Course Repeatable	Yes	No
	Prerequisites	NSG 711	None
	Course Description	The foundation for leadership in health policy development, implementation, and evaluation, with a focus on advocacy for nursing, social justice, and equity. Financial resource management for nursing leadership and policy/ program implementation.	A foundation for leadership in health policy development, implementation, and evaluation, with a focus on advocacy for nursing, leadership, ethics, finance, and policy/program implementation.
	Course Curriculum Based Rationale		The changes in the course description and ELO's result from combining health policy and ethics content from the prior master's level course and the doctoral level course, as well as the requirements of the accrediting agency for education of Master's and Doctorally prepared advanced practice nurses. The prerequisite (NSG 711) was removed, as its content from the is now incorporated into this course.

	Field	Old Value	New Value
<b>NSG 712</b>	<b>Primary Care of Families 1</b>		
	Transcript Title	Primary Care: Rural Families 1	Primary Care of Families 1
	Course Number	NSG 633	NSG 712
	Credit Credits	3	3
	Course Repeatable	Yes	No
	Prerequisites	NSG 622 and NSG 623 and NSG 624 and NSG 626, and NSG 631 and NSG 632	NSG 701 and NSG 702 and NSG 705 and NSG 707 and NSG 708
	Course Description	Introduction to the domains and competencies of the advanced practice nursing role that are fundamental to primary health care of the rural family unit.	An introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting.
	Curriculum Based Rationale		Changes in course to reflect preparation of advanced practice nurses, according to the accrediting agency's "essentials" of preparation for MSN and doctorally prepared advance practice nurses. Relatively minor changes to catalog description and ELO's. Assessment and pharmacology and pathophysiology content is needed to understand and assimilate content from this course. Although theory is one of the first courses in program progression, it was not listed as a prerequisite, as content is not critical to assimilating content of this course.
<b>NSG 714</b>	<b>Primary Care of Families 2</b>		
	Course Short Title	Primary Care: Rural Families 2	Primary Care Families 2
	Course Number	NSG 634	NSG 714
	Course Credits	4	3
	Course Repeatable	Yes	No
	Prerequisites	NSG 633	NSG 712
	Course Description	Further development of the domains and competencies of the advanced practice nursing role introduced in NSG 633 that are fundamental to primary health care of the rural family unit.	Further acquisition of knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting. The change in course hours reflects change in content.
	Curriculum Based Rationale		This course change results from the programmatic change to the DNP program. The prior course has been given a 700 level number due to the program change. Course description and ELO's have been changed to reflect the accrediting agency's "essentials" for education of MSN and DNP prepared nurses. Prerequisite knowledge from Primary Care 1 is needed to understand and apply content of this second Primary Care course. Although the course number for the prerequisite has changed the prerequisite is actually the same course--the change is due to all courses within the program being brought to the 700 level.
<b>NSG 720</b>	<b>Family Practicum 1</b>		
	Full Title	Rural Family Health Practicum 1	Family Practicum 1
	Transcript Title	Rural Family Hlth Practicum 1	Family Practicum 1
	Course Number	NSG 635	NSG 720
	Course Credits	2-5	5
	Course Repeatable	Yes	No
	Prerequisites		NSG 712 and NSG 714
	Course Description	PR or Conc: NSG 634. Supervised practicum designed to apply theory- and evidence-based advanced practice nursing. Students develop the advanced practice role as they manage health care and participate in service learning.	Supervised practicum designed to facilitate the student's competency at the advanced practice level in the delivery of primary health care across the lifespan.

	Field	Old Value	New Value
	Curriculum Based Rationale		Minor changes to course description and ELO's to reflect accrediting agency's "essentials" for MSN and Doctorally prepared advance practice nurses. Prerequisite courses provide foundation for clinical practice experience.
<b>NSG 721</b>	<b>Family Practicum 2</b>		
	Transcript Title	Rural Family Health Practicum 2	Family Practicum 2
	Course Number	NSG 636	NSG 721
	Course Credits	4-5	5
	Course Repeatable	Yes	No
	Prerequisites	NSG 635	NSG 720
	Course Description	Supervised practicum that builds upon NSG 635 and focuses on the application of theory- and evidence-based advanced nursing practice. With supervision, students manage health care and participate on interdisciplinary terms.	Supervised practicum that builds upon Family Practicum 1 and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level of lifespan primary health care.
	Curriculum Based Rationale		Minor revisions to course description and ELO's result from needing to meet accrediting agency's requirements set forth in the "essentials" of education of MSN and DNP prepared advanced practice nurses. There are a large number of ELO's due to the course being worth 5 credits and students progressing toward independent practice at an advanced level. Practicum 1 experience is foundational to achieving outcomes of practicum 2. The change in prerequisite is strictly due to the course numbering change (all courses being given 700 level numbers).
<b>NSG 724</b>	<b>Statistics for Evidence Based Practice</b>		
	Course Title	Health Research Statistics 1	Statistics for Evidence Based Practice
	Transcript Title	Health Research Statistics 1	Stats Evidence Based Practice
	Course Repeatable	Yes	No
	Description	This course provides development of statistical knowledge and skills needed for quantitative health research using SPSS. Topics include descriptive statistics, probability, hypothesis testing, analysis of variance, chi squared testing, linear regression, and logistic regression.	The study of statistical knowledge and skills needed for quantitative health research using SPSS.
	Curriculum Based Rationale		There are only minor changes in this course, including the addition of 1 ELO (ELO #1. The course has been modified to meet the essentials of both MSN and DNP "essentials" document of the accrediting agency. No prerequisites are required as this course is foundational to other program courses.
<b>NSG 763</b>	<b>DNP Capstone</b>		
	Course Title	Doctor of Nursing Practice Capstone	DNP Capstone
	Credit Hours	1-6	1-6
	Course Repeatable	yes	Yes
	Maximum Number of Hours the course may be repeated for	6	20
	Prerequisite	NSG 762	PR or CONC: NSG 760
	Course Description	Project implementation using leadership skills to create and evaluate change relative to a practice problem. Analyzey relationship of project to practice and policy.	Implementation of a capstone project using leadership skills to create and evaluate change relative to a practice problem. Analysis of the relationship of the project to practice and policy.



	Field	Old Value	New Value
	Curriculum Based Rationale		Minor changes to the course reflect accrediting agency's requirements for doctoral preparation of advanced practice nurses. Six credit hours are required for graduation. As the suggested course progression has students taking only 1 credit of this course their first semester in capstone, it is possible that they would accumulate additional credit hours of capstone credits after the first semester, and that they may need multiple semesters to complete their projects--that is the reason for the large number of hours the course may be repeated for. One credit hour equivalent to 45 hours of activity; maximum of 6 credit hours applied to degree program.
<b>NSG 770</b>	<b>Pediatric Primary Care 1</b>		
	Course Number	NSG 647	NSG 770
	Full Title	Assessment and Pediatric Care 1	Pediatric Primary Care 1
	Transcript Title	Assessment/Pediatric Care 1	Pediatric Primary Care 1
	Course Credits	5	3
	Course Repeatable	Yes	No
	Prerequisites	NSG 622 and NSG 623 and NSG 624 and NSG 627	NSG 701 and NSG 702 and NSG 705 and NSG 707 and NSG 708
	Course Description	An Introduction to the knowledge and skills basic to the assessment of health status, diagnosis, and evaluation of children in the primary care setting.	An Introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation and revision of care of children in the primary care setting.
	Curriculum Based Rationale		Course changes are made to reflect education of Master's and Doctorally prepared advance practice pediatric nurse practitioners, meeting most recent requirements of the accrediting agency for both MSN and DNP prepared advance practice nurses. Prerequisites provide foundational knowledge for this course; prerequisites have changed only in course number, not course content (due to change of all courses to 700 level numbers).
<b>NSG 771</b>	<b>Pediatric Primary Care 2</b>		
	Course Number	NSG 644	NSG 771
	Course Credits	4	3
	Course Repeatable	Yes	No
	Prerequisites	NSG 647	NSG 770
	Description		Further acquisition of knowledge and skills central to the assessment of health status, diagnosis, treatment and evaluation of children in the primary care setting.
	Curriculum Based Rationale		The changes in the course reflect elements of education for Master's and Doctorally prepared advanced pediatric nurse practitioners. They also encompass requirements of the accrediting agency for preparation of MSN and DNP prepared advance practice nurses.
<b>NSG 772</b>	<b>Pediatric Practicum 1</b>		
	Course Number	NSG 645	NSG 772
	Course Credits	5	5
	Course Repeatable	Yes	No
	Prerequisites	NSG 644	PR or CONC: NSG 771
	Description		Supervised practicum designed to facilitate the student's competency in the delivery of primary health care to children.

