

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, May 10, 2010

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

Members Present:

Abate, M.	Bryner, R.	Hartman, K.	Mucino, V.	Schreurs, B.
Ahern, T.	Campbell, L.	Hessl, A.	Nestor, P.	Schwartz, S.
Ameri, S.	Chalupa, C.	Hornsby, G.	Oberhauser, A.	Scott, H.R.
Anderson, J.	Cottrell, S.	Huffman, V.	Olson, K.	Spleth, J.
Anderson, K.	Davari, A.	Hutson, Z.	Parks, E.	Stack, S.
Atkins, C.	Davis, S.	Insch, G.	Paul, S.	Steranka, P.
Bastress, R.	DiBartolomeo, L.	Iskander, W.	Perry, J.	Stuchell, R.
Behling, R.	Edwards, B.	Jackowitz, A.	Peace, G.	Tallaksen, R.
Bergner, G.	Elmors, S.	Jones, D.	Perone, M.	Tuninetti, A.
Bilgesu, I.	Famouri, P.	Kale, U.	Petty, T.	Urbanski, J.
Bonner, D.	Fleming, S.	Kirby, B.	Phillips, J.	Walker, E.
Boyles, J.	Fredette, H.	Kuhlman, J.	Plein, C.	Wenger, S.
Brazaitis, M.	Funk, A.	Latimer, M.	Rafter, J.	Wilson, M.
Bredehoft, T.	Graber, S.	McDiarmid, M.	Ryan, K.	
Brooks, C.	Hall, D.	Meckstroth, R.	Sand-Jecklin, K.	

Members Absent:

Banta, L.	Connors, J.	Hogan, T.	Miltenberger, M.	Watson, J.
Blaydes, S.	Hash, K.	Hunter, S.	Pierskalla, C.	Whiteman, C.
Branch, D.	Hazard, H.	Mancinelli, C.	Ruscello, D.	Wilcox, G.
Carpenter, R.	Hermosilla, P.	Mandich, M.	Siegrist, J.	
Chetlin, R.	Higgins, C.	McCombie, R.	Tower, L.	
Comer, P.	Hileman, S.	Miller, M.	Walls, T.	

Members Excused:

Abraham, R.	Harner, J.	Petronis, J.	Sherlock, L.	Zimmerman, P.
Clark, B.	Kleist, V.	Robbins, J.	Turton, R.	
Cottrell, L.	Nath, C.	Rockett, I.	Woloshuk, J.	

Faculty Senate Officers - Present:

Clark, N.	Griffith, R.	Nutter, R.	Stolzenberg, A.
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2. Chair Clark moved, and it was duly seconded, to approve the minutes from the Monday, April 12, 2010, Faculty Senate meeting. **Motion carried.**
3. President Clements said this year has been “magical” for him and his family, and it has been a good year for the university as well. He discussed the following highlights:
- Thank you to faculty for working hard this year and for serving on the Faculty Senate; he congratulated faculty for finishing another semester.
 - Thanks to Professors Clark and Griffith for serving on the BOG; they serve the Faculty Senate very well.

- The new leadership team was built and many new people were hired this year.
- Searches for three new deans will be concluding soon – dean of Medicine, dean Eberly College of Arts & Sciences and the dean of Dentistry.
- A new cardiac care center has been opened as well as a new simulated mine training facility.
- The intermodal transportation facility was dedicated, giving additional parking to the PRT and Medical Center. The Reynolds Academic Center, the Erickson Alumni Center and the Statler Wilson Commons area were dedicated. The Ray Lane Park will be dedicated this week as well.
- A new Honors Residence Hall was opened
- The new child care center was opened with 160 children.
- A US-China coal workshop was held at the NRCCE.
- A “Teaming-to-Win” conference was held in Fairmont, WV, led by Congressman Mollahan.
- Admiral Michael Mullen, Chairman of the Joint Chief of Staff, Chief Advisor to the President on military issues, came to the campus. WVU was featured as one of three communities across the country for work related to the military and efforts we have on campus.
- Ground broke for White Hall renovations.
- Ground broke for the basketball practice facility.
- Two assistant professors in Physics received the National Science Foundation career award.
- The Education Trust picked WVU as one of the top 4 programs in the country related to “Access.”
- The university celebrated two \$1 million dollar endowments under the Research Trust Fund.
- Thirty new faculty lines were added this year; Provost Wheatly is leading this effort. Next year more lines will be proposed.
- Students continue to be successful; Jared Crawford received the 21st Truman Scholar and Scott Cushing became the 33rd Goldwater Scholar.
- The student newspaper, Daily Athenaeum, was named the best “all-around daily student newspaper” in the region by the Society of Professional Journalists.
- WVU Alum James Valenti won the 2010 Richard Tucker Award for American singers.
- The President traveled to many functions, gatherings and events within the State this year, and he visited all the campus residence halls.
- The President did a lot of work with the Association of Public Land-Grant Universities; he now serves as a regional liaison and an ex-officio member of the Board.
- The President met with top officials at the Department of Energy along with presidents from Carnegie-Mellon, Virginia Tech and representatives from Penn State and the University of Pittsburgh.
- An Assessment and Retention Council was initiated.
- \$31 million dollars of stimulus funding was secured for research. A \$465 million dollar competitive award was secured with four other universities and private companies related to energy and the national energy technology lab. Competitive awards through February,

2010, have exceeded the total competitive awards for the previous year. Total external funding to date is \$155 million – last year the total was \$119 million.

- Clean audits were received this year.
- The federal indirect cost rate was renegotiated, which will bring in \$1 million dollars more over the next 3-4 years.
- The first comprehensive employee management program for staff has been put in place.
- A program called, “Senior Mountaineer Temps” has been put in place to bring back retirees for part-time positions.
- A program was launched called, “From Camouflaged to Campus” to recruit returning veterans.
- An electronic portal called, “MyAccess” was implemented to give access to leave statements, paystubs, W2 forms, etc.
- The Mountaineer Station is open.
- Renovations continue on the Engineering Building.
- A search for a National Environmental Health and Safety director is being conducted.
- Last week, WVU was named by the Princeton Review as a “Green Campus.”
- Work is being conducted at Administration and Finance on some of the IT Systems to make sure we have the latest and greatest systems in place.
- The university has a 48% increase in international student applications and 25% of the students admitted.
- A new student health and wellness proposal is being planned.
- New media campaigns have won some awards.
- The Home Start International Closet was opened, which is a great initiative.
- Bill Hutchens was hired as the new Vice-President for Legal Affairs.
- WVU is ranked 15th in the Director’s Cup, which is a national standing based on all athletic programs across the campus. WVU is ranked the highest in the Big East and number 15 in the country.
- Women’s basketball had a great year finishing 29 and did not lose any home games.
- The Rifle Team finished third.
- Women’s track had their best performance with indoor nationals placing tenth.
- Swimming and wrestling did well and soccer made its tenth consecutive NCAA tournament appearance.
- WVU has the smartest football team in terms of the Big East because it has the highest GPA, and 75% of football players graduate.
- Women’s soccer won the Team Academic Award given by the National Soccer Association.
- Women’s Cross Country team finished 6th in the Nationals and they also had the 9th highest GPA in the nation.
- This weekend, 4,300 degrees will be given to students; with the winter commencement, 6,000 degrees will be given. This is more than every other public university in the state combined. The president thanked faculty for making this possible.
- 22% of WVU employees are eligible to retire this year. Within the next 3 years, the percent grows to 36%; retaining and recruiting is an issue.
- The PRT is aging so it will need work.
- Conference realignment will have an impact on the university.

- Next year, the strategic plan will take a lot of time, but we need to think about where we want to be in 10 years.
- The President said it is an honor to serve this great university, and he looks forward to serving many years.

4. Provost Wheatly said it has been a great semester, and she is grateful to be at the university and serving as the chief academic officer. She discussed the following highlights:

- Searches continue for two major colleges. Dr. Jose Sartarelli was selected as incoming Dean for the College of Business & Economics. A reception was held last week in his honor, and he will begin his position on August 1, 2010.
- An announcement will be made concerning the new Dean for the Eberly College of Arts & Sciences; this position will begin September 1, 2010.
- Three dean candidates for the School of Medicine have been interviewed; Dentistry will follow.
- The College of Business & Economics and the School of Journalism received accreditations.
- Commencement exercises will take place this weekend and 4,300 students will graduate.
- The Strategic Planning process will begin Friday after commencement.
- The Provost attended several events and there have been several outstanding success stories about faculty, staff and students.
- The Health Sciences Technology Academy (HSTA) has been selected by the Association for Public Land-Grant Universities as the North East regional winner for the W. K. Kellogg Outreach Scholarship award, which means it is one of five finalists for the C. Peter Magrath University Community Engagement award. This is an enormous accomplishment. The Provost thanked Associate Provost Dooley and her group for preparing the package.
- The Provost named the Strategic Planning teams and membership; one extra member of the Strategic Planning Council has been assigned. The Council will have its first meeting on Friday, May 21, 2010. Nigel Clark will play a leadership role on the Strategic Planning Council. He will join the Provost's office for 60% of his assignment, and he will meet with team leaders to give them their challenges and expectations.
- In 2014, the university will undergo reaccreditation, and the Higher Learning Commission asked that the following five criteria be met: mission and integrity, preparing for the future, student learning and effective teaching, acquisition discovery and application of knowledge, and engagement and service. The Strategic Planning Council will be tasked to make sure whatever the goals and benchmarks, reaccreditation will be a key process in their work.

5. Chair Clark reported on the following issues:

- Chair-elect Stolzenberg said courses being deleted are listed on the Faculty Senate website. Courses can be reinstated without going through the curriculum approval process by the department sending an electronic mail request to the Registrar.
- The summer 2011 calendar was revised to change the May 23rd date to May 16th to allow for adequate weeks needed for the first summer term. Carolyn Atkins will implement a group to review calendar rules.

- Chair Clark attended the ACF meeting, along with President Clements and ACF representative Roy Nutter. He said problems may arise when courses have been deleted at WVU and the Institute of Technology is still using the course. The Chair recommended better communication between Tech, the General Education Committee and the Curriculum Committee so procedures can be consistent. Tech would like to have more interaction with the Morgantown campus. The Chair recommended the Senate review this request.
- The Research Corporation completed its new bylaws to include four faculty serving on the new Board of Directors. Dr. Curt Peterson, VP for Research, asked the university to provide eight names, and the President will downsize the names to four. The Chair asked senators to send e-mails to himself and Chair-elect Stolzenberg of people they would recommend to serve on the Research Corporation's Board of Directors. He recommended the people be interested in research, have a research record and have an understanding of the functioning of the research corporation. The Chair said if eight names are not received, he will ask the Senate Executive Committee to add to the list, and it will be forwarded to Curt Peterson. The Chair will add himself and the names of the three existing Board members: Jim Anderson, Bojan Cukic, and Barbara Ducatman for the Senate Executive Committee to consider.
- The Chair said MyAccess can be used to upgrade contact information; it is located at the lower right side of your computer. This will be the repository of contact information for everyone, and it will be up to the individual to keep it updated.
- The difficulty with the Strategic Plan will be to decide where to start. WVU is a traditional land-grant institution with duties to the State, and we have served the State very well. It is difficult to decide the exact direction and the exact matrix that we need to consider "what is successful." It is likely that the Strategic Plan will address structural, cultural and resource issues on campus. If people have ideas, they can e-mail the Chair because initial thoughts and guidance is needed to set the broad direction for the Council.
- There were two strong candidates for Faculty Senate Chair-elect, Marjorie McDiarmid and Lesley Cottrell. Both candidates received a high vote count. Lesley Cottrell will be the Chair-elect, and serve with Chair Alan Stolzenberg. She will serve on the Board of Governors beginning July 20, 2011.

6. Professor Bilgesu moved for approval of the following Curriculum Committee reports:

Annex I, New Courses and Course Changes. The College name for SCFD 781, 782, and 783 was changed from Agriculture, Natural Resources and Design to Human Resources & Education. Motion carried.

Annex II, Changes in Recreation, Parks, and Tourism Resources Major. Motion carried.

Annex III, Request to Create a Degree Title for the Athletic Training Program. Motion carried.

Annex IV, Capstone Request for Chinese Studies. Motion carried.

Annex V, BSCS Curriculum Change. Motion carried.

Annex VI, Global "G" designation for study abroad courses. Motion carried.

Annex VII, Alteration Report, was presented for information.

7. Beverly Kirby moved for approval of the following GEC report:

Annex VIII, GEC Actions. Motion carried.

Annex IX, Successful Audit Report was presented for information.

8. Amy Hessel, Chair, Faculty Welfare Committee, submitted Annex X, Committee Resolution. Professor Urbanski recommended the two non-Morgantown campuses, Institute of Technology and Potomac State, be included in the Resolution. The Resolution was amended to include "all divisions." It was moved and duly seconded to approve the Resolution. Motion carried.

The Resolution was approved as follows:

Following acceptance of a Faculty Welfare Committee Report by the Faculty Senate Executive Committee on March 15, 2010, the Faculty Welfare Committee presents the following language for adoption as a resolution by the Faculty Senate. Given that WVU has a new president, provost and health sciences chancellor who are developing a 10 year plan for the university, the Faculty Welfare Committee crafted this language to reflect priorities central to faculty welfare at West Virginia University. The following informed this priority list: results from the WVU Faculty Climate Survey of 2009 and input from members of the president's office, the provost's office, and human resources. The Faculty Welfare Committee of the Faculty Senate has identified the following priorities which we offer as a resolution to the Senate.

1) Faculty salaries at West Virginia University, main campus, are currently in the 5th, 0th, 11th and 0th percentile rank relative to our WVHEPC peer institutions for Assistant Professors, Associate Professors, Full Professors, and Instructors respectively. Competitive salaries are an essential tool in recruiting and retaining outstanding faculty. *We encourage the administration and the state to raise faculty salaries, at West Virginia University*, to at least the 50th percentile of our peer institutions across all levels (assistant, associate, full professors, and instructors) in the next 10 years.*

2) At West Virginia University* significant inequities exist in our benefits package for faculty.

Remedy is needed to improve faculty recruitment and retention, as well as the professional climate at this university. *We urge the administration to attend as expeditiously as possible to the following needs:*

a. explore all possible options for medical and health insurance plans to allow optimal benefits to be obtained at competitive premium costs;

b. increase matching contributions to WVU employee retirement plans to nationally competitive levels;

c. develop a clear policy for parental leave that is nationally competitive; and

d. provide domestic partnership or sponsored adult benefits, as is increasingly common at universities across the nation.

**Including the WVU main campus and all branch campuses.*

9. Roy Nutter, ACF representative, said the Governor is calling for a special session of the legislature this week. Chair Clark and Professor Nutter met with representatives from WVU-IT, and Professor Nutter recommended they participate in the Faculty Senate.

The ACF is planning next year's Legislative agenda; Professor Nutter asked that senators send him agenda items that they would like to see listed on the agenda.

Agenda items from last year included:

- Increase state funding to regional average.
 - Fulfill legislative mandate from 18B62, which is legislation requiring higher education faculty to advise HEPC and CTC councils. It included a non-voting membership of faculty and staff on HEPC.
 - Provide relief of rising PEIA premiums.
 - Recommend an amendment to the WV Constitution to allow higher education employees the right to serve on the legislature.
10. Terry Miller, WVU Veterans Advocate, gave a power point presentation He said veterans constitute 3% of the undergraduate population and 1% are still in active duty. Currently, 600 veterans are enrolled in the university. When military students are called into active duty, they are sent care packages. During active duty, military students develop hyper-sensitivity so when they come back to the states, it usually takes a long time to resolve that sensitivity. When students take classes, they continue to be aware of their surroundings and it is difficult to focus and concentrate. Mr. Miller recommended a program be put in place for "veterans only." Classroom size would be reduced, and students would know that everyone in the classroom has had similar experiences. The students would be able to concentrate on their academics and not external influences. Mr. Miller said he would like a commitment from the administration and faculty to develop a program for military students. If anyone is interested in helping with this type of program, he/she should contact Mr. Miller or Anita Mayer. Chair Clark said the Senate Executive Committee will discuss this issue at their next meeting, and perhaps give it to the Student Instruction Committee.
 11. The meeting adjourned at 4:50 p.m. to reconvene Monday, June 14, 2010.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: April 26, 2010
Re: New Course and Course Changes

College of Business and Economics

New Course:

Finance

FIN 351. Life and Health Insurance. 3 Hr. PR: ECON 201 and ECON 202. The basics of life and health insurance products and practices are introduced. Students will learn the rationale and importance of the use of these products in various scenarios. (Effective Term: Fall 2010) (CIP 520801)

Rationale: This course will be the only course in the insurance and risk management curriculum devoted exclusively to life and health insurance. It will provide a very useful background for students who desire to take Finance 453, Life Insurance and Estate Planning. It will also be beneficial to students who want to emphasize Personal Financial Planning even if they do not intend to take the Finance 453 course.

College of Creative Arts

New Courses:

Art

ART 316. Arts Programming. 3 Hr. PR: ART 217. The course examines principles and best practices related to comprehensive arts and cultural programming. Program theory, partnerships, program evaluation, volunteer coordination, marketing, and related topics will be explored. (Effective Term: Spring 2011) (CIP 500101)

Rationale: The current WVU Arts Administration minor curriculum weighs heavily in the “business” and financial management arena; however, it showcases minimal emphasis on arts and cultural programming and non-profit leadership skills. Although curriculum models similar to WVU are evident at other universities, core aspects of administering arts organizations are missing. Central to the majority of non-profit arts and cultural organizations is the mission to provide services to a community that will benefit the greater good of all constituents. Future arts leaders need to acquire the competency and comprehensive skills to develop and lead quality arts programs, as well as initiate and build effective community partnerships to support their organizational mission and vision. The proposed new course, Arts Programming (ART 316) will engage students in this area of study.

ART 328. Advanced Typography. 3 Hr. PR: ART 224. Students will study taxonomy, history and classification of typography as well as create projects in diverse formats such as posters, publications, exhibits or packaging to experience the typographic contexts and etiquette for each. (Effective Term: Fall 2010) (CIP 500409)

Rationale: While typography has been taught as part of ART 323, there is a need for isolating this topic to be able to focus on the specific applications of typography in a series of formats within projects. Differences in design of forms, statistical information, small formats such as business cards, large formats such as posters, sequential formats such as books and publications all have different contexts and etiquette for the typographer. This course will replace 3 of the 12 hours of ART 323 required at the junior level.

Music

Course Changes:

From:

MUSC 156. Chamber Music: Steel Band 2. I, II. 0-1 Hr. (May be repeated for credit) PR: Consent.

To:

MUSC 156. Chamber Music: African. I, II. 1 Hr. PR: Consent. (May repeated for credit.) Performing ensemble focusing on music of Africa culminating in a semester concert. (Effective Term: Fall 2010) (CIP 500901)

Rationale: This ensemble has become a core chamber ensemble within the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.

From:

MUSC 157. Chamber Music: Steel Band 3. I, II. 0-1 Hr. (May be repeated for credit) PR: Consent.

To:

MUSC 157. Chamber Music: Brazilian. I, II. 1 Hr. PR: Consent (May be repeated for credit) Performing ensemble focusing on music of Brazil culminating in a semester concert. (Effective Term: Fall 2010) (CIP 500901)

Rationale: This ensemble has become a core chamber ensemble within the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.

From:

MUSC 159. Chamber Music: Percussion Other. 1, II. 0-1 Hr. PR: Consent. (May be repeated for credit).

To:

MUSC 159. Chamber Music: Taiko. 1 Hr. PR: Consent. (May be repeated for credit) Performing ensemble focusing on Taiko music culminating in a semester concert. (Effective Term: Fall 2010) (CIP 500901)

Rationale: This has become a core chamber ensemble within the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.

Theatre

THET 103. Stagecraft. 3 Hr. Fundamentals of scenery construction and technical theatre through formal lecture. Requirements include assignments on running crews for Division productions. (Effective Term: Fall 2010) (CIP 500501)

Rationale: Action requested separates the components of the existing THET 110 (4 Cr Lecture/Lab) into THET 103 (3 Cr Lecture) and new (proposed) THET 104 Stagecraft Lab (1 Cr). Production requirement of running crew on Division productions remains tied to THET 103.

THET 104. Stagecraft Lab. 1 Hr. CONC: THET 103. Fundamentals of scenery construction and technical theatre through practical crew experience. Requirements include assignments on scenic construction for Division productions. May be repeated for a maximum of 3 Cr. (Effective Term: Fall 2010) (CIP 500501)

Rationale: With the pending change of THET 110 Stagecraft (4 Cr Lecture/Lab) to THET 103 Stagecraft (3 Cr Lecture) the creation of THET 104 Stagecraft Lab (1 Cr Lab) separates the grading of the components and makes it possible for non-majors to take only the lecture component.

THET 105. Costuming. 3 Hr. Introduction to Stage Costuming through lecture and demonstration. Emphasis on the application of basic sewing skills and processes used in costume construction. (Effective Term: Fall 2010) (CIP 500501)

Rationale: Action requested separates the components of the existing THET 111 Costuming (4 Cr Lecture/Lab) into THET 105 Costuming (3 Cr Lecture) and new (proposed) THET 106 Costuming Lab (1 Cr Lab). Production requirement of running crew on Division productions remains tied to THET 105.

THET 106. Costuming Lab. 1 Hr. Introduction to stage costuming through practical experience. Emphasis on the application of basic sewing skills and processes used in costume construction for Division productions. May be repeated for a maximum of 3 Cr. (Effective Term: Fall 2010) (CIP 500501)

Rationale: Action requested separates the current THET 111 Costuming (4 Cr Lecture/Lab) into THET 105 Stagecraft (3 Cr Lecture) and THET 106 Costuming Lab (1 Cr Lab) making the grading of the components separate, and makes it possible for non-majors to take only the lecture component.

THET 315. Portfolio Development. 3 Hr. A 3 Hr. lab course on techniques of portfolio development focusing on both digital and traditional portfolio formats and related general techniques of graphic design and image preparation. (Effective Term: Spring 2010) (CIP 500501)

Rationale: Course will provide digital graphic techniques and organizational skills needed by students designers as well as fostering the critical thinking needed to select and format their work to present it, and themselves effectively. Majors need these skills for their semester portfolio reviews as well as to be prepared for the job market.

THET 615. Graduate Portfolio Development. 3 Hr. Lab course on the techniques of portfolio development, focusing on both digital and traditional portfolio formats and related general techniques of graphic design and image preparation. (Effective Term: Fall 2010) (CIP 500501)

Rationale: Course will provide digital graphic techniques and organizational skills needed by student designers as well as fostering the critical thinking needed to select and format their work to present it, and

themselves effectively. Majors need these skills for their semester portfolio reviews as well as to be prepared for the job market.

College of Human Resources and Education

New Courses:

Counseling Psychology

CPSY 781. Research Practicum. 1 Hr. Ninety clock-hours of documented hands-on research activity. Activity must be supervised by faculty, or in conjunction with faculty supervision. (Effective Term: Fall 2010) (CIP 420601)

Rationale: As part of a redesign of our research core, we are clarifying the nature of the required applied research experience by entering a new course into our catalog. This course will allow better record keeping, management and oversight of the 90-clock hours of applied research activity required of all doctoral students in Counseling Psychology. It eliminates the confusion caused by having two separate training experiences carried under the same course number and designation.

Curriculum and Instruction

C&I 501. Essential Topics for Teaching. 3 Hr. This course provides an initial exposure for undergraduate and graduate students to themes in education to foster appreciation of the classroom experience by empowering teachers to be classroom leaders. (Effective Term: Summer I 2010) (CIP 130301)

Rationale: Education is the profession with which all students have significant experience. They have seen teachers most days of their lives and have a clear vision for what a teacher is. From this experience they have chosen to enter the teaching profession. However, their experience is often ignored or buried as if it has not profoundly shaped students into pre-service teachers. The goal of this class is to unpack and articulate that experience and to overlay the narratives of students with exposure to critical themes in education particularly professionalism and ethics. We will use best practices to encourage students at the outset of the program to become great teachers.

This initial exploration into the territory of the professional teacher will focus on the pedagogical background of the students, exploring the question why are you in an education class? We will tap students' creativity and imagination in developing a powerful and realistic view of the classroom. Students will use narrative, poetry, research, and key educational documents to bring together their history and their future in the classroom.

By understanding and evaluating their history, we will enter into discussion and exploration of what it means to become a teacher in the 21st century. The ethics and professionalism that teachers bring to the classroom are a critical component of pre-service teachers' educational process. Students will have the opportunity to explore what it means to be a professional and how this supports or challenges notions of effective classroom instruction.

Students will have the opportunity to explore and decode the language of teaching from NCLB to CSOs to AYP and SBR. We will examine both the explicit and implicit notions behind these documents. Teachers are part of a large system that includes many powerful players and this course will be an introduction to that system. We will consider professional support mechanisms in the schools, in mentoring situations and in national and regional professional organizations.

We will explore the technology and tools that are available to teachers and consider the helpfulness and concerns related to their use. All of this will be undergirded with an introduction to research on best practices.

At the end of the course, students will be on their way to developing a portfolio of tools for the classroom informed by research and the class autobiography. They will be encouraged towards success in their chosen profession and have a better understanding of the demands and rewards to be found in the classroom.

C&I 615. Issues in Holocaust Education . 3 Hr. Course examines important issues related to the Holocaust, and their implications for inclusion in curriculum. It examines instructional procedures helpful to youth in trying to comprehend the Holocaust's meaning for living in the 21st century. (Effective Term: Summer I 2010) (CIP 130301)

Rationale: The Holocaust is a popular topic. The knowledge needed is complex and teaching an emotional and controversial topic requires special considerations for meaningful learning. This course examines what to teach at various ages and the resources and best strategies to use based on research practice.

C&I 656. Challenges in Teaching History. 3 Hr. This course will provide an initial exposure for pre-service social studies teachers to address the challenge of teaching controversial public issues of recent history. (Effective Term: Summer I 2010) (CIP 130301)

Rationale: Pride and prejudice manifest themselves throughout history in destructive ways. Recently, healthcare reform legislation has led to alarming rhetoric and name-calling at town hall meetings where constituents and elected officials collide. Dialogue and thoughtfulness are often lost in discussions where the loudest voice wins. Pride and prejudice issues are often accompanied by aggression and force (Jones, 2000). As we enter the 21st century, it is critical for teachers to be confident in presenting lessons of conflict that reflect the ambiguity of American history (Hess, 2004).

This class will address core questions such as: How do we as a society reassert civility in the face of aggression? How do we change behaviors while empowering citizens to act? Most importantly, how do we convey to students our history of pride and prejudice with both clarity of understanding and a critical perspective?