	Field	Old Value	New Value
	Curriculum Based Rationale	Changes reflect move to prepare advanced practice pediatric nurse practitioners on a doctoral level, as well as requirements of the accrediting agency in preparation of MSN and DNP prepared advanced practice nurses.	Changes reflect move to prepare advanced practice pediatric nurse practitioners on a doctoral level, as well as requirements of the accrediting agency in preparation of MSN and DNP prepared advanced practice nurses. The large number of ELO's reflect the large credit hour course and requirements of the clinical learning experience. The course prerequisite has changed in course number only, due to moving all courses to 700 level numbers.
<b>NSG 773</b>	<b>Pediatric Practicum 2</b>		
	Course Number	NSG 646	NSG 773
	Course Credits	2-5	5
	Course Repeatable	Yes	No
	Prerequisites	NSG 645	NSG 772
	Description	Supervised practicum designed to advance the student's competency in the delivery of primary health care to children.	Supervised practicum that builds on NSG 772 [Pediatric Practicum 1] and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level for the delivery of primary health care to pediatric populations.
	Curriculum Based Rationale		The course changes reflect the move to educating doctorally prepared advanced pediatric nurse practitioners. They also meet the requirements of the accrediting agency for preparation of MSN and DNP advanced pediatric nurse practitioners. The large number of ELO's reflects the 5 hour course credit and multiple required clinical learning experiences. The change in pre-requisite is a change in number only, as all courses have been removed to 700 level numbers.
<b>MATH 122</b>	<b>Quantitative Skills and Reasoning</b>		
	Course Title	Quantitative Skills and Reasoning 2	Quantitative Skills and Reasoning
	Transcript Title	Quantitative Skill/Reasoning 2	Quantitative Skills and Reasoning
	Credit Credits	1	2
	Prerequisite	MATH 112 with a minimum grade of C.	Minimum HEPC-defined ACT/SAT Math or equivalent assessment score, or satisfactory performance on placement test.
	Description	Part two of a two part introductory study of quantitative and reasoning skills needed for success in science, technology, engineering, and mathematics.	An introductory study of quantitative and reasoning skills needed for success in science, technology, engineering, and mathematics.
	Curriculum Based Rationale		We are consolidating Quantitative Skills and Reasoning 1 and 2 from two, 1-credit, one-half semester courses into one 2-credit full semester course. We are doing this to ease the add/drop and registration process for students and to give the students a clearer path to College Algebra. This will reduce the confusion with Math 112 and 121 and extend the window for students to make schedule changes during the first week of fall and spring semester.

**GLOBAL SUPPLY CHAIN MANAGEMENT****Program Information**

**Program Type** Major  
**Effective Term** Fall 2016  
**Campus** WVU  
**College/School** Business and Economics  
**Primary Subject** Global Supply Chain Management  
**Level** Undergraduate  
**Program Title** Global Supply Chain Management  
**Program Code** NEW-TBD

**Banner Code (ie 0705)**

**Degree Designation** BSBAD

**Degree Program** NEW-TBD (NEW-TBD)

Proposed CIP CODE:

52.0203

Proposed degree program title:

Global Supply Chain Management

Provide a brief rationale explaining why a new degree program is needed and why existing degree programs would not be appropriate:

As supply chain operations have become increasingly global and more complex, companies across most industries are struggling to attract and hire candidates with supply chain management knowledge and skills (WSJ, 2013). This national growth in demand indicated by the press is also signaled by the expansion of the set of universities offering supply chain management programs (ISM, 2013). At WVU, this is signaled by the interest and support that our local stakeholders have demonstrated.

Recently, the Wehrle Foundation made a gift of \$1,000,000 to fund the development of a Global Supply Chain Program at WVU. In addition, executives from more than a dozen major companies have accepted the invitation to become part of the WVU Supply Chain Advisory Board due to the importance of this area for their companies. These include representatives of PepsiCo, Mylan Pharmaceuticals, Johnson & Johnson, and MRC Global, representing a variety of industries.

Importantly, employers that come to WVU campus to recruit have stressed the importance of supply chain for their operations and the interest in candidates with related knowledge and skills. This trend is reflected in the recent findings published in the Bureau of Labor Statistics' Occupational Outlook Handbook, according to which careers in supply chain management are expected to grow more than 25 percent from 2010 to 2020, more than 10 percent faster than the average growth of all occupations. As the manufacturing activity continues to rebound nationwide, and in West Virginia in particular as noted by the West Virginia Economic Outlook 2015,

the new program will address the shortage of professionals with the knowledge required to meet the challenges of this critical area of emphasis in business. Since launching an area of emphasis in supply chain management at the WVU College of Business and Economics, recruiters from companies such as Total Quality Logistics, PLS Logistics, and Excel, among others, have reached out to us and expressed interest in assisting with the development of a full program in supply chain management.

The College of Business and Economics currently offers an area of emphasis in supply chain management. However, an area of emphasis does not suffice to provide the breadth and depth of knowledge and skills necessary to educate and train a supply chain professional. This has been noted by our current industry partners and by some potential recruiters of firms that give preference to work with educational institutions that offer a full program. As such, the new program will match the existing demand for a much needed expertise from potential employers with qualified and prepared undergraduate students, while simultaneously providing our undergraduate students with a globally-oriented, technology-infused, and high-quality education necessary to compete for those potential opportunities. No institution in the state of West Virginia currently offers a full supply chain management degree.

#### **Approved Intent to Plan**

##### **The educational goals and objectives:**

Students who successfully complete the program will be prepared and competitive for entry-level positions in areas pertaining to supply chain management, such as materials project manager, sourcing leader, supply chain analyst, production analyst, logistics planning, shipping and delivery management, among others.

Graduates from the program will have the knowledge and skills to manage and coordinate all supply chain functions in an enterprise, from overseeing acquisition, internal allocation of resources, movement and storage of raw materials and inventory, to managing complex networks of supply and demand. They will have the knowledge and skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead supply chain activities. Graduates will be able to recognize the systemic and global nature of supply chain processes and activities in the decision-making process, the interdependencies critical to effectively manage and improve performance, the role of supply chain information technology in the effective management and improvement of supply chain activities, and the complexities of global supply chain operations and related ethical issues. In addition, students will recognize the great potential that supply chain activities and decisions offer in terms of making a positive contribution not only to the improvement of business performance but also to society.

##### **The relationship of the objectives to the mission of the University:**

The proposal aligns with the mission of the West Virginia University to provide high-quality education and promote new opportunities to the citizens of West Virginia. Supply chain management (SCM) is a challenging and rewarding professional field that will continue growing in importance, offering a broad range of career opportunities across a wide range of industries. The Global Supply Chain Management program will allow the College of Business and Economics to deliver a new high quality, globally-oriented major at the undergraduate level to students who currently do not have the opportunity to specialize in this increasingly critical set of business processes. This program will

provide undergraduate students with the opportunity to learn and advance knowledge, technical skills and competencies pertaining to supply chain processes through a high-quality set of courses, in order to pursue entry-level opportunities across a broad range of industries.

**A brief description of the major's content:**

The proposed curriculum has been developed in consultation with the WVU SCM Advisory Board and with inputs collected from the AACSB Curriculum Development for Supply Chain Management, the American Production and Inventory Control Society (APICS) Supply Chain Manager Competency Model, and information from two major professional supply chain associations: the Institute for Supply Management and the Council for Supply Chain Professionals. The curriculum will provide a strong global perspective, systems orientation, and information technology training. The program in Global Supply Chain Management will consist of a 27 semester-hour sequence. In addition to the requirements for the Business core, students must successfully complete the following courses pertaining to the program:

GSCM 350: Sourcing and Supply Management  
 GSCM 355: Logistics and Distribution Management  
 GSCM 360: Supply Chain Analytics  
 GSCM 370: Transportation Management  
 GSCM 425: Supply Chain Network Design  
 GSCM 430: Supply Chain Technology  
 GSCM 450: Supply Chain Quality Management  
 GSCM 455: Project Management  
 GSCM 470: Global Supply Chain Systems

**A statement assuring high quality standards will be maintained, including maintaining a continuing assessment of quality:**

We will assess the effectiveness of the program using the following assessment plan consisting of three methods. 1) The Assurance of Learning Committee (AoL) from the College will assess whether the program learning outcomes comply with standards set by the College to meet the Association to Advance Collegiate Schools of Business International (AACSB) requirements. 2) We will continuously request feedback from the WVU Supply Chain Management Advisory Board regarding the achievement of our learning goals and the needs of the market. 3) We will survey employers and we will collect information pertaining to job placement or post-graduate education to assess the attractiveness of our graduates to companies and institutions.

**Other institutions in West Virginia that offer similar programs:**

No institution in the state of West Virginia currently offers a full supply chain management degree.

**Evidence of the need for this major, including market analysis and the anticipated student demand:**

As supply operations become increasingly global and more complex, companies across most industries are struggling to attract and hire candidates with supply chain management knowledge and skills (WSJ, 2013). The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook indicates that positions in supply chain management are expected to grow more than 25 percent from 2010 to 2020, more than 10 percent faster than the average growth of all occupations. The West Virginia Economic Outlook 2015 points out the rebound in manufacturing activity nationwide and in West Virginia, which will increase the need for qualified professionals in the field of supply chain.