Social studies, the discipline that combines multiple subject areas, is the natural place to understand and draw conclusions about the history of humanity, nationally and globally (National Council for the Social Studies, 1994). Stakeholders in education have lost sight of the critical role that social studies has in preparing students for living in a global society (Rothstein, 2009).

Teaching Pride and Prejudice will engage contentions public issues of history by evaluating the Civil Rights movement, the Women's Liberation movement, genocides, and the Vietnam war. We will consider how pride and prejudice shaped these events in their historic context and how they continue to impact society. Each unit of study will include the creation of action steps for the students so that rather than remaining an academic exercise, the class will engage civic activities that empower students, and thus classrooms of students, for years to come (Parker, 2001).

It is critical that social studies teachers are prepared to teach events marked by pride and prejudice in recent history because students are forming conclusions about society and their role in it. These conclusions will ultimately determine how students will participate in or own their society, and how they will teach future citizens.

Social and Culture Foundations

SCFD 781. Nature of Inquiry I. 1 Hr. PR: HR&E Interdisciplinary PhD students or consent. First course in a sequence focusing on epistemological, ontological, cultural, political contexts of educational inquiry. Grading: S/U. (Effective Term: Fall 2010) (CIP 130901)

Rationale: Taken during the first semester of enrollment in the HR&E Interdisciplinary PhD program, this course immediately engages students in addressing fundamental questions about the nature of inquiry in

the field of education research. In so doing, this course forestalls common problem areas in doctorate-level educational inquiry, namely, student choice of methodology prior to student choice of research problem and, just as pressing, student lack of understanding of philosophical and theoretical underpinnings of research in the social and human sciences.

SCFD 782. Nature of inquiry II. 1 Hr. PR: SCFD 781 or consent. Second course in a sequence focusing on epistemological, ontological, cultural, political contexts of educational inquiry. Grading: S/U. (Effective Term: Spring 2011) (CIP 130901)

By introducing students to the range and types of inquiry engaged by faculty throughout the College of HR&E, this course provides students with models upon which they may base their own inquiry and invites students and faculty alike to make connections with one another based on shared interests for the purpose of collaborating on research projects, teaching and learning mentoring, and other immersion experiences critical to a high quality doctoral program in education.

SCFD 783. Nature of Inquiry III. 1 Hr. PR: SCFD 782 or consent. Third course in a sequence focusing on epistemological, ontological, cultural, political contexts of educational inquiry. Grading S/U. (Effective Term: Spring 2011) (CIP 130901)

By providing students with a forum to share their own research-in-progress and to engage in each other's ongoing work, this course facilitates students' transition into the candidacy stages of doctoral research in the College of HR&E (i.e., by prompting them to generate texts and presentations, to solicit and give critical feedback, and to advance their own work to be used in prospectus development, conference presentations, manuscript development, etc.)

Davis College of Agriculture, Natural Resources and Design

New Courses:

Design

DSGN 280. Sustainable Design & Develop. 3 Hr. An overview of social, environmental and economic aspects of the built environment. Site considerations, infrastructure, green buildings, marketing, financing, community (Local field trips possible.) (Effective Term: Fall 2010) (CIP 500401)

Rationale: Sustainable design and development are topics at the forefront of nearly every major academic institution's agenda. WVU students will be at a competitive advantage in the job market for want of this information. This course addresses both Division needs and university needs. The WVU catalog contains no courses that address the topics within the framework of social, environmental, and economic aspects. At the Division of Design & Merchandising level, this course will have major implications for Divisions Design Studies (DSGN) Major, being a requirement of that degree. The DSGN degree is an integral piece of the Divisions growth plan and is quickly garnering a great deal of interest from across the university. The Divisions' Accredited Interior Design Program will also be impacted by this course as it will serve to assimilate the variety of sustainable design information the students are required to obtain throughout their coursework. It will be a recommended elective of that program. This course will be a foundational course of the forthcoming Minor in Sustainability being developed within the Davis College. Additionally, the proposed GEC status of the course is also part of the Division Directors' plan for growth and will become the first GEC course offered by the Division

DGSN 340. Design for Energy Efficiency. 3 Hr. An overview of energy efficiency in residential and small commercial settings. Energy, building shell, air leakage, insulation, hvac, lighting, appliances, water

heating, indoor air quality. (Local field trips possible.) (Effective Term: Fall 2010) (CIP 500401)

Rationale: Sustainable design and development are topics at the forefront of nearly every major academic institution's academic agenda. A major aspect of sustainable design is energy efficiency. Twenty-two percent of the energy usage in Appalachia is attributed to residential uses with an additional twenty-three percent tied up in commercial uses. This course addresses needs at the university, college and division levels. WVU does not have a course that deals with a comprehensive understanding of energy consumption in residential and commercial settings and how to design structures that are efficient. Also, there is no WVU course that teaches students how to test/evaluate a residential/small commercial structure for energy efficiency. The course, along with other energy and sustainable design course being developed, will be key in the growth of the Division of Design & Merchandising summer program via its inclusion in the newly proposed Minor in Sustainability. In addition to filling the aforementioned rationale, this course will get undergraduate students involved in translational research and has the potential to attract energy research funding, a new initiative for the Division and an overarching goal the WVU Advanced Energy Initiative.

Wood Science

WDSC 320. Sustainable Construction. 3 Hr. Introduction to common building practices used in residential construction with emphasis on sustainable, "green" construction. (Effective Term: Fall 2011) (CIP 030501)

Rationale: Residential construction has always been a leading consumer of wood and engineered wood products. Most graduates from the Wood Science program will work in some area that is related to the construction industry. Building practices change throughout the decades, but never as much as now. A current shift towards green technologies and practices in the building and construction industries has occurred to increase environmental sustainability of the industry.

WDSC 320 will be the first restricted elective in the Wood Science and Technology curriculum and will be a keystone requirement in a sustainable construction minor and sustainable construction option being prepared by the program. This course has been included by the Division of Design and Merchandising in their proposed minor in Sustainability.

Human Nutrition and Foods

HN&F 401. Senior Seminar in Nutrition. 2 Hr. The course provides an integrative approach to various topics related to the practice of dietetics by challenging students to read, critique/evaluate, present, and discuss current research. (Effective Term: Spring 2010) (CIP 190501)

Rationale: The proposed course supports the existing HN&F curriculum by discussing nutrition concepts that enhance the knowledge of students conducting nutrition research.

Currently the HN&F undergraduate and graduate curriculum does not have a seminar capstone course. Developing professional presentation skills is critical to the student's future success as a leading source of science-based nutrition expertise.

Nutrition is a dynamic field that demands professionals be able to recognize nutrition misinformation. Therefore, learning the skills necessary to evaluate the scientific literature provided in this course will contribute to the student's professional success.

This class provides practice in scientific writing that will contribute to the student's ability to submit abstracts, thesis dissertation, and peer-reviewed publications.

HN&F 512. Maternal and Child Nutrition. 3 Hr. PR: Consent. Physiological changes and nutritional requirements during pregnancy and lactation. Effects of growth and development on nutritional requirements during infancy, childhood and adolescence. (Effective Term: Fall 2010) (CIP 190501)

Rationale: Students in dietetics, child development, and health sciences need to be familiar with nutritional requirements and healthy dietary patterns for pregnant and lactating women, infants, children, and adolescents. This course will be an in-depth study of those issues.

HN&F 614. Nutrition/Disease Prevention. 3 Hr. This graduate level course covers the role of nutrition in the pathophysiology of chronic diseases, critical analysis, and translation of research into dietary recommendations for the prevention/treatment of chronic diseases. (Effective Term: Fall 2010) (CIP 260202)

Rationale: The proposed course supports the existing HNF curriculum by discussing nutrition concepts that enhances the knowledge of students conducting nutrition research and dietetics students working in a clinical setting and preparing for the registered dietitian exam. This course will also be of interest to students in the other health fields since medical nutrition therapy has become an essential component of most comprehensive health care programs. Nutrition is a dynamic field that demands professionals be able to recognize nutrition misinformation. Therefore, learning the skills necessary to evaluate the scientific literature provided in this course will contribute to the student's professional successes. Currently the HNF graduate curriculum does not have a graduate seminar that focuses on human clinical nutrition. Developing professional presentation skills is critical to the student's future success as a leading source of science-based nutrition expertise. This class provides practice in scientific writing that will contribute to the student's ability to submit conference abstracts, thesis dissertation, and peer-reviewed publications.

Eberly College of Arts and Sciences

New Courses:

Geography

GEOG 456. Remote Sensing Applications. 3 Hr. PR: GEOG 455 or GEOL 455 or consent. Survey of remote sensing applications, focusing on the type of information obtained and methods used. (Effective Term: Spring 2011) (CIP 450701)

Rationale: This is a new course, offered to meet the needs of students who need additional exposure to the field of remote sensing. Currently, undergraduate students who take the introductory remote sensing course (GEOG/GEOL 455) have no follow-on course available to them. This lack of choices limits the depth of remote sensing available within the Geographic Information Sciences track of the Geography BA. The introductory course provides a foundation for students. The applications course will build on this theoretical foundation by providing a survey of methods and applications and also give them experience in obtaining, processing, and analyzing remotely sensed data. Students who have completed both courses will understand the theory and have experience in applying remote sensing in real-world problems. A second remote sensing course would therefore strengthen the graduate school and employment options of our graduates by helping students make the connection from theory to applications.

GEOG 655. Remote Sensing Principles. 3 Hr. Mapping of earth features using aerial and satellite-borne sensors, image enhancement, geo-referencing, and classification. (Also listed as GEOL 655) (Effective Term: Fall 2010) (CIP 450701)

Rationale: This course will form the foundation course in remote sensing for graduate students. Currently, graduate students have taken GEOG/GEOL 455, Introduction to Remote Sensing, as their foundational course. However, GEOG/GEOL 455 is open to undergraduate students, and graduate students have complained that the expectations of the course do not meet their needs. Therefore, with this change I plan to provide graduate students with a separate course at a graduate level.

Students who take this new course will meet the prerequisites for GEOG/GEOL 755, Advanced Remote Sensing. The two courses, including the new GEOG 655 and the existing GEOG 755 will form the core educational curriculum for students specializing in the field of remote sensing with the Remote Sensing track of the geology graduate program.

This course is cross-listed in both geology and geography, as the course is designed to address foundational principles for remote sensing in both programs. The instructor has a joint appointment in both geology and geography and also advises graduate students in both programs. Conceptually, this cross-listing makes good sense because the signal received at the remote sensor is an integration of the solid earth (geology) and the objects on it (soil, vegetation, and man-made structures.)

GEOL 655. Remote Sensing Principles. 3 Hr. Mapping of earth features using aerial and satellite-borne sensors, image enhancement, geo-referencing, and classification. (Also listed as GEOG 655) (Effective Term: Fall 2010) (CIP 450601)

Rationale: This course will form the foundation course in remote sensing for graduate students. Currently, graduate students have taken GEOG/GEOL 455, Introduction to Remote Sensing, as their foundational course. However, GEOG/GEOL 455 is open to undergraduate students, and graduate students have complained that the expectations of the course do not meet their needs. Therefore, with this change I plan to provide graduate students with a separate course at a graduate level.

Students who take this new course will meet the prerequisites for GEOG/GEOL 755, Advanced Remote Sensing. The two courses, including the new GEOL 655 and the existing GEOL 755 will form the core educational curriculum for students specializing in the field of remote sensing with the Remote Sensing track of the geology graduate program.

This course is cross-listed in both geology and geography, as the course is designed to address foundational principles for remote sensing in both programs. The instructor has a joint appointment in both geology and geography and also advises graduate students in both programs. Conceptually, this cross-listing makes good sense because the signal received at the remote sensor is an integration of the solid earth (geology) and the objects on it (soil, vegetation, and man-made structures.)

History

HIST 423. History of Fascism. 3 Hr. Examines history of fascism in interwar Europe and postwar neo-fascism, using scholarship, art, propaganda, and film. Topics include origins, regime culture, the totalitarian state, and violence. (Effective Term: Fall 2010) (CIP 540101)

Rationale: 1. To serve a range of student interests and reflect changing disciplinary trends, the department needs more transnational and comparative courses in European history.

2. This course will serve as a prerequisite to the capstone course HIST 484, "European Totalitarianism."

3. This course will contribute to the Atlantis Program, the department's new dual-degree master's program in Central and Eastern European studies.

4. This course will also contribute to the Italian Studies program and be included in a list of approved courses.

Italian

ITAL 301. Language through Culture. 3 Hr. PR: ITAL 204. Analyzes key topics in contemporary Italian popular culture, including the Italian family, young people, the role of women in Italian society, multiethnic Italy, and Italian fashion. Taught in Italian. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (Currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor and major. It will allow students to gain a better understanding of Italian culture and history. In particular, it will introduce students to major social issues and problems in twenty-first century Italy, providing them with the ability to [1] understand Italy's place in Europe and in the Mediterranean region, and [2] compare the way in which American society deals with similar social issues. It will allow students to learn more about another culture and will prepare them to contribute to an increasingly interdependent, multicultural world.

ITAL 302. Italian through Film. 3 Hr. PR: ITAL 204. Provides students with opportunity to improve their Italian conversational and writing skills through discussion of a variety of topics as they are represented in Italian Cinema. Taught in Italian. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor or major. The course will offer an opportunity to deepen their understanding of Italian modern and contemporary culture and will allow students to examine a variety of political, historical, and social themes, as experiences in Italian society throughout the modern period. It will encourage students to learn more about another culture and prepare them to contribute to an increasingly interdependent, multicultural world.