To estimate potential student demand within the current student body, we presented the area to the BCOR 199 classes in the fall of 2014 and over 60 students indicated interest. We also conducted a

brief expert panel with the WVU SCM Advisory Board members to collect information about demand from future employers. The board members consensually pointed out strong demand for supply chain graduates from full programs. In addition, the existing area of emphasis currently has over 30 students enrolled and they indicate a strong desire to pursue a full program. The WVU SCM Association student club was created in the beginning of the Fall 2014 semester and immediately (within a week) obtained 20 members, indicating strong interest in the area.

**Additional resources (faculty, space, financial) needed:**

In the fall of 2013, the College of Business and Economics hired a senior supply chain management faculty to start the program, Dr. Ednilson Bernardes. In the summer of 2014, the College hired a junior supply chain management faculty to help develop and deliver the program, Dr. John Saldanha. Upon approval of the full program, it will be necessary to add one junior professorship line to effectively run the program.

**Degree Program Information**

Relate this program to the institution's goals and objectives and the University master plan.

The proposal aligns with the mission of the West Virginia University to provide high-quality education and promote new opportunities to the citizens of West Virginia. The Global Supply Chain Management program will allow the College of Business and Economics to deliver a new high quality, globally-oriented, major at the undergraduate level to students who currently do not have the opportunity to specialize in this increasingly critical set of business processes. This major will provide undergraduate students the opportunity to learn and advance knowledge, technical skills and competencies pertaining to supply chain processes through a high-quality set of courses in order to pursue entry-level opportunities across a broad range of industries.

Indicate the history to date of the development and submission of this program proposal. What resources have already been invested in this program? What planning activities have supported this proposal?

In 2012, the Dean of the College of Business and Economics recruited members and formed a Supply Chain Advisory Board consisting of senior executives from a broad spectrum of industries.

In the Fall 2013, the College of Business and Economics hired a senior tenure-track research faculty member to lead the development of the program. This position was funded by a gift from the Wehrle Foundation of \$750,000 to the College of Business and Economics in support of this program.

In the Spring 2014, the first four supply chain management courses were approved by the Senate and supply chain management was approved as an area of emphasis. The first supply chain management course was offered with enrollment of 14 students.

In the Summer 2014, the College of Business and Economics hired a junior tenure-track research faculty member as part of and to assist in the development of the program. This was an existing position in the College reassigned to the supply chain management area.

In the Spring 2015, the Intent to Plan a supply chain management program was approved.

In the Spring 2015, the remaining courses were sent to the Senate for approval.

Describe the clientele to be served and state which of their specific needs the program will meet. Indicate interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.

As supply chain operations have become increasingly global and more complex, companies across all industries are struggling to attract and hire candidates with supply chain management knowledge and skills (WSJ, 2013). Importantly, any given industry (manufacturing, service, government, etc.) has a supply chain supporting it and needs qualified candidates with supply chain management knowledge and skills. This need has grown and is reflected in the recent findings published in the Bureau of Labor Statistics' Occupational Outlook Handbook, according to which careers in supply chain management are expected to grow by more than 25 percent from 2010 to 2020, more than 10 percent faster than the average growth of all occupations. As the manufacturing activity continues to rebound nationwide, and in West Virginia in particular as noted by the West Virginia Economic Outlook 2015, the new program will address the shortage of professionals with the knowledge required to meet the challenges of this critical area in business across a broad spectrum of industries. Since launching an area of emphasis in supply chain management at the WVU College of Business and Economics, recruiters from companies such as Total Quality Logistics, PLS Logistics, and Excel, among others, have expressed their need for qualified candidates graduated from a supply chain management major. The opening of a large P&G manufacturing facility in the Eastern Panhandle will create additional demand for supply chain trained personnel.

Occupational Outlook Handbook, <http://www.bls.gov>

The hot new MBA: supply chain management. The Wall Street Journal, June 5, 2013.

Present a factual assessment of the employment opportunities that are likely to be available to program graduates.

According to the Bureau of Labor Statistics' Occupational Outlook Handbook research, careers in supply chain management are expected to grow by more than 25 percent from 2010 to 2020, more than 10 percent faster than the average growth of all occupations. This trend was confirmed by consulting the members of our Supply Chain Management Advisory Board, all supply chain senior executives from a broad array of industries, and recruiters from our partner companies. This trend is also reflected on the letters of support attached and placement of our students in the area of emphasis (100% for the first graduating class).

Describe the impact of this program on other programs that it will support or that will be supported by it.

The Global Supply Chain Management program will support the Management Information Systems (MIS) program by making available elective courses to interested students majoring in MIS. There is an expectation that, over time, the Global Supply Chain Management program will contribute towards the overall enrollment at the University and the College; therefore, the main impact on other programs is the potential increase in the enrollment of students in supporting courses. This potential increase in enrollment should be easily accommodated with the current capacity.

Describe any cooperative arrangements that have been explored.

Numerous businesses have expressed interest in and support for the program. For instance, we have involved and developed relationships with PLS Logistics Service, ABB Inc., Excel Logistics, Reinhart, Mylan Pharmaceuticals, and Pepsico, among others, for the placement of students in internships and entry-level positions upon graduation. These partners have also been working closely with the program in terms of market needs and interacting with our students in an ongoing basis. New companies have been reaching out to us and additional partnerships are expected as the program moves forward. Please, see the attachment for supporting letters.

Describe any alternatives to the development of this program that have been considered and why they were rejected.

No alternatives were considered.

Describe the administrative organization for the program and explain what changes, if any, will be in the institutional organization

The Global Supply Chain Management program will reside in the WVU College of Business and Economics Management Information Systems department. The supply chain management faculty is currently in the Department of Management Information Systems. The administrative body includes the Department Chair, College Dean, Associate Provost for Undergraduate Academic Affairs, and Provost. Academic and curriculum issues will be addressed by the GSCM supply chain management curriculum committee, GSCM undergraduate chair, B&E undergraduate curriculum committee, B&E associate dean for academic affairs, faculty senate curriculum committee, executive committee, and faculty senate. The WVU Supply Chain Management Advisory Board will advise the GSCM undergraduate curriculum committee regarding academic and curriculum decisions. There will be no changes in the institutional organization.

Indicate the planned enrollment growth and development of the new program during the first five years. If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.

We expect the program to achieve approximately 100 full-time students within five years. This is a conservative estimate based on the number of students that joined and actively participate in the WVU Supply Chain Management Association (over 30 students by the beginning of the second semester of operation), the current number of students enrolled in the area of emphasis, and in the popularity of similar programs at other institutions. Projected enrollment in the first year is anticipated at 30 students, second year 50 students, and approximately 100 students by the fifth year.

Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the University and success of the program in generating graduates meeting key learning outcomes, acceptance to further graduate study, attaining position in the field, etc.

We will assess the effectiveness of the program using the following assessment plan consisting of three methods. 1) The Assurance of Learning Committee (AoL) from the College will assess whether the program and course-specific learning outcomes comply with standards set by the Association to Advance Collegiate Schools of Business International (AACSB). 2) We will continuously request feedback from the WVU Supply Chain Management Advisory Board regarding the achievement of our learning goals and the needs of the market. 3) We will survey employers, and we will collect information pertaining to job placement or post-graduate education to assess the attractiveness of our graduates to companies and institutions.

Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process

The program will be accredited under the College accreditation by AACSB. In addition, the College will pursue accreditation by the Institute for Supply Management University Program. The initial application will be submitted in the Fall 2016 and should be completed by the end of the Fall 2016. The cost of application is estimated to be \$5,000.

### **Major Information**

Admission standards and their relationship to the program objective:



Direct admission for FTF with a high school GPA of 3.25 and a 25 ACT math and 570 SAT math. Direct admission for FTT with college GPA of 2.5. Current WVU students must possess an overall minimum GPA of 2.5 and completion of a minimum of 45 semester hours at the end of the semester in which the application is filed and the prerequisite courses below: English 101 and 102, or 103 with a minimum grade of C-, Computer Science 101 with a minimum grade of C-, Accounting 201 and 202 with a minimum grade of C-, Economics 201 and 202 with a minimum grade of C-, Economics 225 or Statistics 211 with a minimum grade of C-, Math 126, 129 or 153 with a minimum grade of C-, Math 150 with a minimum grade of B-, or Math 154, 155 or higher level of college calculus with a minimum grade of C-. Students that successfully complete the program will be prepared and competitive for entry-level positions in areas pertaining to supply chain management, which require quantitative and qualitative analytical skills and a systems-approach to decision-making and problem-solving. The requirements aim at preparing prospective students to successfully complete the rigorous curriculum, through which they will acquire the knowledge and analytical and systemic skills necessary to make them competitive for entry-level positions in the area.

Performance standards and their relationship to the program objective:

Students that successfully complete the program will be prepared and competitive for entry-level positions in areas pertaining to supply chain management. As such, one of the performance standards that will be used in the program is the placement of graduates. In addition, the program will provide undergraduate students the opportunity to learn and advance knowledge, technical skills and competencies pertaining to supply chain processes through a high-quality set of courses. Thus, assurance of learning outcomes will be measured by the College Assurance of Learning Committee (AoL).

Upon completion of the Program, students will be able to:

1. Explain the major domestic and global supply chain concepts.
2. Explain the ethical responsibilities for the management of global supply chains.
3. Use interpersonal and leadership skills for working in dynamic and diverse settings.
4. Solve supply chain problems using quantitative and technological methods and skills.
5. Apply supply chain knowledge, methods, and techniques in an integrated manner.

Is the proposed major offered at another WVU campus (Main, WVU-IT, or Potomac State University) or are there plans to offer it there in the future?

No

Provide an assessment plan outlining the approaches to assure high quality standards for the major and major improvement.

Upon completion of the Program, students will be able to:

1. Explain the major domestic and global supply chain concepts.
2. Explain the ethical responsibilities for the management of global supply chains.
3. Use interpersonal and leadership skills for working in dynamic and diverse settings.
4. Solve supply chain problems using quantitative and technological methods and skills.
5. Apply supply chain knowledge, methods, and techniques in an integrated manner.

We will assess the effectiveness of the program using the following assessment plan consisting of three methods. 1) The Assurance of Learning Committee (AoL) from the College will assess whether the program and course-specific learning outcomes comply with standards set by the Association to Advance Collegiate Schools of Business International (AACSB). Specifically, the Assurance of Learning Committee will measure the College learning objectives each semester in the BCOR classes, via embedded questions in course exams. In addition, we will measure the learning objectives of the program via embedded questions in the exams of GSCM 470. 2) We will continuously request feedback from the WVU Supply Chain Management Advisory Board regarding the achievement of our learning goals and the needs of the market. Specifically, we have established partnerships with our Supply Chain Management Advisory Board, which assisted us in establishing the overall goals for the program, and a number of additional companies to create internships and job opportunities for our graduates. These companies are employing a representative number of our graduates and also taking current students as interns. During the Annual Advisory Board meeting, we will formally survey these companies regarding the learner outcomes for students interning or placed with them and collect feedback during the discussions. 3) We will survey employers and we will collect information pertaining to job placement or post-graduate education to assess the attractiveness of our graduates to companies and institutions. The information will come from the B&E Center for Career Development, which gathers data pertaining to learner outcomes and employer satisfaction from both students and employers.

**For each category below, describe the resource needs and source of funding:**

<b>Faculty:</b>	<p>Indicate the number, probable rank, experience, and cost of faculty required over the five-year period.</p> <p>In order to implement the Global Supply Chain Management Program, one additional full-time, tenure track position in supply chain management or a term appointment professor (TAP) position is necessary. The estimated operating cost for the additional tenure track position is \$150,000 a year for the first five years (\$90,000 for a TAP). The College of Business &amp; Economics has received over \$800,000 in gifts to fund the development of the Supply Chain Program. The additional faculty position will be funded by donations and revenue generated by the College.</p>
<b>Library Resources:</b>	<p>Evaluate existing library resources and instructional materials for the proposed major and estimate the cost of additional resources necessary.</p> <p>Operation of the program will be largely supported by the existing infrastructure, resources, services, and personnel. The proposed program will not require additional library resources or instructional materials.</p>
<b>Support Services:</b>	<p>Indicate the nature of any additional support services likely to be required by the proposed major.</p> <p>The College of B&amp;E already provides recruiting and advising support for its programs. Administrative support is provided by the Department of Management Information Systems. Therefore, there will be no additional support staff required by the proposed major.</p>
<b>Facilities:</b>	<p>Will the major require the addition of new space or facilities or the remodeling or renovation of existing space?</p> <p>No</p>

**Operational Costs** Provide a summary of additional operating resource requirements by type of expenditure (salary, facilities, etc.).

The program will require the following to support the addition of a tenure track line or term appointment professor:

Operating Resources Requirement

Nonrecurring

01 desktop computer, \$1,500

01 office printer, \$300

Recurring

Office expenses, \$150 a year

Software, \$1,300 a year

Does the proposed curriculum include course prerequisites or course requirements taught by another academic unit?

No

Describe the pattern of course availability during the academic year for all required courses and prerequisites.

Required Courses

GSCM 350: Sourcing and Supply Management - every Fall

GSCM 355: Logistics and Distribution Management - every Fall

GSCM 360: Supply Chain Analytics - every Spring

GSCM 370: Transportation Management - every Spring

GSCM 425: Supply Chain Network Design - every Fall

GSCM 430: Supply Chain Technology - every Fall

GSCM 450: Supply Chain Quality Management - every Fall

GSCM 455: Project Management - every Spring

ACCT 331: Managerial Accounting every Fall, Summer, and Spring

GSCM 470: Global Supply Chain Systems - every Spring

Prerequisites

BCOR 360: Supply Chain Management - every Fall, Summer, and Spring

BCOR 330: Information Systems/technology - every Fall, Summer, and Spring

In what format will this curriculum be offered?

*Homeland Security requires that a minimum of 90% of any program enrolling students on a study visa must be available in face-to-face instruction, requiring physical presence of the international student.*

100% on campus

**Requirements and Catalog Information**

Include all curriculum requirements in the course list, including minimum grade and minimum GPA requirements. A Plan of Study is required for all undergraduate majors.

**Catalog Information**

The objective of the Global Supply Chain Management major is to provide an undergraduate education focused on supply chain management. Graduates from the program will have the knowledge and skills to manage and coordinate all supply chain functions in an enterprise, from overseeing acquisition, internal allocation of resources, movement and storage of raw materials and inventory, to managing

complex networks of supply and demand. They will have the knowledge and skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead supply chain activities. Graduates will be able to recognize the systemic and global nature of supply chain processes and activities in the decision-making process, the interdependencies critical to effectively manage and improve performance, the role of supply chain information technology in the effective management and improvement of supply chain activities, and the complexities of global supply chain operations and related ethical issues. In addition, students will recognize the great potential that supply chain activities and decisions offer in terms of making a positive contribution not only to the improvement of business performance but also to society.

#### **Course List**

- **GSCM 350: Sourcing and Supply Management**

Critical managerial issues in sourcing and supply management operations, structure, and processes, and supporting tools. Ethical, legal, and contractual issues pertaining to the global scope of this important set business processes.

PR: BCOR 330 and PR or CONC: BCOR 360

- **GSCM 355: Logistics and Distribution Management**

Critical managerial issues in the implementation and control of forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption.

PR: BCOR 330 and PR or CONC: BCOR 360

- **GSCM 360: Supply Chain Analytics**

A survey of the broad spectrum of mathematical modeling methodologies available to supply chain analysts for solving supply chain problems.

PR: GSCM 350 with a grade C- or better and GSCM 355 with a grade C- or better

- **GSCM 370: Transportation Management**

An introductory study of the wide range of issues facing supply chain professionals in transportation. This includes the impact of transportation systems in the economy, regulations, decisions and management of distinct transportation modes with focus on the U.S. domestic transportation systems.

PR: GSCM 350 with a grade C- or better and GSCM 355 with a grade C- or better

- **GSCM 425: Supply Chain Network Design**

An in-depth study of how to parse supply chain problems into a network design formulation and how to collect appropriate data to use on these models. Students will also learn how to validate, debug, and test the sensitivity of models to various input and model assumptions.

PR: GSCM 360 and GSCM 370

- **GSCM 430: Supply Chain Technology**

A comprehensive study of the strategic and operational use of main supply chain technologies. This includes dependencies and linkages between the various technologies, best practices, and potential pitfalls.

PR: GSCM 370

- **GSCM 450: Supply Chain Quality Management**

Critical managerial issues in the organizational and behavioral dimensions of quality management systems and their application to simplify and improve supply chain processes. Key processes and tools.

PR: GSCM 360

- **GSCM 455: Project Management**

Critical managerial issues in the planning, scheduling, organization, and management of projects. Project management process and tools and the effects of management style on the success of a project.

PR BCOR 330 and PR or CONC BCOR 360

- **GSCM 470: Global Supply Chain Systems**

Analysis and problem solving of sourcing, operations, and logistics issues from a systems-perspective, and discussion of managerial issues in those areas in the international context from an integrated supply chain network perspective. The course encompasses the design, simulated operation, improvement, and analysis of a supply network.

PR: GSCM 425, GSCM 450

- **ACCT 331 Managerial Accounting**

Analysis of internal accounting practices with emphasis on use of data for performance evaluation, control, motivation through accounting systems, and decision-making.