ITAL 331. Survey of Italian Literature 1. 3 Hr. PR: ITAL 204. Overview of the history and key themes of Italian literature from the thirteenth through the eighteenth centuries. Taught in Italian. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor or major. It will allow students to gain a better understanding of Italian culture and history. In particular, it will introduce students to the religious and secular writing of the most important medieval, renaissance, and early modern Italian writers, including Dante, Petrarch, Boccaccio, Machiavelli, and Goldoni. It will allow students to learn more about another culture and will prepare them to contribute to an increasingly interdependent, multicultural world.

ITAL 332. Survey of Italian Literature 2. 3 Hr. PR: ITAL 204. Overview of the history and key themes of Italian literature from the nineteenth century to present. Taught in Italian. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor or major. It will allow students to gain a better understanding of Italian culture and history. In particular, this course will introduce students to the main literary trends and movements, and the most influential writers of the nineteenth, twentieth and twenty-first century Italian literature. It will allow students to learn more about another culture and will prepare them to contribute to an increasingly interdependent, multicultural world.

ITAL 431. Italian Folktales. 3 Hr. PR: Six credits of 300 level ITAL courses. Overview of Italian popular culture through the analysis of Italo Calvino's collection of folktales within a comparative European perspective, using semiotic, linguistic, and psychoanalytic approaches. Taught in Italian. (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor or major. It will allow students to gain a better understanding of Italian culture and history. In particular, this course examines in detail the Italian folktale tradition while also introducing students to basic methods of literary analysis, and enable them to learn more about another culture, preparing them to contribute to an increasingly interdependent, multicultural world.

ITAL 432. Modern Italian Civilization. 3 Hr. PR: Six credits of 300 level ITAL courses. Overview of Italian civilization and its manifestations in various cultural fields (history, literature, and cinema) from Fascism to the present. Taught in Italian . (Effective Term: Fall 2010) (CIP 160101)

Rationale: This course fits into the curriculum of the new Italian Studies Major (currently being proposed) and will also increase the curricular options for students pursuing the Italian Studies minor or major. It will offer an opportunity to deepen their understanding of modern history and contemporary Italian culture. In particular this course will allow students to explore the emergence of modern Italy and to learn more about another culture. It will prepare them to contribute to an increasingly interdependent, multicultural world.

Multi-Disciplinary Studies

MDS 401. RBA Portfolio Development. 1 Hr. PR: ENGL 101 or equiv. To prepare RBA students who plan to petition for college equivalent credits through the portfolio option, including course selection, verifications and narratives. (Effective Term: Fall 2010) (CIP 240102)

Rationale: RBA students may petition for college equivalent credits by preparing a portfolio of work experiences. This process is unique to the RBA program and instruction regarding preparation, under the guidance of an instructor; it is integral to proper submission. This course is not intended to produce a final portfolio nor to guarantee students specific credit. Students are expected to work beyond this course to complete their portfolio before submitting it to the RBA program for evaluation. RBA = Regents Bachelor of Arts.

November 19, 2009

MEMORANDUM

TO: Denny Smith, Ph.D.
FROM: Chad Pierskalla, Ph.D.
RE: Changes in Recreation, Parks and Tourism Resources Major

The faculty in the Division of Forestry and Natural Resources request changes in the RPTR major. The details and rationales for the proposed changes are attached in this Curriculum Change Document. These changes are an effort to keep the major current with employment trends and to attain initial accreditation from the Society of American Foresters.

Attaining SAF accreditation is a major milestone for the Division's RPTR program. It concludes a 5 year effort that was outlined in the Division's Strategic Plan in 2004. The program seeks to become fully compliant with SAF accreditation requirements as quickly as possible by implementing the recommendations offered by the SAF visiting team. We would like to implement the changes by fall 2010.

Attachments

**WEST VIRGINIA UNIVERSITY
RECREATION, PARKS AND TOURISM RESOURCES PROGRAM
DAVIS COLLEGE OF AGRICULTURE, NATURAL RESOURCES AND DESIGN**

CURRICULUM CHANGE DOCUMENT

The Recreation, Parks and Tourism Resources (RPTR) program is proposing several changes to the curriculum for the B.S.R. in Recreation, Parks and Tourism Resources – major in Forestry and Natural Resources Division. The proposed changes are based on analysis and faculty discussion reported in the Divisions Strategic Plan, Board of Governor’s report, and Society of American Forester’s (SAF) Accreditation Self Study. The changes will strengthen the natural resource-based foundation of our program while expanding new areas of emphasis generating out of that core. Those changes are summarized below. If accepted, we request to have our course checklist (see attachment), course catalog (see attachment), and curriculum matrix updated.

Proposed Changes to Required Courses:

Require Elements of Silviculture (4 credit hours) by Fall 2010: By fall 2010, we propose adding FOR 310 Elements of Silviculture (4 credit hours) to the Natural Resource Management course requirements listed in the undergraduate curriculum for RPTR undergraduates. We also propose dropping one of the three restrictive elective courses, Advanced English Composition (3 credit hours in one of the following courses: ENGL 111, 201, or 202) that is also listed under the Natural Resource Management course requirements. These changes are included in the proposed course checklist that is attached to this report.

- ***Rational for Adding FOR 310:*** The FOR 310 course is currently offered to Wildlife and Fisheries students in our Division. The course was designed for undergraduates not majoring in Forest Resources Management. The objectives of the course are to present basic silvicultural terminology and concepts, methods of site quality assessment, mensuration, and forest sampling, fundamentals of tree and stand growth and development, common silvicultural treatments and regeneration systems. Field laboratory exercises will provide students with practical applications of these objectives.
- ***Rational for Dropping a Restricted Elective:*** To allow our transfer students the flexibility to graduate on time, we include 12 credits of elective courses in our curriculum. To maintain this number of electives while still accommodating the addition of the FOR 310 course, we have decided to drop 3 credit hours of the restricted elective, specifically the Advanced English Composition elective. As a result, the restricted electives that cover oral and written communication will drop slightly from 16 to 13 credit hours. We will continue to offer the 12 credit hours of required courses that meet the SAF general education requirements in oral and written communication. This area of our curriculum will remain strong despite the proposed change.

Proposed Changes to Areas of Emphases:

Drop the 2 existing emphasis areas and add 3 new emphasis areas: By fall 2010, we request dropping the existing 2 emphases areas that are listed in the curriculum matrix. They include: (1) Administration and Planning and (2) Wildlands Recreation Management. We also propose adding 3 new areas of emphasis by fall 2010 including: (1) Park and Outdoor Recreation, (2) Adventure Recreation, and (3) Sustainable Tourism. These changes need to be made in the curriculum matrix upon approval. We revised the course catalog to reflect these proposed changes—see attachment.

- ***Rational for Changes in Emphases:*** Based on assessment data, input from prospective employers, and faculty discussion, these areas of emphasis were considered essential to the program. The proposed changes reflect our new partnerships with the Adventure West Virginia Program, new Challenge Course facility, addition of 5 new adjunct faculty, and 3 professional certificates that are available to our students.

Please find attached to this document:

- Current and proposed Catalog Descriptions including course lists.
- Proposed Curriculum Course Checklist.
- Sign-off signatures from instructors who teach newly proposed required courses.

APPROVAL SIGNATURES:

Approved by:

Division Curriculum Committee_____ Date_____

Division Director_____ Date_____

College Curriculum Committee_____ Date_____

Associate Dean_____ Date_____

Present Catalog Description

Division of Forestry and Natural Resources

Joseph F. McNeel, Ph.D., Director

James P. Armstrong, Associate Director for Academics

John R. Brooks, Forest Resources Management Coordinator

Chad Pierskalla, Recreation, Parks, and Tourism Resources Coordinator

Kyle Hartman, Wildlife and Fisheries Coordinator

Jingxin Wang, Wood Science Coordinator

Programs of Study

If you are interested in natural resources and the out-of-doors, you may be interested in one of the four curricula offered by the Division of Forestry and Natural Resources. Those include forest resources management; recreation, parks, and tourism resources; wildlife and fisheries resources; and wood science and technology. If you are unsure about your major, you can be admitted to the pre-agriculture, forestry, and consumer sciences curriculum with a faculty member to advise you until a program major has been selected. If you have chosen a program major, you will be admitted directly to the major and be assigned a faculty advisor at your first registration.

The division, which has excellent facilities, is located in Percival Hall on the Evansdale campus in close proximity to the Evansdale Library and the Evansdale Residential Complex. In addition, 10,400 acres of forested tracts, including the 7,600-acre University Research Forest, are located near the campus and are used as extensive outdoor laboratories. The MeadWestvaco Natural Resource Center is the focal point of the division's teaching, research, and service activities at the Research Forest.

Transfer Credits for Professional Courses

If you are a transfer student entering the Division of Forestry and Natural Resources from a one- or two-year technical school or from a four-year unaccredited forestry school, you must take an advanced standing examination to demonstrate proficiency in any required professional course offered by the Division of Forestry and Natural Resources for which transfer credit is sought. This rule also applies to courses in land surveying. Advanced standing examinations are given after you have enrolled in the Division of Forestry and Natural Resources. All other credits are accepted subject to the regulations of the Office of Admissions and Records regarding transfer of credits. Currently official articulation agreements are being developed for two-year natural resource students transferring from recognized programs at Allegany College, Maryland; Dabney Lancaster, Virginia; Glenville State College, West Virginia and Hocking Technical College, Ohio, into the Division of Forestry and Natural Resources programs.

Accreditation of Forestry Programs

Forest resources management is accredited by the Society of American Foresters (SAF). SAF is the specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the U. S. Department of Education as the accrediting agency for forestry in the United States.

The wood science and technology curriculum is accredited by the Society of Wood Science and Technology. It is one of only ten North American programs so accredited.

Summer Field Studies offered by the Division of Forestry and Natural Resources

The division offers a wide range of summer field study opportunities and international travel experiences for WVU students and division majors to gain valuable practical experience and apply what they've learned in the classroom. Every summer, a wide selection of field courses is offered through the off-campus Summer Programs office. These have included courses as varied as the *Vegetation of WV to Stream Ecology* to international expeditions to Fiji and Costa Rica. For more information, see <http://www.forestry.caf.wvu.edu> for details.

The six-hour *Forest Resources Management Field Practice* (FMAN 400) course consists of a summer session and is designed for students who have completed the sophomore year of the forest resources management curriculum. Students live in Morgantown and travel daily to the University Research Forest for field studies. The course provides training in forest surveying, forest mensuration, GIS/GPS, forest management, and silviculture. Occasional trips are made to wood-using industries, and to other forests to study current management techniques and to experience the management of northern hardwood and spruce types.

Students in the wood science and technology program are required to complete a three-hour internship, WDSO 491 *Professional Field Practice*, in the summer between the junior and senior year. Students obtain employment in a planned, paid work experience lasting at least ten weeks with a wood products company or government agency and are required to prepare progress reports and a final report for their academic advisor. Students in the Wildlife and Fisheries Program are required to take a one to three hour internship, WMAN 491 *Professional Field Experience*. The RPTR 491 *Internship* is required of students who have completed the junior year of the recreation resources management curriculum. Eight weeks of full-time supervised professional field work is required of students who have completed the junior year of the recreation curriculum. The summer experiences acquaint students with management of park, recreation, and tourism enterprises.

Recreation, Parks, and Tourism Resources

Bachelor of Science in Recreation

The recreation, parks, and tourism resources major prepares students for careers providing outdoor recreation and tourism opportunities for a wide range of public, commercial, and non-profit agencies. This is a natural resource management degree program, emphasizing the ecological, economic, social, and psychological aspects of managing outdoor recreation and tourism resources. The program requires 128 credit hours of study. A required core of natural resource-based recreation and tourism management courses is complemented by forestry and natural resource management emphasis courses and other required university courses.

Further information on the recreation, parks, and tourism resources major is available at the program's Website at <http://www.forestry.caf.wvu.edu/wvu%5Fparks/> or e-mail the program coordinator at cpierska@wvu.edu. Come visit our Recreation, Parks, and Tourism Resources office in the Division of Forestry and Natural Resources, 325 Percival Hall, P.O. Box 6125, West Virginia University, Morgantown, WV 26506-6125.

In the freshman year, you may enroll in RPTR 142 *Introduction to Recreation, Parks and Tourism Resources*, ENGL 101, BIOL 101 and 103, FOR 101, and FOR 140. RPTR 142, 242, and 239 are required before upper-division RPTR courses may be taken for credit. At the end of the sophomore year, students are required to complete a *Wilderness First Responder* course (RPTR 493D). At the end of the junior year, after completing the following required RPTR

courses (RPTR 142, RPTR 239, RPTR 242, RPTR 433, RPTR 485, and RPTR 493D), you must complete an approved 400-hour internship of not less than eight weeks with a recreation, parks, or tourism agency (RPTR 491). Most recreation internships occur during the summer months.

Curriculum Requirements Hrs.