PR: ACCT 202 and ECON 202 and ECON 225 (or STAT 211) and ENGL 102 (or ENGL 103) and (MATH 150 or MATH 154 or MATH 155 or MATH 156)

***The full Requirements for the Completion of the Program, the Recommended Course Sequence, and support letters are attached.***



**James R. Lynch**  
SENIOR VICE PRESIDENT, SUPPLY CHAIN

February 23, 2015

Ednilson Bernardes  
Associate Professor SCM  
West Virginia University  
P.O. Box 6201  
Morgantown, WV 26506

Dear Ed:

In the Global economy and with ever increasing competition, more and more companies are turning to Supply Chain professionals to help support their businesses. The Supply Chain discipline in a corporation can help drive significant margin improvement in design of products, be a hedge against inflation through productivity initiatives, create systems for superior customer service and find optimized value chain models to win in the marketplace vs. competition.

Having this discipline at West Virginia University will not only expand the current scope of the business school offerings but will also bring an additional technical skill set to the businesses in the region, across the country and world. From my POV, having a Supply Chain degree program at WVU is an endeavor worth pursuing. Jobs in this area will only increase as more and more businesses look for ways to compete in a very dynamic marketplace.

A handwritten signature in black ink, appearing to read "Jim", is located at the bottom left of the page.

Ednilson Bernardes  
Associate Professor SCM  
West Virginia University  
P.O. Box 6201  
Morgantown, WV 26506

To whom it may concern,

I am a Campus Recruiter for the nation's largest privately held third party logistics (3PL) company, Total Quality Logistics. TQL is a non-asset based freight brokerage firm and we are an organization that is re-defining the industry by a successful sales business model.

Logistics is an 80 billion dollar industry, 30 billion being transported specifically by truck. TQL set an extremely high standard for itself from the start by providing around-the-clock availability to customers and carriers. TQL works with over 50,000 carriers and we relieve the burden of finding drivers, scheduling appointments, monitoring freight and delivery details so our customers can focus on their primary business. With these aspects that we make available to our customers, our demand for additional team members is constantly growing.

Our National Sales Recruiter in our Pittsburgh office, Cali Skalski, is currently working closely with WVU and their Supply Chain Management (SCM) program. She has had the privilege to work with many professional and proficient young men and women within this program at WVU. Cali's personal experiences with the program have been very rewarding for TQL.

"I attended a meeting for the WVU Supply Chain Association and gave a presentation on Building Your Personal Brand and Network," Cali recently stated after attending an event. "There were students there who were current members of the association as well as interested students who were looking to join. I had a chance to speak one-on-one with many of the students and was impressed by the enthusiasm they showed," Cali expressed. "I was especially impressed by the professionalism of the executive board members and the hard work they put into to building the association. I look forward to staying connected with them and seeing their success!"

Our Groups Sales Manager in our Pittsburgh office, Aaron Margo is also a true advocate for the Supply Chain Management program, not only at WVU, but in many universities across the nation.

"I have dealt with several hires who were in a Supply Chain Management Program and several that graduated with this degree. We have hires from Duquesne, Pitt and Bowling Green to name a few. The knowledge that these graduates bring into our company and into the industry typically sets them apart from other candidates."

INTEGRITY, DISCIPLINE, EXECUTION AND COMMUNICATION - OTHERS SAY IT; WE LIVE IT.



Aaron goes on to say, “We work in an industry that is fast-paced and constantly changing. When a hire with a SCM background comes in, they have been able to understand logistics quicker; they are able to see where we fit in the supply chain; they are able to understand how things we do affect the entire Supply Chain and are also able to apply things that they learned from the SCM Programs as they continue to grow in our company. I always tell them that they will not get the position due to their degree, but once they are in the position, the knowledge and understanding that they have supply chains can set them apart from the competition, internally and externally.” Many don’t realize the immediate and constant demand of logistics – everything that we see or touch was shipped at some point in the process of its manufacture.

“The opportunity for someone with this degree in our field is unlimited,” states Aaron Margo. “We have a constant need for hires that have the work ethic and ability to learn and apply the knowledge they have and that we provide in the logistics field. Recent hires with SCM backgrounds meet these needs. I do not see this as a need that is going to go away. Our industry is growing quickly and the more qualified people we can get in the field, the more success and growth we will continue to see.”

My hopes are that you find this letter of recommendation helpful and confirms that the demand for more collegiate graduates from Supply Chain Management programs is higher than ever, and will only continue to grow. Members of our Pittsburgh office, myself and TQL as a whole are looking forward to our continued partnership with WVU and providing careers for driven WVU students. Go Mountaineers!

Respectfully,

Aliesha Flora  
Campus Recruiter  
[aflora@tql.com](mailto:aflora@tql.com)  
513-495-6651

INTEGRITY, DISCIPLINE, EXECUTION AND COMMUNICATION - OTHERS SAY IT; WE LIVE IT.





**From:** Mikay Deise [mailto:mikay.deise@us.abb.com]  
**Sent:** Thursday, February 26, 2015 1:43 PM  
**To:** Ednilson Bernardes  
**Subject:** FW: Request

Hello Ed,

In ABB Supply Chain Management (SCM) is a critical business function that aims to improve the way we source our raw materials and services, and deliver them to our customers. For any material or service offered by any business there are different suppliers involved in the supply chain, including manufacturers, wholesalers, distributors, service providers and transportation; the last group in the supply chain is the consumer. SCM is important in our business because it coordinated and synchronizes the activities of these groups giving higher efficiency. The principles of supply chain originate from four key components.

#### Plan

Planning is the first and most important strategic function in SCM. The planning process sets the foundation for managing and handling all resources that are used in providing the material or service that we provide to our customers. Planning involves developing a set of metrics that enables us to maximize efficiency by monitoring the flow of materials going thru the supply chain. Timely and effective planning make us more prepared for contingencies. Supply chain professionals who plan well are able to keep costs low, and delivery quality, on time to our customers.

#### Source

Sourcing is another key component that involves studying supplier competencies and capabilities based on a number of defined criteria. When we chose a supplier they must be able to deliver the materials and services that we need. We have a number of sourcing process and tools that are used for supplier identification and qualification, category management, total cost of ownership calculation, and should cost definition. Supply chain professionals must be adept at understanding the global markets in which they are operating, fully understand their place within those markets and be able to use their expertise to continually drive efficiencies into the supply chain to insure their companies remain cost competitive.

#### Manufacturing

Manufacturing is also a key component. SCM managers schedule activities for manufacturing, quality testing, packaging, and shipping by coordinating the actions of each entity involved in the related processes. In SCM manufacturing makes extensive use of metrics to enable managers to measure quality, production output and productivity of workers. The supply chain professional uses these metrics to ultimately control the levels of inventory to insure the continuity of material supply while also minimizing carrying costs.

#### Deliver

Before and after manufacturing comes delivery. Both inbound delivery of raw materials and outbound delivery of finished goods. SCM managers in the delivery process must synchronize activities from all of the partner businesses involved. Logistics companies, freight forwarders, airlines, shipping container lines, third party logistics and customs brokers make up the web of delivery. Import and export customs compliance is a critical component for businesses operating in a global economy. Supply chain

professionals must be fully versed in each of these disciplines to insure timely, cost effective and regulatory compliant delivery of materials.

In order for organizations to remain competitive in the global economy it is critical that they have in house expertise that thinks beyond the individual elements and take a more systemic approach toward mastery of the entire supply chain. A well thought out strategy conceived and executed by graduates from an advanced program dedicated to supply chain is an absolute necessity and a requirement for ABB.

Regards,

Mikay

[www.abb.com](http://www.abb.com)

**Mikay Deise**

North American SCM Processes Manager

Phone: +1 724 696 1581

Mobile: +1 724 331 3959

Ednilson Bernardes  
Associate Professor SCM  
West Virginia University  
P.O. Box 6201  
Morgantown, WV 26506

**Exel**  
500 N. Lingle Avenue  
Palmyra, PA 17078  
Telephone 717-508-5000  
Facsimile 717-508-5005

March 5, 2015

Re: Supply Chain Industry

To Whom It May Concern:

My name is Doug McLaughlin, HR Manager in the Northeast Region for Exel. Our parent company is Deutsche Post DHL which is the leading 3<sup>rd</sup> party supply chain provider (3PL) in the world. I have been asked to provide a letter to document the growth of the supply chain industry. The 3PL industry has sustained continued growth throughout the last 20 years. The slide that I have provided (attached) shows the growth of our industry from 1996 through 2013. Our industry that has been expanding for years and the growth is projected to continue.

We primarily recruit at college and universities that have supply chain programs. We look for individuals that have a solid foundation and knowledge in the supply chain industry. These individuals have the opportunities to start their careers with our company in one of 26 different countries around the world that we operate.

If you have any questions, please feel free to contact me at (717) 508-5015.

Douglas McLaughlin, SPHR, SHRM-SCP  
Human Resources Manager  
EXEL

# THE INDUSTRY

## Why supply chain?

**A**mbitious  
**C**onfident  
**E**nthusiastic

- 3PL Industry
  - Companies spend more than \$7 trillion on supply chain costs globally
  - Companies are outsourcing less than 8% (\$539 billion) of that spend
  - The compound annual growth rate (CAGR) for 3PL revenue in the United States over the last 15 years has been over 10.3 percent



# **REQUIREMENTS FOR THE COMPLETION OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE**

## ***Global Supply Chain Management***

### **GEF 1: Composition and Rhetoric**

English 101	_____	3
English 102	_____	3

### **GEF 2A/B: Science & Technology**

Computer Science 101 (F2A)	_____	4
Science (F2A)	_____	3

### **GEF 3: Math & Quantitative Skills**

Math 126, 129, or 153	_____	3-4
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### **GEF 4: Society & Connections**

Sociology 101	_____	3
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### **GEF 5: Human Inquiry & the Past**

_____	_____	3
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### **GEF 6: The Arts & Creativity**

_____	_____	3
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### **GEF 7: Global Studies & Diversity**

_____	_____	3
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### **GEF 8: Focus Coursework**

Economics 201	_____	3
Economics 202	_____	3
Psychology 101	_____	3

First Year Experience	_____	*
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### **College Math Requirement:**

Math 150, 154 or 155	_____	3-4
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### **Additional Requirements:**

First Year Seminar	<input type="checkbox"/>
Communication/Writing Requirement	<input type="checkbox"/>
Capstone Requirement	<input type="checkbox"/>

\*All first time freshmen and transfer students with fewer than 29 credits hours of advanced standing are required to complete a First Year Experience course. BCOR 199 satisfies the requirement.

### **39 Hours of Business and Economics:**

Accounting 201	_____	3
Accounting 202	_____	3
Economics 225	_____	3
Business Core 199	_____	3
Business Core 299	_____	3
Business Core 320	_____	3
Business Core 330	_____	3
Business Core 340	_____	3
Business Core 350	_____	3
Business Core 360	_____	3
Business Core 370	_____	3
Business Core 380	_____	3
Business Core 460	_____	3

### **30 Hours of Required Core:**

Accounting 331	_____	3
GSCM 350	_____	3
GSCM 355	_____	3
GSCM 360	_____	3
GSCM 370	_____	3
GSCM 425	_____	3
GSCM 430	_____	3
GSCM 450	_____	3
GSCM 455	_____	3
GSCM 470	_____	3

### **9-11 Hours of Unrestricted Electives:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Certain General Education Foundation (GEF) requirements have prescribed courses listed that are required for admission to the major and completion of the degree. The student reserves the right to fulfill GEF requirements with other approved courses.

## Recommended Course Sequence

Annex III, Page 20 of 20

Semester 1	BCOR 199 (FYS)	Introduction to Business	3
	CS 101 (GEF 2A)	Intro to Computer Applications	4
	Math 126/129/ or 153 (GEF 3)	College Algebra	3-4
	SOCA 101 (GEF 4)	Introduction to Sociology	3
	GEF 5	Human Inquiry & the Past	3
Semester 2	ACCT 201	Principles of Accounting	3
	ECON 201 (GEF 8)	Microeconomics	3
	ENGL 101 (GEF 1)	Composition and Rhetoric	3
	GEF 2A	Science & Technology	3
	Math 150/154/155/156	Introduction to Calculus (or higher)	3-4
Semester 3	ACCT 202	Principles of Accounting	3
	ECON 202 (GEF 8)	Macroeconomics	3
	ECON 225	Business Statistics	3
	ENGL 102 (GEF 1)	Composition and Rhetoric	3
	PSYC 101 (GEF 8)	Introduction to Psychology	3
Semester 4	BCOR 299	Business Communications	3
	BCOR 330	Information Systems/Technology	3
	BCOR 340	Business Finance	3
	BCOR 350	Principles of Marketing	3
	BCOR 370	Managing Individuals and Teams	3
Semester 5	BCOR 360	Operations Management	3
	GSCM 350	Sourcing and Supply Management	3
	GSCM 355	Logistics and Distribution Mgmt.	3
	GEF 6	The Arts & Creativity	3
	Unrestricted Electives	Unrestricted Electives	3
Semester 6	ACCT 331	Managerial Accounting	3
	BCOR 380	Business Ethics	3
	GSCM 360	Supply Chain Analytics	3
	GSCM 370	Transportation Management	3
	GEF 7	Global Studies & Diversity	3
	Unrestricted Electives	Unrestricted Electives	1
Semester 7	BCOR 320	Legal Environment of Business	3
	GSCM 430	Supply Chain Technology	3
	GSCM 425	Supply Chain Network Design	3
	GSCM 450	Supply Chain Quality Management	3
	Unrestricted Electives	Unrestricted Electives	1-3
Semester 8	BCOR 460	Contemporary Business Strategy	3
	GSCM 455	Project Management	3
	GSCM 470	Global Supply Chain Systems	3
	Unrestricted Electives	Unrestricted Electives	4

To: Faculty Senate Executive Committee

From: Karen Haines, SCC Chair Elect

Date: 10/26/2015

RE: Alterations Report

Revision to the "MINOR IN ENTREPRENEURIAL STUDIES" - Replacing ENTR 415 with ENTR 300.

Action: Course Alterations (Minor Changes)

Effective Term: Spring 2016

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
ACE 368	Change course prerequisite	ACE 368. Sport Movement Analysis. 3 Hours. This course is designed to introduce a prospective coach to the principles of human movement.	ACE 368. Sport Movement Analysis. 3 Hours. PR: PET 124 and PET 125. This course is designed to introduce a prospective coach to the principles of human movement.	PET 124 and PET 125 are needed to provide the foundation necessary for success in ACE 368.
EDP 619	Change course prerequisite	EDP 619. Survey Research Methods. 3 Hours. PR: EDP 612 or EDP 613. Course addresses how to design, implement, and analyze surveys for the purposes of social sciences research.	EDP 619. Survey Research Methods. 3 Hours. PR: EDP 613. Course addresses how to design, implement, and analyze surveys for the purposes of social sciences research.	The change in prerequisite is necessary to ensure students have the appropriate knowledge and experience for the course.
MATH 153	Change course prerequisite	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.	MATH 153. Calculus 1a with Precalculus. 4 Hours. PR: Satisfactory Performance on departmental placement exam; or satisfy the minimum SAT/ACT Math score; or Math 126A, 126B, or 126C with a minimum grade of C- AND Math 128 with a minimum grade of C-. Introduction to limits, continuity, derivatives, and applications of derivative.	The alteration adds this clause to the pre-requisites: or Math 126A, 126B, or 126C with a minimum grade of C- AND Math 128 with a minimum grade of C-. When Math 153 was created, placement was by SAT/ACT/or placement test for incoming students who did not quite place into Math 155. As the course became established, students wanted to take (or were advised to take) Math 153 and 154 in lieu of Math 155 if they were less confident in their background. Math 126 and Math 128 are now an alternative pre-requisite path.

PET 745	Change course prerequisite	PET 745. Physical Education/Teaching Curriculum Development and Evaluation. 3 Hours. A historical and philosophical analysis of curriculum theory related to the preparation of physical education teachers with an emphasis on current models, content standards, curricular design and evaluation, as well as the curriculum accreditation.	PET 745. Physical Education/Teaching Curriculum Development and Evaluation. 3 Hours. PR: PET 741 and PET 735. A historical and philosophical analysis of curriculum theory related to the preparation of physical education teachers with an emphasis on current models, content standards, curricular design and evaluation, as well as the curriculum accreditation.	Students must have taken PET 741 and 735 prior to taking this class to ensure they have the appropriate background as a foundation for this course.
SEP 765	Change course prerequisite	SEP 765. Dissertation and Thesis Seminar. 3 Hours. PR: Graduate standing. Critical analysis of the graduate student's dissertation or research proposal. (Required for all doctoral students.).	SEP 765. Dissertation and Thesis Seminar. 3 Hours. PR: Graduate standing and PET 745 or consent. Critical analysis of the graduate student's dissertation or research proposal. (Required for all doctoral students.).	PET 745 provides the foundational knowledge to prepare students for SEP 765.
HIST 220	Change campus	HIST 220. The Holocaust. 3 Hours. The origins and development of Nazi genocide against European Jews, focusing on the experience of the victims, the motives of the killers, and the inaction of bystanders.	HIST 220. The Holocaust. 3 Hours. The origins and development of Nazi genocide against European Jews, focusing on the experience of the victims, the motives of the killers, and the inaction of bystanders.	This is a course that WVU used to offer but deleted awhile ago, but that WVUIT kept active. We would like to teach it again at WVU.
RESM 441	Change course credit hours prerequisites and course description	RESM 441. Introduction Geographic Information Systems Natural Science. 1 Hour. Using Geographic Information Systems (GIS) to solve problems in environmental and natural resource management, taken concurrently with RESM 440.	RESM 441. Introduction Geographic Information Systems Natural Science. 2 Hours. PR or CONC: RESM 440. Using Geographic Information Systems (GIS) to solve problems in environmental and natural resource management.	This course is being changed to an 8 week course instead of 6 weeks as originally approved by faculty senate. It will meet for two days a week plus a weekly lab. The lab associated with this course is to be listed as non-graded and linked with the lecture.