Freshman Year

ENGL 101.....	3
BIOL 101.....	3
BIOL 103.....	1
FOR 101.....	1
RPTR 142.....	2
RPTR 242.....	3
WMAN 150.....	3
MATH 126.....	3
PSYC 101.....	3
WDSC 100.....	3
FOR 140.....	3

Sophomore Year

BIOL 105/106 or CHEM 111 or GEOL 110/111.....	4
SOC 101.....	3
FOR 203.....	1
FOR 205.....	3
RPTR 239.....	3
Elective.....	1
ENGL 102.....	3
SPA 270.....	3
FOR 240.....	3
STAT 211.....	3
RPTR Advanced Elective.....	3
RPTR 493D.....	3

Junior Year

FMAN 212.....	3
RPTR 335.....	3
Artistic Expression elective.....	3
FOR 438.....	3
RPTR 433.....	3
ENGL 111 or 201.....	3
Non-western Culture elective.....	3
Elective.....	3
ARE 220.....	3
RPTR 485.....	1
RESM 440 Applied GIS Env. Mgmt.....	3
RPTR 491.....	6

Senior Year

FOR 470A.....	3
ENVP 460.....	3

Elective.....	3
FOR 421.....	3
RPTR Advanced Elective.....	3
AGEE 421.....	3
Elective.....	3
Elective.....	3
RPTR 450.....	3
Elective.....	3
Total.....	128

Professional Preparation and Areas of Emphasis

The professional preparation program in recreation, parks, and tourism resources is grounded in the RPTR core required courses and capped with a professional internship program, usually during the summer following the student’s junior year. Students are encouraged to develop focused emphasis areas in specialties such as park and outdoor recreation, adventure recreation, or sustainable tourism through careful selection of their focused electives. RPTR majors are also urged to seek both volunteer and paid seasonal employment and service learning opportunities in the recreation, parks, and tourism field to enhance their employability when graduating. Finally, RPTR majors are mentored into becoming active in professional societies and associations such as the student-led Professional Recreation and Park Society, Society of American Foresters, and National Recreation and Park Association and they are encouraged to earn professional certification in areas such as sustainable tourism, wilderness first responder, and law enforcement.

Proposed New Catalog Description

Division of Forestry and Natural Resources

Joseph F. McNeel, Ph.D., Director

James P. Armstrong, Associate Director for Academics

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Transfer Credits for Professional Courses

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Summer Field Studies offered by the Division of Forestry and Natural Resources

The division offers a wide range of summer field study opportunities and international travel experiences for WVU students and division majors to gain valuable practical experience and apply what they've learned in the classroom. Every summer, a wide selection of field courses is offered through the off-campus Summer Programs office. These have included courses as varied as the *Vegetation of WV to Stream Ecology* to international expeditions to Fiji and Patagonia. For more information, see <http://www.forestry.caf.wvu.edu> for details.

The six-hour *Forest Resources Management Field Practice* (FMAN 400) course consists of a summer session and is designed for students who have completed the sophomore year of the forest resources management curriculum. Students live in Morgantown and travel daily to the University Research Forest for field studies. The course provides training in forest surveying, forest mensuration, GIS/GPS, forest management, and silviculture. Occasional trips are made to wood-using industries, and to other forests to study current management techniques and to experience the management of northern hardwood and spruce types.

Students in the wood science and technology program are required to complete a three-hour internship, WDSC 491 *Professional Field Practice*, in the summer between the junior and senior year. Students obtain employment in a planned, paid work experience lasting at least ten weeks with a wood products company or government agency and are required to prepare progress reports and a final report for their academic advisor. Students in the Wildlife and Fisheries Program are required to take a one to three hour internship, WMAN 491 *Professional Field Experience*. The RPTR 491 *Internship* is required of students who have completed the junior year of the recreation resources management curriculum. Eight weeks of full-time supervised professional field work is required of students who have completed the junior year of the recreation curriculum. The summer experiences acquaint students with management of park, recreation, and tourism enterprises.

Recreation, Parks, and Tourism Resources

Bachelor of Science in Recreation

The recreation, parks, and tourism resources major prepares students for careers providing outdoor recreation and tourism opportunities for a wide range of public, commercial, and non-profit agencies. This is a natural resource management degree program, emphasizing the ecological, economic, social, and psychological aspects of managing outdoor recreation and tourism resources. The program requires 128 credit hours of study. A required core of natural resource-based recreation and tourism management courses is complemented by forestry and natural resource management emphasis courses and other required university courses.

Further information on the recreation, parks, and tourism resources major is available at the program's Website at <http://www.forestry.caf.wvu.edu/wvu%5Fparks/> or e-mail the program coordinator at cpierska@wvu.edu. Come visit our Recreation, Parks, and Tourism Resources office in the Division of Forestry and Natural Resources, 325 Percival Hall, P.O. Box 6125, West Virginia University, Morgantown, WV 26506-6125.

In the freshman year, you may enroll in RPTR 142 *Introduction to Recreation, Parks and Tourism Resources*, ENGL 101, BIOL 101 and 103, FOR 101, and FOR 140. RPTR 142, 242, and 239 are required before upper-division RPTR courses may be taken for credit. At the end of the sophomore year, students are required to complete a Wilderness First Responder course

(RPTR 148). At the end of the junior year, after completing the following required RPTR courses (RPTR 142, RPTR 239, RPTR 242, RPTR 335, RPTR 433, and RPTR 485), students must complete an approved 400-hour internship of not less than eight weeks with a recreation, parks, or tourism agency (RPTR 491). Most recreation internships occur during the summer months.

Curriculum Requirements Hrs.

Freshman Year

ENGL 101.....	3
BIOL 101.....	3
BIOL 103.....	1
FOR 101 or RPTR 140.....	1
RPTR 142.....	2
RPTR 242.....	3
WMAN 150.....	3
MATH 126.....	3
PSYC 101.....	3
WDSC 100.....	3
FOR 140.....	3

Sophomore Year

BIOL 105/106 or CHEM 111 or GEOL 110/111.....	4
SOC 101.....	3
FOR 203.....	1
FOR 205.....	3
RPTR 239.....	3
ENGL 102.....	3
SPA 270.....	3
FOR 240.....	3
STAT 211.....	3
RPTR Emphasis Course.....	3
RPTR Wilderness First Responder.....	3

Junior Year

FMAN 212.....	3
RPTR 335.....	3
RPTR 433.....	3
RPTR Emphasis Course.....	3
RESM 440 Applied GIS Env. Mgmt.....	3
Non-western Culture elective.....	3
Artistic Expression elective.....	3
Western Culture elective.....	3
RPTR 485.....	1
Elective.....	3
RPTR Emphasis Course.....	3
RPTR 491 Professional Internship.....	6

Senior Year

FOR 310.....	4
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FOR 470A Natural Resource Entrepreneurship.....	3
ENVP 460.....	3
FOR 421.....	3
FOR 438.....	3
AGEE 421.....	3
RPTR 450.....	3
RPTR Emphasis Course elective.....	3
Elective.....	3
Elective.....	3
Total.....	128

Professional Preparation and Areas of Emphasis

The professional preparation program in recreation, parks, and tourism resources is grounded in the RPTR core required courses and capped with a professional internship program, usually during the summer following the student's junior year. Students are encouraged to develop focused emphasis areas in specialties such as park and outdoor recreation, adventure recreation, or sustainable tourism through careful selection of their focused electives. RPTR majors are also urged to seek both volunteer and paid seasonal employment and service learning opportunities in the recreation, parks, and tourism field to enhance their employability when graduating. Finally, RPTR majors are mentored into becoming active in professional societies and associations such as the student-led Professional Recreation and Park Society, Society of American Foresters, and National Recreation and Park Association and they are encouraged to earn professional certification in areas such as sustainable tourism, leadership, and wilderness first responder.

Bachelor of Science in Recreation, Parks, and Tourism (RPTR)

RPTR Major

The recreation, parks, and tourism resources major prepares students for careers providing outdoor recreation and tourism opportunities for a wide range of public, commercial, and non-profit agencies. This is a natural resource management degree program, emphasizing the ecological, economic, and social aspects of planning and managing outdoor recreation and tourism resources. Students are required to select one of three areas of emphases within the program including Adventure Recreation, Sustainable Tourism, and Parks and Outdoor Recreation. See below for more information about each area of emphasis. The program requires 128 credit hours of study.

Further information on the Recreation, Parks, and Tourism Resources major is available at the program's website at www.forestry.caf.wvu.edu/wvu%5Fparks/ or email the Program Coordinator at cpierska@wvu.edu. Come visit our Recreation, Parks, and Tourism Resources office in the Division of Forestry, 325 Percival Hall, P.O. Box 6125, West Virginia University, Morgantown, WV 26506-6125.

Adventure Recreation Emphasis

The adventure recreation emphasis is designed to prepare you for a career working in a variety of outdoor settings, both private and public. If you are interested in leading and facilitating groups, programming, team-building, backcountry living and traveling, expedition planning, or experiential education, this area of emphasis is for you! You will learn both the soft (group facilitation, etc.) and the hard (backcountry living, kayaking, etc.) skills necessary to be a safe, effective and dynamic leader. There are a number of employment opportunities available with an Adventure Recreation background, including:

- Outdoor instructor or leader (i.e., NOLS, Outward Bound)
- Outfitters (Class VI; River Runners)
- Tour Companies (SOBEK; Backroads; OARS)
- Ropes course or Challenge course instructors and programmer
- Resort based outdoor recreation leaders and managers
- Corporate team-building facilitator

Sustainable Tourism Emphasis

The Sustainable Tourism emphasis is designed to prepare you for careers in the following tourism sectors: nature-based, adventure, rural, heritage, and agricultural tourism. Many of the courses offered within our ST emphasis are taught in the Davis College, where there is well-developed research and teaching expertise in sustainable tourism studies and management, environmental planning and ecology, community design, and rural economic development. Specifically, after graduating you will find employment with the following types of organizations:

- Convention and Visitor Bureaus
- State Tourism Agencies (WV Division of Tourism)
- Outfitters (Class VI; River Runners)
- Tourism Businesses (Resort State Parks)
- Tour Companies (SOBEK; Backroads; OARS)
- Travel Agencies (National Travel)
- Cooperative Extension Service (Tourism Centers)
- Tourism consultant

Park and Outdoor Recreation Emphasis

The emphasis in Park and Outdoor Recreation provides high quality recreation resource experiences while protecting the natural environment. The graduates from this emphasis find employment with local, state, and federal land managing agencies, as well as the private sectors.

In addition to recreation and natural resource management classes, this curriculum offers a balance of park planning, regional design, and professional leadership courses. Attention is placed upon recreation across the entire spectrum of settings ranging from primitive, semi-primitive, rural and urban areas. There is sufficient flexibility to permit students to emphasize in applied outdoor recreation management, general environmental studies, or preparation for graduate study in resource-related fields.

The Park and Outdoor Recreation emphasis is designed to prepare you for careers with Federal, State, local, and private park and forest recreation agencies or organizations (e.g., city parks, county parks, state parks, US Forest Service, National Park Service, Corp of Engineers, or other Federal agencies). After graduating you will find employment in the following professional areas:

- Wilderness ranger
- Outdoor recreation specialist
- Park manager and administrator
- Forest recreation technician
- Environmental consultant
- Recreation planner

Curriculum Requirements

	Hrs.
General Education Curriculum (GEC) Requirements (ENGL 101 and 102; MATH 126; PSYC 101; SOC 101; STAT 211; BIOL 101 and 103; BIOL 105/106, CHEM 111 or GEOL 110/111; ARE 220; WDSC 100; WMAN 150; FOR 101; Artistic Expression and Non-Western Culture approved GEC courses)	42
Division of Forestry & Natural Resources Course Requirements (FOR 140; 203; 205; 240; 421; 438; and 470A)	19
Natural Resource Management and other Emphasis Requirements (AGEE 421, RESM 440 and 493, SPA 270, FOR 310, ENVP 460, FMAN 212)	19
RPTR Core Requirements (RPTR 142; 239; 242; 433; 450; 485; 491; and 493D)	27
RPTR Emphasis Area Required Courses (Sustainable Tourism, Adventure Recreation, or Park and Outdoor Recreation)	9
RPTR Emphasis Area Elective Course	3
Other Focused Electives	9
TOTAL	128

Professional Preparation in RPTR

In the freshman year, you may enroll in RPTR 142 *Introduction to Recreation, Parks and Tourism Resources*, ENGL 101, BIOL 101 and 103, FOR 101, and FOR 140. RPTR 142, 242, and 239 are required before upper-division RPTR courses may be taken for credit. At the end of the sophomore year, students are required to complete a Wilderness First Responder course (RPTR 148). At the end of the junior year, after completing the following required RPTR courses (RPTR 142, RPTR 239, RPTR 242, RPTR 335, RPTR 433, and RPTR 485), students must complete an approved 400-hour internship of not less than eight weeks with a recreation, parks, or tourism agency (RPTR 491). Most recreation internships occur during the summer months.

The professional preparation program in Recreation, Parks, and Tourism Resources is grounded in the RPTR core required courses and capped with a Professional Internship Program, during the summer following the majors' junior year. Majors are encouraged to develop focused emphasis areas in specialties such as adventure recreation, sustainable tourism, and park and outdoor recreation through careful selection of their RPTR emphasis area courses. RPTR majors are also urged to seek both volunteer and paid seasonal employment and service learning opportunities in the Recreation, Parks, and Tourism field to enhance their employability when graduating. Finally, RPTR majors are mentored into becoming active in professional societies and associations such as the student-led Professional Recreation and Park Society, Society of American Foresters, and National Recreation and Park Association.