RESM 442	Change course credit hours prerequisites and course description	RESM 442. Introduction Geographic Information Systems Social Science. 1 Hour. Using Geographic Information Systems (GIS) to solve problems in the social sciences, taken concurrently with RESM 440.	RESM 442. Introduction Geographic Information Systems Social Science. 2 Hours. PR or CONC: RESM 440. Using Geographic Information Systems (GIS) to solve problems in the social sciences.	This course is being changed to an 8 week course instead of 6 weeks as originally approved by faculty senate. It will meet for two days a week plus a weekly lab. The lab associated with this course is to be listed as non-graded and linked with the lecture.
MANG 710	Change course prerequisites and course description	MANG 710. Philosophy of Research. 3 Hours. This course provides an overview of the philosophical principles that guide research in organizations, ethical dilemmas and practical relevance of research, and factors that guide the selection of a research design and method of analysis.	MANG 710. Philosophy of Research. 3 Hours. PR: Consent. This course provides an overview of the philosophical concepts that guide research in organizations, including overview of research process, scientific progress, theory and practice, and selection of research design.	Course description changed to more accurately reflect course content as necessitated by program. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 760	Change course prerequisites and course description	MANG 760. Organizational Theory. 3 Hours. PR: MANG 710. A survey of modern developments in organizational theory and their connection to the field's roots. Modern organizational theory has several different sub-fields, and this course will connect these diverse theories with special emphasis on application.	MANG 760. Organizational Theory. 3 Hours. PR: Consent. This course provides a survey of modern developments in organizational theory and their connection to the field's roots. Modern organizational theory has several different sub-fields whose diverse theories this course will connect.	Course description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 713	Change course title, prerequisites and description	MANG 713. Multivariate Analysis and Structural Equation Modeling. 3 Hours. This course discusses commonly used techniques (e.g., factor analysis, MANOVA, structural equation modeling) of analyzing multivariate data. The course will help students in choosing the appropriate methods for analyzing data in their own research.	MANG 713. Structural Equation Modeling. 3 Hours. PR: Consent. This course examines the role and application of structural equation modeling (SEM) in social science research. The overarching goal is to provide the student with an understanding of the rationale underlying SEM, the application of SEM to research endeavors, the interpretation of SEM analyses, and the evaluation of research using SEM.	Course title and description changed to more accurately reflect course content as necessitated by program. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).

MANG 720	Change course title, prerequisites and description	MANG 720. Research Seminar in Human Resources Management. 3 Hours. PR: MANG 710. This doctoral seminar will present the the issues facing global managers regarding strategic workforce management to facilitate organizational objectives as viewed through the perspectives of international theorists and researchers in the HRM literature.	MANG 720. Human Resource Management. 3 Hours. PR: Consent. This course offers an overview of theories and research underpinning the strategic and functional human resource management literature by reviewing representative research published in top academic journals and generating original research proposals.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 730	Change course title, prerequisites and description	MANG 730. Research Seminar in Leadership. 3 Hours. PR: MANG 710. Traditional leadership theory is reviewed and contrasted with more recent models of effective leadership in a global context with a special emphasis on the leadership of organizational change.	MANG 730. Leadership. 3 Hours. PR: Consent. This course seeks to critically analyze and explain current and classic leadership literature, taking stock of the knowledge base developed to date and considering conceptual and methodological avenues for further advancement.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 740	Change course title, prerequisites and description	MANG 740. Social Psychology and Group Process. 3 Hours.  PR: MANG 720. Graduate-level introduction to social and industrial-organizational psychology. Emphasis on major theories, issues, and literature regarding social psychology and organizarional behavior in domestic and international contexts.	MANG 740. Org Behavior: Groups and Teams. 3 Hours. PR: Consent. This course provides a survey of the field of organizational behavior, primarily at the group/team level. The emphasis is on exploring concepts, theory, and empirical research to develop foundational knowledge in several key topic areas and in the approaches used to study group- and team-level organizational behavior.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).

MANG 770	Change course title, prerequisites and description	MANG 770. Global Strategy and Theory. 3 Hours. PR: MANG 710. Graduate-level introduction to international theory and strategy. Emphasis on major theories, issues, and literature regarding international theory and global strategy in regional and international contexts.	MANG 770. Strategic Management Theory. 3 Hours. PR: Consent. This course provides a survey of theories and methods in strategy research. The emphasis is on the development of major theories, perspectives, and paradigms in the strategic management field.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 780	Change course title, prerequisites and description	MANG 780. Current Topics in Organizational Behavior. 3 Hours. PR:MANG 730. This course is designed to familiarize doctoral students with current research topics in global leadership with an emphasis on exploring emerging areas of leadership and making application in the context of leadership practice.	MANG 780. Org Behavior: Individuals. 3 Hours. PR: Consent. This course provides a survey of the field of organizational behavior, primarily at the individual level of analysis. The emphasis is on exploring concepts, theory, and empirical research to develop foundational knowledge in several key topic areas.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
MANG 785	Change course title, prerequisites and description	MANG 785. Current Topics in Strategy. 3 Hours. PR: MANG 770. Evaluation and analysis of current literature regarding important managerial and strategic issues in the international environment from different theoretical perspectives, including strategic management, organizational theory, economic sociology, and economics.	MANG 785. Contemporary Strategic Mgmt. 3 Hours. PR: Consent. This course provides an evaluation and analysis of contemporary issues in the strategic management literature.	Course title and description changed to more accurately reflect course content as necessitated by program. Removal of previous course prerequisite as that content is not required to enter and complete this course. Consent is being added to ensure that students have the appropriate statistics/methods background (for statistics and methods classes) and a specific interest in and focus on conducting high quality research (for all MANG PhD seminars).
HN&F 474	Change credit hours	HN&F 474. Medical Nutrition Therapy 2. 4 Hours. PR: HN&F 473 and (PSIO 241 or PSIO 441 or ANPH 301) or consent. Nutritional care aspects of patients. Modification of diet to meet human nutrition needs in various medical conditions.	HN&F 474. Medical Nutrition Therapy 2. 3 Hours. PR: HN&F 473 and (PSIO 241 or PSIO 441 or ANPH 301) or consent. Nutritional care aspects of patients. Modification of diet to meet human nutrition needs in various medical conditions.	This course alteration request will reduce course hours from 4 hours to 3 hours. With new faculty and courses available, learning objectives related to nutrition assessment and counseling will be covered in other courses - HNF 355: Nutritional Assessment and HNF 364: Nutrition Education & Counseling.

PHAR 743	Change credit hours	PHAR 743. Teach to Learn: Learn to Teach. 3 Hours. Provides pharmacy students the opportunity to learn how to teach in higher education/pharmacy and develop their teaching skills by participating in select teaching and learning activities	PHAR 743. Teach to Learn: Learn to Teach. 2 Hours. Provides pharmacy students the opportunity to learn how to teach in higher education/pharmacy and develop their teaching skills by participating in select teaching and learning activities	We are requesting a change in course credit hours from 3 to 2 hours. Based on the weekly topics and assessment methods, 2 credit hours (and 30 contact hours) better reflects that time needed to cover the course objectives and topics.
PHAR 758	Change credit hours	PHAR 758. Ethical and Regulatory Aspects of Clinical Research. 1 Hour. Provides overview of ethical and regulatory aspects of clinical research. Grading will be Pass/Fail.	PHAR 758. Ethical and Regulatory Aspects of Clinical Research. 2-Hours. Provides overview of ethical and regulatory aspects of clinical research. Grading will be Pass/Fail.	The topics and time allotment for the course is better represented by a 2-credit hour course rather than a 1-credit hour course. Students will spend 30 hours of in-class time during the course.
PET 741	Correct typo in course description	PET 741. Research in Kinesiology. 3 Hours. PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion.	PET 741. Research in Kinesiology. 3 Hours. PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion.	Correcting a typo in the course description: "need" is now "needed".

**Deactivations****Effective Term:****Spring 2016**

EDP 621	We do not have or anticipate having anyone on the faculty with the expertise to teach this course.
EDP 721	We do not have or anticipate having anyone on the faculty with the expertise to teach this course.
MUSC 340A	This course number overlaps with Chamber Music:Brass so it was renumbered to avoid confusion.
MUSC 340B	This course number overlaps with Chamber Music:Brass so it was renumbered to avoid confusion.