A. GENERAL EDUCATION CURRICULUM REQUIREMENTS (42 credits)**Objective #1: Communication (6 credits; complete “W” Writing Course)**

Advising Notes	Department	Number	Credit	Course Title
	ENGL	101	3	Composition and Rhetoric
	ENGL	102	3	Composition and Rhetoric

Objective #2: Mathematics Skills and Scientific Inquiry (14 credits)

Advising Notes	Department	Number	Credit	Course Title
	MATH	126	3	College Algebra-Applications
	STAT	211	3	Elementary Statistics
	BIOL	101 and 103	4	General Biology and Lab
Choice	BIOL, or CHEM, or GEOL	105/106 111 110/111	4	Environmental Biology Survey of Chemistry Environmental Geoscience

Objective #3: The Past and Its Traditions (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	WDSC or ARE	100 220	3 3	Forest Resources in US History Environmental and Resource Economics

Objective #4: Issues of Contemporary Society (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	WMAN	150	3	Conservation Ecology

Objective #5: Artistic Expression (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	* Any Approved GEC Course *		3	

Objective #6: The Individual in Society (4 credits)

Advising Notes	Department	Number	Credit	Course Title
	PSYC	101	3	Intro to Psychology
	FOR	101	1	Intro to Forestry & Natural Resources
	or			
	RPTR 140		3	Adventure West Virginia

Objective #7: American Culture (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	SOC	101	3	Intro to Sociology

Objective #8: Western Culture (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	GEOG	108	3	Human Geography
	or GEOG	207	3	Climate and Environment

Objective #9: Non-Western Culture (3 credits)

Advising Notes	Department	Number	Credit	Course Title
	* Any Approved GEC Course *		3	

B. Division of Forestry & Natural Resources Course Requirements (19 credits)

Advising Notes	Department	Number	Credit	Course Title
	FOR	140	3	West Virginia's Natural Resources
	FOR	203	1	Careers in Natural Resources
	FOR	205	3	Dendrology
	FOR	240	3	Computer Applications—Forest Resource Mngt.
	FOR	421	3	Renewable Resource Policy and Governance
	FOR	438	3	Human Dimensions of Natural Resource Management
	FOR	470A	3	Natural Resource Entrepreneurship

C. Natural Resource Management Courses (19 credits)

Advising Notes	Department	Number	Credits	Course Title
	AGEE	421	3	Agricultural and Natural Resource Communications
Choice	RESM	440 and	2	Foundations of Applied GIS (Lecture and Lab)
	RESM	493Q or	1	Applied GIS—Natural Science (Lecture and Lab)
	RESM	493R	1	Applied GIS—Social Science (Lecture and Lab)
	SPA	270	3	Effective Public Speaking
	FOR	310	4	Elements of Silviculture
Choice	ENVP or Advanced Natural Resource Elective Or "W" course	460*	3	Environmental Impact Assessment
	FMAN	212	3	Forest Ecology

* Fulfills WVU Writing Requirement.

D. RPTR Core Requirements (27 credits)

Advisor Notes	Department	Number	Credits	Course Title
	RPTR	142	2	Intro. To Recreation, Park, and Tourism Resources
May Field Course	RPTR	148	3	Wilderness First Responder
	RPTR	239	3	Sustainable Tourism Development
	RPTR	242	3	Nature and Cultural Interpretation
	RPTR	335	3	Managing Recreation, Park, and Tourism Organizations
	RPTR	433	3	Recreation Resource Management
	RPTR	450	3	Social Research Methods in NRM
	RPTR	485	1	Professional Development Seminar
Summer Field Course	RPTR	491	6	Professional Internship

E. RPTR Emphasis Areas (Pick one emphasis—12 credits)**SUSTAINABLE TOURISM EMPHASIS (12 credits)***

Advisor Notes	Department	Number	Credits	Course Title
	RPTR	448	3	Ecotourism Planning and Development
	BUSA	330	3	Survey of Marketing
Choice	GEOG	425	3	Urban/Regional Planning
	or			
	GEOG	209	3	Economic Geography
	ARE	411	3	Rural Economic Development
Choice	Elective		3	Restricted elective

*To qualify for the TIES-UCFC certificate, students must complete one international study abroad course. See Dr. Smaldone for more information.

ADVENTURE RECREATION EMPHASIS (12 credits)

Advisor Notes	Department	Number	Credits	Course Title
Choice	RPTR	251	3	Leadership in Experiential Ed*
	or			
	RPTR	293Q	3	Group Facilitation & Dynamics
	or			
	ACE	493J	3	Adventure Sports Leadership & Group Dynamics
	RPTR	150	3	Backcountry Living Skills
	ACE	293W	3	Adventure Programming and Management
Choice	Elective		3	Restricted elective

*Option to earn certification in leadership.

PARK AND OUTDOOR RECREATION (12 credits)

Advisor Notes	Department	Number	Credits	Course Title
	RPTR	365	3	Park Planning and Design
	FOR	326	3	Remote Sensing of Environment
Choice	RPTR	251	3	Leadership in Experiential Ed*
	or			
	RPTR	293Q	3	Group Facilitation & Dynamics
Choice	Elective		3	Restricted elective

*Option to earn certification in leadership.

F. FOCUSED ELECTIVES (9 credits--choice)Possible Elective Courses

ACCT 201	Principles of Accounting
ADV 215	Principles of Advertising
AGEE 421	Agricultural & Natural Resources Communication
ARE 110	Agribusiness Accounting
ARE 220	Introductory Environmental and Resource Economics
ARE 293	Entrepreneurship Special Topics: Management, Law, or Accounting
ARE 410	Environmental/Resource Economics
ARE 411	Rural Economic Development
ARE 421	Rural Enterprise Development
ARE 461	Agribusiness Finance
BIOL 105	Environmental Biology
BIOL 363	Plant Geography
BUSA 330	Survey of Marketing
COMM	Any Communication Studies course (especially 100, 112, 200, 202 or 308)
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
ENVP 155	Elements of Environmental Protection
ENVP 460	Environmental Impact Assessment
FMAN 212	Forest Ecology
FMAN 311	Silvicultural Systems
FOR 326	Remote Sensing of Environment
FOR 425	Global Forest Resources
FOR 475	Vegetation of West Virginia (Summer Course)
GEOG 108	Human Geography
GEOG 205	Natural Resources
GEOG 305	Historical Geography of the U.S. Environment
GEOG 350	Introduction to Geographic Information Sciences (GIS)
GEOG 452	GIS: Applications
HIST 284	History of Environmental Sciences
HIST 489	Introduction to Historic Preservation
JRL 220	Introduction to Photography
PE 293	Outdoor navigation and survival
PE 181	Rock Climbing Basics
PE 120	Canoeing
PE 293A	Winter Sports
PE 172	Cycling Basics
PE 293N	Caving Basics
PE 186	Outdoor Leisure Pursuits
POLS 220	State and Local Government
POLS 338	Environmental Policy
POLS 344	Administrative Law
PR 215	Introduction to Public Relations
RESM 420	Aquaculture Management
RESM 493	Recreational Pond Management (summer course)
RPTR 293	Art and Science of Forest Trail Management (summer course)
SOCA 105	Introduction to Anthropology
SOCA 258	Introduction to Archaeology
SPA 270	Speaking to Communities
WMAN 221	Interpretive Bird Study (Summer Course)
WMAN 234	Forest Wildlife Management
WMAN 313	Wildlife Ecosystem Ecology
WMAN 100	The Tradition of Hunting
WMAN 293	Outbreak Invasive Species (web course)

Fall Semester	Spring Semester
<i>Freshman Year</i>	
ENGL 101 (3) sp/fall BIOL 101 (3) sp/fall BIOL 103 (1) sp/fall FOR 101 (1) or RPTR 140 (3) fall only RPTR 142 (2) fall only RPTR 242 (3) fall only	WMAN 150 (3) sp/fall MATH 126 (3) sp/fall PSYC 101 (3) sp/fall WDSC 100 (3) sp/fall FOR 140 (3) sp/fall
Total: 13 hrs	Total: 15 hrs
<i>Sophomore Year</i>	
BIOL 105/106 or CHEM 111 or GEOL 110/111 (4) sp/fall SOC 101 (3) sp/fall FOR 203 (1) fall only FOR 205 (3) fall only RPTR 239 (3) fall only	ENGL 102 (3) sp/fall SPA 270 (3) sp/fall FOR 240 (3) sp only STAT 211 (3) sp/fall RPTR Emphasis Course (3) sp/fall
Total: 14 hrs	Total: 15 hrs
<i>Summer</i>	
RPTR 148 Wilderness First Responder (3 hrs) Tuition Waived	
<i>Junior Year</i>	
FMAN 212 (3) fall only RPTR 335 (3) fall only RPTR 433 (3) fall only RPTR Emphasis Course (3) sp/fall RESM 440 & 493Q or 493R GIS (3) fall only	Non-western Culture elective (3) sp/fall Artistic Expression elective (3) sp/fall ARE 220 (3) sp only RPTR 485 (1) sp only Elective (3) sp/fall RPTR Emphasis Course (3) sp/fall
Total: 15 hrs	Total: 16 hrs
<i>Summer</i>	
RPTR 491 Professional Field Experience/Internship (6 hrs)	
<i>Senior Year</i>	
FOR 310 Elements of Silviculture (4) fall only FOR 470A (3) fall only ENVP 460 (3) fall only FOR 421 (3) fall only FOR 438 (3) fall only	AGEE 421 (3) sp/fall RPTR Emphasis Elective (3) sp/fall Elective (3) sp/fall RPTR 450 (3) sp only Elective (3) sp/fall
Total: 16 hrs	Total: 15 hrs

SIGN-OFF APPROVAL (for proposed required courses)

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>APPROVAL SIGNATURE</u>	<u>DATE</u>
AGEE 421 Agricultural and Natural Resource Communications	Stacy A. Gartin		
RESM 440 Foundations of Applied GIS	Michael P. Strager		
ENVP 460 Environmental Impact Assessment	James B. Kotcon		
ACE 293W Adventure Programming and Management	Nathan R. Kile		
BUSA 330 Survey of Marketing	Cyril M. Logar		

February 14, 2010

Dr. Elizabeth Dooley
Associate Provost for Undergraduate Academic Affairs
West Virginia University

Dear Dr. Dooley,

Please accept this letter and supporting Curriculum Change Action Form as a request to modify the degree program title of the Athletic Training program within the College of Physical Activity and Sport Sciences at West Virginia University. Currently, students in the Athletic Training program are listed within the degree program title of Sport Sciences and receive a Bachelor of Science in Physical Education with a major in Athletic Training. We request a modification of this degree program title for these students from Sport Sciences and a Bachelor of Science in Physical Education to the degree program title of Athletic Training and a Bachelor of Science in Athletic Training (BSAT). This change is requested to comply with new mandates (see attached [newsletter](#)) put forth by the Commission on Accreditation of Athletic Training Education (CAATE). As stated in the newsletter, in the future, all degree programs must state that they are athletic training programs in the title.

Examples of acceptable degrees include:

- Bachelor of Science (BS) Degree - Major in Athletic Training
- Bachelor of Arts (BA) Degree - Major in Athletic Training
- Bachelors Degree - Major in Athletic Training
- Bachelor of Science in Athletic Training (BSAT or BAT)

To comply with this new mandate from CAATE, it is our understanding that the degree program title will not be able to be Sport Sciences and the designation will not be able to be Bachelor of Science in Physical Education. Therefore, we request that the degree program title of Sport Studies be modified to Athletic Training and the designation be modified to Bachelor of Science in Athletic Training. Please note that the curriculum for this program is not changing, we are only asking for a change in the degree program title for students in this program. However, given that this modification should not have any effect upon the other two programs within the Department of Sport Sciences (i.e., Sport and Exercise Psychology and Sport Management), the degree program title of Sport Studies and the designation of Bachelor of Science in Physical Education should remain in existence for the students in these two programs.

Thank you very much for your help with this matter. Should you have any questions, please feel free to ask at any time.

Sincerely,

Lynn D. Housner
Associate Dean

Jack C. Watson II
Chair, Department of Sport Sciences

Phone: 304-293-3295
Fax: 304-293-4641
www.wvu.edu/~physed

PO BOX 6116
Morgantown WV 26506-6116

Date: Feb. 25, 2010
To: Faculty Senate Curriculum Committee
From: Hannah Lin, Department of Foreign Languages
Re: Capstone Experience Form

Capstone Experience Form

College: Eberly College of Arts and Sciences

Department/Program: Chinese Studies, Department of Foreign Languages

Course(s) in which the Capstone Experience is fulfilled: CHIN 496 Senior Thesis

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students will conduct research and gather materials/information, either in Chinese or English, on the topic of their choice* for the Chinese Studies Capstone project from different sources, including but not limited to: a) published and printed materials such as books, journal articles, magazines, pamphlets ; b) information found on the World Wide Web; c) audio, video and printed media such as newspaper, Radio, TV programs, and films; 4) interviews and discussions with subjects of their choice; 5) Recording (written, audio, video) of their observations and participation in activities or events that are related to their project. Students will conduct the research and gather the materials independently but need to inform beforehand the faculty member of the methods and sources of their research. They will organize, analyze and present their research results in the final Capstone paper and oral presentations.

*Topic choices will be provided by the faculty member.

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

As required by the Capstone course, students will write in-depth research papers detailing their study on their chosen topic. They will also present their project orally to an audience that will ask questions in Chinese. Such a paper is the culmination of the years of undergraduate study in Chinese Studies, and will reflect a good proficiency of the Chinese language and a thorough understanding of either cultural, linguistic, political, historical or economic issues of the Greater China region. Students will need to demonstrate the capability and skills they have acquired in Chinese in the three modes of communication (interpersonal, interpretive, and presentational) throughout the entire Capstone experience. They are required to integrate their language skills with their research findings in their papers and oral presentations.

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

The topic choices for the Chinese Capstone course are cultural studies or current political/economic/social issues related to China. Students can also take a comparative approach to examine these issues in both China and the USA. They will become better prepared for travel and work abroad, with a helpful background in the culture and country in which they may live and work. Through the study of this course and the Capstone experience, students will be better engaged with Chinese culture and will be more likely to engage its people in a respectful, knowledgeable manner based on their extensive training. The project also prepares students for the opportunities and challenges involving the Greater China region, and to participate in the global socio-political and economic arena, where international experience and knowledge is becoming a prerequisite for success.

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

Students will submit a 5-page written proposal in mid-semester and a final paper of at least 20 pages comprised of at least 10-pages in English and 10-pages in Chinese of their original research and study. The source of reference for the English section is to be in the Chinese language, and the source of reference for the Chinese section needs to be in English. The composition of the paper will be supervised by a Chinese Studies faculty member.

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

Students will perform an oral presentation of their work in English for 5 minutes and in Chinese for 15 minutes in a semi-formal setting before an audience that includes their peers, Chinese Studies faculty, and Chinese native speakers (WVU graduate students from China in related fields). There will also be a 5 minute Q&A session in Chinese following their presentation. Such presentations will give an opportunity for the students to orally report their project and research outcomes while demonstrating their organizational and presentational skills in English and Chinese in a more formal setting.

Note: Most language programs in the Department of Foreign Languages use 496 Senior Thesis as the Capstone course.

MEMORANDUM

Date: April 7, 2010

To: Barbara Dunn, Faculty Senate Office

From: Bonnie J. Burchinal, Office Administrator for Academic Affairs

RE: **Curriculum Change: BSCS Curriculum Change**

The College of Engineering and Mineral Resources requests the approval of the Senate for the following change:

BSCS Curriculum Change

Contact: Academic Affairs - Dr. Myers- Warren.Myers@mail.wvu.edu
or Bonnie Burchinal – Bonnie.Burchinal@mail.wvu.edu – 293-4334
and Brian Woerner – Brian.Woerner@mail.wvu.edu
and Greg Thompson – Gregory.Thompson@mail.wvu.edu

Background:

The College of Engineering and Mineral Resources has reviewed and approved a number of changes to the curriculum for the BSCS degree program. The approved changes address both the Eberly College of Arts and Sciences track (1434/1483) and the College of Engineering and Mineral Resources track (3044/3083).

The changes involve making some elective courses in the program required courses. These changes involve no change in the number of hours required by the curriculum.

The changes in curriculum which are submitted to the faculty senate for approval are as follows:

ECAS Track (1434/1483) – see attached current and new curriculum

1. The following courses have been added to the list of required courses in the new curriculum:

- CS 410 - Compiler Construction;
- CS 450 - Operating Systems Structures;
- CS 453 - Data and Computer Communications, and
- CS 455 - Computer Organization and Architecture

2. To provide room in the new curriculum to include these 4 required courses the following changes are made:

- a. The number of electives in one discipline has been dropped from three courses to two courses;
- b. The number of elective at the 200 level has been dropped from three courses to two courses;
- c. The old curriculum required one course from the Systems group - CS 450, CS 453, or CS 455; and

- d. The CS 4xx technical elective requirement was dropped from two courses to one course.

CEMR Track (3044/3083 – see attached current and new curriculum

1. The following courses have been added to the list of required courses in the new curriculum:

CS 410 - Compiler Construction;

CS 450 - Operating Systems Structures; and

CS 453 - Data and Computer Communications

CS 455 - CEMR track students take CpE 310 - Microprocessor Systems and CpE 311 Microprocessor Laboratory in place of CS 455

2. To provide room in the new curriculum to include these 3 required courses the following changes are made:

- a. The number of electives required in one discipline has been dropped from two courses to none;

- b. The CS 4xx technical elective requirement was dropped from four courses to three courses.

Dual Major Impact:

These changes do not impact any Computer Science dual major programs

Please let me know if you need additional information. Thank you for processing this request.

cc: Gene Cilento, Dean, College of Engineering and Mineral Resources
Gregory Thompson, Chair, CEMR Undergraduate Academic Affairs Committee

Attachments:

Current Curriculum for ECAS Track B.S.C.S.*First Year*

First Semester	Hrs	Second Semester	Hrs
CS 110 Intro. Computer Science*	4	CS 111 Intro. Data Structures*	4
MATH 155 Calculus I*	4	MATH 156 Calculus II*	4
UNIV 101 Orientation	1	ENGL 101 Composition & Rhetoric	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
Total	15	Total	17

Second Year

First Semester	Hrs	Second Semester	Hrs
CS 210 Adv. Data and File Structures*	4	CPE 271 Digital Logic Design*	3
CS 220 Discrete Mathematics*	3	CPE 272 Digital Logic Design Lab*	1
ENGL 102 Composition & Rhetoric II	3	CS 221 Analysis of Algorithms*	3
Laboratory Science, sequence 1	4	CS 230 Intro. Software Engineering*	4
Math 251 Multivariable Calculus*	4	GEC Elective	3
Total	18	Laboratory Science, sequence 2	4
		Total	18

Third Year

First Semester	Hrs	Second Semester	Hrs
CS 310 Prin. Program Language*	3	CS 4xx Tech Elective, systems group*	3
CS 350 Comp. Sys. Concepts*	3	CS 4xx Technical Elective*	3
STAT 215 Intro Prob & Statistics*	3	Laboratory Science, sequence 3	4
CS 4xx Technical Elective, theory group*	3	GEC Elective	3
GEC Elective	3	2xx level or above Elective	3
Total	15	Total	16

Fourth Year

First Semester	Hrs	Second Semester	Hrs
CS 480 Sr. Design Project (W)*	2	CS 481Sr. Design Project*	3
CS 4xx Technical Elective*	3	Discipline Elective 2	3
CS 4xx Technical Elective (or approved equivalent)*	3	Discipline Elective 3	3
Discipline Elective 1	3	2xx level or above Elective	3
2xx level or above Elective	3	Extra GEC Elective	3
Total	14	Total	15
Grand Total	128		

* Course must be completed with a grade of C or better

New Curriculum for ECAS Track B.S.C.S.

First Year

First Semester	Hrs	Second Semester	Hrs
CS 110 Intro. Computer Science*	4	CS 111 Intro. Data Structures*	4
MATH 155 Calculus I*	4	MATH 156 Calculus II*	4
UNIV 101 Orientation	1	ENGL 101 Composition & Rhetoric	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
Total	15	Total	17

Second Year

First Semester	Hrs	Second Semester	Hrs
CS 210 Adv. Data and File Structures*	4	CPE 271 Digital Logic Design*	3
CS 220 Discrete Mathematics*	3	CPE 272 Digital Logic Design Lab*	1
ENGL 102 Composition & Rhetoric II	3	CS 221 Analysis of Algorithms*	3
Laboratory Science, sequence 1	4	CS 230 Intro. Software Engineering*	4
Math 251 Multivariable Calculus*	4	GEC Elective	3
Total	18	Laboratory Science, sequence 2	4
		Total	18

Third Year

First Semester	Hrs	Second Semester	Hrs
CS 350 Comp. Sys. Concepts*	3	CS 310 Prin. Program Language*	3
CS 455 Computer Organization and Architecture	3	CS 450 Operating Systems Structures	3
CS 4xx Technical Elective, theory group*	3	CS 453 Data and Computer Communication	3
STAT 215 Intro Prob & Statistics*	3	Laboratory Science, sequence 3	4
GEC Elective	3	GEC Elective	3
Total	15	Total	16

Fourth Year

First Semester	Hrs	Second Semester	Hrs
CS 480 Sr. Design Project (W)*	2	CS 481Sr. Design Project*	3
CS 4xx Technical Elective*	3	CS 4xx Technical Elective, Theory Group	3
CS 410 Compiler Construction	3	Discipline Elective 2	3
Discipline Elective 1	3	2xx level or above Elective	3
2xx level or above Elective	3	Extra GEC Elective	3
Total	14	Total	15
Grand Total	128		

* Course must be completed with a grade of C or better

Current Curriculum for CEMR Track B.S.C.S.

First Year

First Semester	Hrs	Second Semester	Hrs
CS 110 Intro. Computer Science*	4	CS 111 Intro. Data Structures*	4
MATH 155 Calculus I*	4	MATH 156 Calculus II*	4
CHEM 115 Fundamentals Chem	4	PHYS 111	4
ENGL 101 Comp. and Rhetoric	3	GEC Elective	3
ENGR 101 Fresh. Engr. Design	2	GEC Elective	3
ENGR 199 Orientation to Engr.	1	Total	18
Total	18		

Second Year

First Semester	Hrs	Second Semester	Hrs
CPE 271 Digital Logic Design*	3	CPE 310 Microprocessor Systems*	3
CPE 272 Digital Logic Design Lab*	1	CPE 311 Microprocessor Sys. Lab.*	1
PHYS 112 Gen. Physics	4	ENGL 102 Comp. and Rhetoric	3
CS 210 Adv. Data and File Structures*	4	CS 221 Analysis of Algorithms*	3
CS 220 Discrete Mathematics*	3	CS 230 Intro. Software Engineering*	4
Total	15	Math 251 Multivariable Calculus*	4
		Total	18

Third Year

First Semester	Hrs	Second Semester	Hrs
CS 310 Prin. Program Language*	3	CS 4xx Technical Elective*	3
CS 350 Comp. Sys. Concepts*	3	CS 4xx Technical Elective*	3
STAT 215 Intro Prob & Statistics*	3	Discipline Elective 1	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
Total	15	Total	15

Fourth Year

First Semester	Hrs	Second Semester	Hrs
CS 480 Sr. Design Project*	2	CS 481Sr. Design Project*	3
CS 4xx Technical Elective*	3	CS 4xx Technical Elective*	3
Discipline Elective 2	3	2xx level or above Elective	3
GEC Elective	3	2xx level or above Elective	3
Extra GEC Elective	3	2xx level or above Elective	3
Total	14	Total	15
Grand Total	128		

* Course must be completed with a grade of C or better

New Curriculum for CEMR Track B.S.C.S.

First Year

First Semester	Hrs	Second Semester	Hrs
CS 110 Intro. Computer Science*	4	CS 111 Intro. Data Structures*	4
MATH 155 Calculus I*	4	MATH 156 Calculus II*	4
CHEM 115 Fundamentals Chem	4	PHYS 111	4
ENGL 101 Comp. and Rhetoric	3	GEC Elective	3
ENGR 101 Fresh. Engr. Design	2	GEC Elective	3
ENGR 199 Orientation to Engr.	1	Total	18
Total	18		

Second Year

First Semester	Hrs	Second Semester	Hrs
CPE 271 Digital Logic Design*	3	CPE 310 Microprocessor Systems*	3
CPE 272 Digital Logic Design Lab*	1	CPE 311 Microprocessor Sys. Lab.*	1
PHYS 112 Gen. Physics	4	ENGL 102 Comp. and Rhetoric	3
CS 210 Adv. Data and File Structures*	4	CS 221 Analysis of Algorithms*	3
CS 220 Discrete Mathematics*	3	CS 230 Intro. Software Engineering*	4
Total	15	Math 251 Multivariable Calculus*	4
		Total	18

Third Year

First Semester	Hrs	Second Semester	Hrs
CS 4xx Technical Elective*	3	CS 310 Prin. Program Language*	3
CS 350 Comp. Sys. Concepts*	3	CS 450 - Operating Systems Structures	3
STAT 215 Intro Prob & Statistics*	3	CS 453 - Data and Computer Communications	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
Total	15	Total	15

Fourth Year

First Semester	Hrs	Second Semester	Hrs
CS 480 Sr. Design Project*	2	CS 481Sr. Design Project*	3
CS 410 - Compiler Construction	3	CS 4xx Technical Elective*	3
2xx level or above Elective	3	CS 4xx Technical Elective*	3
GEC Elective	3	2xx level or above Elective	3
Extra GEC Elective	3	2xx level or above Elective	3
Total	14	Total	15
Grand Total	128		

* Course must be completed with a grade of C or better

The rationale for the CS curriculum change is as follows.

Based on the results of our October Accreditation visit from ABET, the visitors concluded that our CS curriculum did not include enough upper level material to satisfy ABET requirements in the area of computer architecture, and our internal program outcomes in several other areas. The senior level courses existed in the curriculum to meet these outcomes but they were not universally required of all graduates. Subsequent analysis by our Computer Science faculty agreed with these conclusions and the Computer Science faculty voted to implement these additional course requirements in order to satisfy ABET requirements and our program outcomes.