To: Faculty Senate Executive Committee  
From: David Hauser, Chair, GEC Oversight Committee  
Date: October 26, 2015  
Re: Additions to Master List of GEF Course Assignments

**6. THE ARTS & CREATIVITY (3 HRS)**

ENGL 170 (Literature of Minds and Selves)  
ENGL 171 (Literature of Science and Nature)  
ENGL 172 (Literature of the Human Body)  
ENGL 180 (Literature of Love, Sex, and Gender)  
ENGL 230 (Film Studies)  
ENGL 252 (Appalachian Fiction)  
ENGL 257 (Science Fiction and Fantasy)  
PHIL 147 (Philosophy and Film)

**7. GLOBAL & DIVERSITY STUDIES (3 HRS)**

FCLT 460 (Sexuality and Gender in Hispanic Cinema)

homeowner or renter insurance policies, if their insurance covers off-premises items.

## **Part 6**

### **Faculty Development and Awards**

- Grants Available to Faculty
- Awards
- Sabbatical Leaves
- Professional Development Program
- Graduate Tuition Waivers for Faculty
- Other Faculty Opportunities

#### **6.1 Grants Available to Faculty**

[Guidelines and application forms](#) are available online.

##### **6.1.1 Research and Scholarship Advancement**

The Research and Scholarship Advancement Grants are designed to stimulate and support creative scholarship and research by members of the University faculty, especially newer faculty, and to encourage the development of further support from other sources. Support from this program is available to full-time regular faculty reporting to the Morgantown and Charleston campuses. The deadline is in February.

##### **6.1.2 Senate Faculty Travel Grants**

Full-time faculty reporting to the Morgantown and Charleston campuses may apply to this program for support to present work or to take advantage of another professional development opportunity either at a conference or in another venue. There are deadlines in September and February.

##### **6.1.3 Grants for Community Engagement**

Grants for Community Engagement are designed to stimulate and support public service projects conducted by members of the Faculty Assembly and other full-time regular employees reporting to the Morgantown and Charleston campuses. The deadline is in February.

##### **6.1.4 Academic Conference Grants**

Academic Conference Grants are designed to support the hosting of a focused academic mini-conference or to host regional, national, or international scientific meetings. The end goal of a mini-conferences would be to produce a significant scholarly work in terms of an edited book, monograph, or special edition of a peer reviewed journal or other creative output (script for a play, a play, a musical composition or recording, juried exhibit, etc.) that would not have been possible without the in-person conference. The goal of hosting an academic conference could be the same, but would primarily be for increased visibility and reputation of the institution by serving as the host institution. The deadline is in February.

## **6.2 Awards**

### **6.2.1 Outstanding Teaching**

Departments, colleges, schools, and programs throughout the University honor faculty members who are outstanding teachers. The West Virginia University Foundation [Awards for Outstanding Teaching](#) recognize developing or established patterns of distinguished teaching and/or exceptional innovation in teaching methods, course and curriculum design, and instructional tools. Six awards of \$2,500 each are awarded annually. Faculty on all WVU campuses are eligible.

### **6.2.2 Caperton Award for Excellence in the Teaching of Writing**

This [Caperton Award for Excellence in the Teaching of Writing](#) was made possible through the generosity of former West Virginia Governor Gaston Caperton. The award promotes the effective teaching of writing at West Virginia University by recognizing tenured faculty members who exhibit dedication and proficiency to the teaching of writing across the curriculum, and in all fields. Recipients of the award receive a stipend of \$5,000.

### **6.2.3 Outstanding Research and Scholarship**

Departments, colleges, schools, and programs throughout the University honor faculty members who are outstanding scholars. The [Benedum Distinguished Scholar Awards](#) of \$5,000 recognize distinction in the research, scholarship, or creative activity of faculty members. Faculty on all WVU campuses are eligible. Distinction may be reflected in either a single recent achievement or in an extended and continuing career of significant research, scholarship, or creative activity. The awards are funded by the Benedum Endowment.

### **6.2.4 Outstanding Service**

Catastrophic leave applies to twelve month faculty on an approved medical leave who are suffering from or caring for an immediate family member who is suffering from a catastrophic illness or injury which creates a financial hardship because the faculty member has exhausted all sick or annual leave and other paid time off. Please contact the division of Human Resources for specific eligibility requirements or for further information.

#### 7.2.2e Other Leave

For information on Maternity Leave, Jury Duty Leave, and Military Leave and for more details on the various types of leave identified above, see the West Virginia University Board of Governors [Policy 24](#).

#### 7.2.3 Programs for Faculty less than Twelve Months

Memorandum, dated January 27, 2011, defines full-time work for traditional faculty.

<http://wvufaculty.wvu.edu/r/download/93004>

##### 7.2.3a Parental Work Assignment Procedure (PWAP)

PWAP will often result in a release or modification from traditional teaching duties during an employee's traditional assignment to accommodate the birth, adoption, or guardianship of a child.

PWAP I (tenure & tenure track faculty who do NOT accrue leave):

<http://wvufaculty.wvu.edu/r/download/98343>

PWAP II (non-tenurable faculty who do NOT accrue leave):

<http://wvufaculty.wvu.edu/r/download/121442>

PWAP Form:

<http://wvufaculty.wvu.edu/r/download/147883>

Cases have been developed for PWAP I and PWAP II to help illustrate how the procedure may be implemented. They can be accessed at <http://wvufaculty.wvu.edu/policies>.

##### 7.2.3b Alternative Work Assignment Procedure (AWAP)

AWAP will often result in a release from or modification of traditional teaching duties during an employees' traditional assignment to accommodate serious



circumstances—“...illness of the faculty member or a member of the immediate family; care of an elderly parent; or some other serious but unforeseen circumstance” without salary modification.

AWAP Procedure: <http://wvufaculty.wvu.edu/r/download/169123>

AWAP Form: <http://wvufaculty.wvu.edu/r/download/169124>

7.2.4 Sabbatical Leave See section 6.3 of this Handbook.

### **7.3 Leaves Without Pay**

#### **7.3.1 Leave of Absence**

For compelling personal reasons or for research and other creative activity, full-time faculty members may apply through their chairpersons or deans for leaves of absence without pay. Upon the written approval of the president or his/her designee, the faculty member may be granted a continuous leave of absence without pay for a period not to exceed one year. Exceptions may be made if the faculty member is engaged in non-elective government service. For a personal leave of absence, all accumulated annual leave must be taken before the leave begins. For details, see West Virginia University Board of Governors [Policy 24](#).

#### **7.3.2 Parental Leave**

This unpaid twelve-week leave may be used by an employee to care for a child upon birth or adoption or to care for a dependent child, spouse, or parent. Application and verification are required.

#### **7.3.3 Temporary Absences**

Faculty members must inform their chairpersons or deans well in advance of any expected or planned absences other than normal annual leave periods or University holidays. If the faculty member must be absent because of sudden illness or other unexpected event, the chairperson or dean is to be informed as soon as possible so that substitute instruction can be arranged. Under no circumstances should faculty members dismiss regularly scheduled class meetings without first informing and explaining their intention to the chairperson.

### **7.4 Family and Medical Leave Act**

The Family Medical Leave Act (FMLA) allows eligible employees up to twelve weeks time off from work (paid or unpaid) during a twelve-month period for

in any of the WVU medical plans are also eligible to participate in the PEIA Pathways to Wellness Program.

### 7.6.2 Family Friendly Practices for Faculty

West Virginia University recognizes the need for policies and practices that are family friendly and that promote work/life balance. The nature of the professoriate has changed over the past decades, and female as well as male faculty members often combine family responsibilities with the development of their academic careers. The [Family Friendly](#) document is a compilation of current and proposed policies and practices at WVU that assist tenured and tenure-track faculty members in meeting their responsibilities toward their families while continuing to make appropriate progress in their careers.

### 7.6.3 Policy 51

“...relates to the circumstances under which the usual seven-year tenure clock may be extended”.

Policy 51: <http://wvufaculty.wvu.edu/r/download/207356>

Policy 51 Form: <http://wvufaculty.wvu.edu/r/download/147884>

### 7.6.4 Lactation Support Program

The Lactation Support program allows reasonable break time for nursing mothers.

<http://benefits.hr.wvu.edu/r/download/142420>

To assist women in locating comfortable and private locations to express milk, WVU maintains a Lactation Network: [http://advance.wvu.edu/faculty\\_equity\\_initiatives/lactation\\_networks](http://advance.wvu.edu/faculty_equity_initiatives/lactation_networks)

### 7.6.5 WVU Child Learning Center

The center is licensed to provide care to over 200 children ages 6 weeks to school age.

<http://childlearningcenter.wvu.edu/>

### 7.6.6 Program Change

It is the purpose of the Program Change document to affirm program change as a tool for institutional enhancement; to offer guidelines that facilitate change while, at the same time, protecting the rights of West Virginia University's faculty,