Memorandum

To: Faculty Senate Executive Committee

From: Todd Petty, Chair-Elect,
Senate Curriculum Committee

Date: 8 April 2010

RE: Monthly Alterations Report

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

ART	224	500409	<p>Action: Change to course description (remove term “advanced”) Old: ART 224. Graphic Design 2. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 122. The course emphasizes advanced typography, sequential projects and complex compositions, and includes preparation as well as review of upper level entrance portfolios. New: ART 224. Graphic Design 2. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 122. The course emphasizes typography, sequential projects and complex compositions, and includes preparation as well as review of upper level entrance portfolios.</p>	<p>Rationale: This course is a required course introducing graphic design principles. The word “advanced” before “typography” in the course description does not accurately describe the course content. This is an introductory course and not advanced in the typographic portion of the content. A new course called ART 328 Advanced Typography is being developed.</p>	201008
CHEM	540		<p>Action: Change course number from CHEM 450 to CHEM 540. Old: CHEM 450. Bonding and Molecular Structure. 3 Hr. PR: CHEM 348. Introduction to the quantum theory of chemical bonding. Atomic structure, theoretical spectroscopy, predictions of molecular structures and bond properties. (3 hr. lec). New: CHEM 540. Bonding and Molecular Structure. 3 Hr. PR: CHEM 348. Introduction to the quantum theory of chemical bonding. Atomic structure, theoretical spectroscopy, predictions of molecular structures and bond properties. (3 hr. lec).</p>	<p>Rationale: This course has been taught at an advanced level suitable for senior undergraduate chemistry majors (as an elective) and beginning graduate students for the past 10 years. The student makeup of the course is usually split evenly between senior undergraduate and graduate students. By listing the course at the 500 level our undergraduate students will be able to take the course and use it to fulfill specific degree requirements within the chemistry program. Listing the course at the 500 level will not adversely affect our undergraduate students because the course has always</p>	201008

				been just an elective for chemistry majors (and will continue to be offered as an elective).	
GEOG*	755	450701	<p>Action: Change pre-requisites from GEOG 455 or GEOL 455 to GEOG 655 or GEOL 655.</p> <p>Old: GEOG 755. Advanced Remote Sensing. 3 Hr. PR: GEOG 455 or GEOL 455 or Consent. Collection, processing, and classification of remotely sensed data, including optical, thermal, radar, and topographic information. (2 hr. lec., 1 hr. lab) (Also listed as GEOL 755).</p> <p>New: GEOG 755. Advanced Remote Sensing. 3 Hr. PR: GEOG 655 or GEOL 655 or Consent. Collection, processing, and classification of remotely sensed data, including optical, thermal, radar, and topographic information. (2 hr. lec., 1 hr. lab) (Also listed as GEOL 755).</p>	<p>Rationale: A new foundational course, Geog/Geol 655, for graduate students is being proposed in order to meet the needs of graduate students who found that the existing 400-level course (Geog/Geol 455) was not at a sufficiently high level. The proposed change to Geog 755 will change the prerequisite for Geog 755 to the new foundational course, Geog/Geol 655. There will be no changes to Geog 755 outside this change in pre-requisite.</p>	201108
GEOL*	755	450601	<p>Action: Change pre-requisites from GEOG 455 or GEOL 455 to GEOG 655 or GEOL 655.</p> <p>Old: GEOL 755. Advanced Remote Sensing. 3 Hr. PR: GEOG 455 or GEOL 455 or Consent. Collection, processing, and classification of remotely sensed data, including optical, thermal, radar, and topographic information. (2 hr. lec., 1 hr. lab) (Also listed as GEOG 755).</p> <p>New: GEOL 755. Advanced Remote Sensing. 3 Hr. PR: GEOG 655 or GEOL 655 or Consent. Collection, processing, and classification of remotely sensed data, including optical, thermal, radar, and topographic information. (2 hr. lec., 1 hr. lab) (Also listed as GEOG 755).</p>	<p>Rationale: A new foundational course, Geog/Geol 655, for graduate students is being proposed in order to meet the needs of graduate students who found that the existing 400-level course (Geog/Geol 455) was not at a sufficiently high level. The proposed change to Geol 755 will change the prerequisite for Geol 755 to the new foundational course, Geog/Geol 655. There will be no changes to Geol 755 outside this change in pre-requisite.</p>	201108
JRL	115	090401	<p>Action: Change in pre-requisite requirement</p> <p>Old: JRL 115. Journalism Orientation. 1 Hr. PR: School of Journalism direct admission status. Support first-year students to make successful transition from high school to college; introduce students to careers, majors in journalism, develop a better understanding of the learning process; and acquire basic academic and personal “survival skills.”</p> <p>New: JRL 115. Journalism Orientation. 1 Hr. Support first-year students to make successful transition from high school to college; introduce students to careers, majors in journalism, develop a better understanding of the learning process; and acquire basic academic and personal “survival skills.”</p>	<p>Rationale: As part of our enhanced retention efforts, we would like to expand this course offering to our pre-journalism majors. In this light, we can have earlier engagement with these students.</p>	201008
JRL	215	090401	<p>Action: Change pre-requisite statement and course description.</p> <p>Old: JRL 215. Media Writing. 3 Hr. PR: MDS 103 and ENGL 101 and ENGL 102 and JRL 101 with a grade of ‘C’ or better, passage of Journalism Qualifying Exam. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Students must purchase a Macintosh double-density or high-density disk for the class. (Lab fee will be assessed for the</p>	<p>Rationale: We want to remove the classroom prerequisites for this course, which were MDS 103, ENGL 101 and 102 and JRL 101. We do not feel these courses are necessary prerequisites for this course and</p>	201008

			course). New: JRL 215. Media Writing. 3 Hr. PR: Satisfactory score on Journalism Qualifying Exam. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	unnecessarily delay students' entrance into the School of Journalism. We feel this change would give our students more flexibility as they progress through our curriculum because they would have an additional semester or two to work with.	
MAE	471	141901	Action: Adding MAE 320, 331, 342, 343 as prerequisites Old: MAE 471. Principles of Engineering Design. 4 Hr. PR: Penultimate Semester. Topics include design problems in mechanical engineering deal with analytical and experimental methodologies in fluid, thermal, and structural areas, decision-making techniques, optimization, computer aided design and economic consideration. New: MAE 471. Principles of Engineering Design. 4 Hr. PR: MAE 320, MAE 331, MAE 342, MAE 343. Topics include design problems in mechanical engineering deal with analytical and experimental methodologies in fluid, thermal, and structural areas, decision-making techniques, optimization, computer aided design and economic consideration.	Rationale: This is the capstone course for mechanical engineering. While this course would ideally be in the penultimate semester it is more important that the students have the required skills rather than the correct timing. MAE 320, 331, 342, 343 provide the competencies in fluid, thermal and structural areas required to complete the design project. Normally the student would have met these prerequisites prior to taking MAE 471 however this will formally make it a requirement.	201008
MINE	201	142101	Action: Change prerequisite from MATH 155 to MATH 155 with a grade of C or better. Old: MINE 201. Mine Surveying. 3 Hr. Pr: MATH 155. Principles of surveying; field experience in underground and surface surveying with map work and calculations. New: MINE 201. Mine Surveying. 3 Hr. Pr: MATH 155 with a grade of C or better. Principles of surveying; field experience in underground and surface surveying with map work and calculations.	Rationale: To change prerequisite of MATH 155 to MATH 155 with a grade of C or better is necessary to have better prepared students to solve various problems in MINE 201. This change is also to make sure that the students taking MINE 201 are ready to move into mining engineering, or mining-civil engineering dual major.	201008
MINE	205	142101	Action: Change GEOL 101 from a prerequisite to concurrent. Old: MINE 205. Underground Mining Systems. 3 Hr. PR: GEOL 101. Underground mining methods and equipment for bedded deposits and ore bodies; description and selection of mining methods, equipment requirements and selection, equipment design, and operational analysis. New: MINE 205. Underground Mining Systems. 3 Hr. PR or CONC: GEOL 101. Underground mining methods and equipment for bedded deposits and ore bodies; description and selection of mining methods, equipment requirements and selection, equipment design, and operational analysis.	Rationale: Geol 101 will be changed from prereq to conc for MINE 205. This change will give more flexible time for the students who make late decisions in their freshman year to major in mining engineering. Since Mine 205 is a prereq for all mining engineering courses, and is offered once a year, this action will avoid an extra year in school for those students.	201008
PUBH	605	512201	Action: Change course title and description. Change grade mode from letter grading to Pass/Fail.	Rationale: The title of the course will have a one word change – The word	201008

			<p>Old: PUBH 605. Introduction to International Public Health. 4 Hr. This course identifies and explores major global issues in public health including infectious diseases, malnutrition, famine and water sanitation.</p> <p>New: PUBH 605. Introduction to Global Public Health. 4 Hr. This course identifies and explores major global issues in public health including epidemiology of infectious diseases, malnutrition, famine and water sanitation. Course may be graded Satisfactory / Unsatisfactory.</p>	<p>“International” will be changed to “Global” to reflect the more current terminology in this area. The basic curriculum for the course will remain the same. The only change requested is to change the final evaluation to a “Pass/Fail” grade rather than a letter grade. The requirements for the course will continue to include attendance at 60 hours of required lectures and a final paper to be done at the end of the course.</p>	
PHYS	101		<p>Action: Change in Prerequisites</p> <p>Old: PHYS 101. Introductory Physics. 4 Hr. PR: (MATH 126 and PR OR CONC: MATH 128) or MATH 129 or MATH 150 or MATH 155 or MATH 156. The fundamental philosophy and principles of physics are applied to studies of mechanics, sound, heat, and thermodynamics through demonstrations, problems, and experiments. Pre-requisites and/or co-requisites may differ on regional campuses.</p> <p>NEW: PHYS 101. Introductory Physics. 4 Hr. PR OR CONC: MATH 128 or MATH 129 or MATH 150 or MATH 153 or MATH 154 or MATH 155 or MATH 156 or a satisfactory score on the QRA exam. The fundamental philosophy and principles of physics are applied to studies of mechanics, sound, heat, and thermodynamics through demonstrations, problems, and experiments. Pre-requisites and/or co-requisites may differ on regional campuses.</p>	<p>Rationale: Change to pre-requisites to reflect new courses in math of MATH 153 and 154 as well as new ability to use math placement test (QRA) to determine if pre-requisite of trigonometry competency has been met.</p>	201008

Action: Course Drops

CHEM 450. Bonding and Molecular Structure.

THET 744. Advanced Acting Studio 3.

THET 745. Tour Development 2.

* Hold alterations of GEOG 755 and GEOL 755 until 201108 semester. This is needed to allow time for GEOG/GEOL 655 to be officially recognized.

Memorandum

Date: April 26, 2010

To: Senate Executive Committee

From: Beverly Kirby, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on March 15th and April 19th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course Additions:

MUSC 174, Great Composers: In Performance (Obj. 3 & 5)

FCLT 206, Intro to Japanese Culture (Obj. 3 & 9)

FCLT 306, Japanese Culture and Cinema (Obj. 5 & 9)

GEC Objectives (for information only)

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

Memorandum

Date: April 26, 2010

To: Senate Executive Committee

From: Beverly Kirby, Chair, General Education Curriculum Oversight Committee

Re: GEC Audits – **For Information Only**

The GEC Oversight Committee met on March 15th and April 19th and approved the following courses for GEC Audit:

GEC Successful Audits:

AEM 341, General Microbiology (Obj. 2C/Lab & 4)
ARE 220, Introductory Environmental and Resource Economics (Obj. 4)
BIOL 106, Environmental Biology Laboratory (Obj. 2B/Lab & 4)
BIOL 112, General Biology (Obj. 2B)
FLIT 239, Francophone Literature-Translation (Obj. 5 & 9)
HIST 179, World History to 1500 (Obj. 3 & 9)
HIST 180, World History Since 1500 (Obj. 3 & 9)
MUSC 175, Introduction to the History of Jazz (Obj. 5 & 7)
MUSC 271, History of Western Musical Traditions 2 (Obj. 4 & 5)
PSYC 241, Intro to Human Development (Obj. 4 & 6)
SOCA 235, Race Relations (Obj. 4 & 7)

Writing Requirement Successful Audits:

ACCT 322, Accounting Information Systems
AGRN 315, Turfgrass Management
AVS 402, Values and Ethics
CHE 451, Unit Operations Laboratory
MinE 484, Mine Design - Report
MUSC 271, History of Western Musical Traditions 2

GEC Objectives:

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

Resolution

Following acceptance of a Faculty Welfare Committee Report by the Faculty Senate Executive Committee on March 15, 2010, the Faculty Welfare Committee presents the following language for adoption as a resolution by the Faculty Senate. Given that WVU has a new president, provost and health sciences chancellor who are developing a 10 year plan for the university, the Faculty Welfare Committee crafted this language to reflect priorities central to faculty welfare at West Virginia University. The following informed this priority list: results from the [WVU Faculty Climate Survey of 2009](#) and input from members of the president's office, the provost's office, and human resources. The Faculty Welfare Committee of the Faculty Senate has identified the following priorities which we offer as a resolution to the Senate.

Resolution

- 1) Faculty salariesⁱ at West Virginia University are currently in the 5th, 0th, 11th and 0th percentile rank relative to our WVHEPC peer institutions for Assistant Professors, Associate Professors, Full Professors, and Instructors respectively. Competitive salaries are an essential tool in recruiting and retaining outstanding faculty. ***We encourage the administration and the state to raise faculty salaries to at least the 50th percentile of our peer institutions across all levels (assistant, associate, full professors, and instructors) in the next 10 years.***

- 2) At West Virginia University significant inequities exist in our benefits package for faculty. Remedy is needed to improve faculty recruitment and retention, as well as the professional climate at this university. ***We urge the administration to attend as expeditiously as possible to the following needs:***
 - a. ***explore all possible options for medical and health insurance plans to allow optimal benefits to be obtained at competitive premium costs;***

 - b. ***increase matching contributions to WVU employee retirement plans to nationally competitive levels;***

 - c. ***develop a clear policy for parental leave that is nationally competitive; and***

 - d. ***provide domestic partnership or sponsored adult benefits, as is increasingly common at universities across the nation.***

ⁱ Please see attached table of the faculty salaries for WVU and WVHEPC peer institutions.