

Minutes
West Virginia University Faculty Senate
Monday, June 9, 2014

1. Lisa DiBartolomeo, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Eschen, E.	Hileman, S.	Maynor, L.	Salm, A.
Ameri, S.	Ferrara, L.	Holmes, M.	Mays, M.	Scott, H.
Anderson, J.	Finkel, M.	Insch, G.	Montgomery-Downs, H.	Sherlock, L.
Atkins, C.	Fuller, E.	Jacknowitz, A.	Munasinghe, R.	Sperow, M.
Bastress, R.	Funk, A.	Johnston, A.	Nutter, R.	Stolzenberg, A.
Bilgesu, I.	Garrett, V.	Johnstone, R.	Perna, N.	Utzman, R.
Billings, H.	Gilleland, D.	Kite, S.	Proudfoot, C.	Vester, M.
Bonner, D.	Griffith, R.	Kleist, V.	Reymond, R.	Walter, S.
Boone, D.	Haines, K.	Knight, J.	Riedel, B.	Watson, J.
Bowen, E.	Harner, J.	Kopriva, N.	Ruscello, D.	Weihman, L.
Campbell, L.	Harris, T.	Kromar, R.	Ryan, K.	Woloshuk, J.
Curtis, R.	Hartley, D.	Lofaso, A.		

Members Excused:

Baldwin, C.	Graves, C.	Kershner, R.	Mucino, V.	Srivastava, A.
Brazaitis, M.	Hartnett, H.	Matak, K.	Oberhauser, A.	Valenti, M.
Brooks, R.	Hostuttler, L.	McTeer, M.	Orlikoff, J.	Vona-Davis, L.
Cohen, S.	Hutson, Z.	Meckstroth, R.	Peace, G.	Waterson, R.
Elmore, S.	Jaczynski, J.	Merrifield, J.	Petty, T.	Wenger, S.
Famouri, P.	Kale, U.	Miltenberger, M.	Sand-Jecklin, K.	Wilcox, G.
Giacobbi, P.				

Members Absent:

Anderson, K.	Cassels, A.	Kuhlman, J.	Prudhomme, J.	Tippets, W.
Barretto, G.	Connors, J.	Lively, M.	Reddy, R.	Tower, L.
Bergner, G.	Cottrell, L.	Lorimer, D.	Regier, M.	Tveter, K.
Britten, R.	Cronin, A.	Mandich, M.	Rishel, C.	Watson, D.
Brock, R.	Graber, S.	Paternoistro, M.	Sadler, J.	Whiteman, C.
Bryner, R.	Hitt, L.	Petronis, J.	Schreurs, B.	Yang, H.
Burnside, J.	Hornsby, G.	Polak, J.		

Faculty Senate Officers Present:

DiBartolomeo, L.	Nutter, R.	Stolzenberg, A.
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2. Chair DiBartolomeo moved for approval of the [minutes](#) from the Monday, May 12, 2014 meeting. Motion carried.
3. President E. Gordon Gee reported the following:
 - He met with education leaders from around the state. The meeting focused on K-12 education. Support for public education is critical as the number of graduates become more limited and the quality of our institution continues to rise.
 - He will finish his 55 county tour by August 15.

- Two former presidents, Gene Budig and Peter Magrath, attended the Board of Governors meeting. They provided important outside perspectives on the challenges and opportunities facing the University.
 - The BOG announced a tuition increase of 8% for in-state and 4% for out-of-state students. We must think much more carefully about how we deal with our financial issues in ways that do not cause us to look towards increases in tuition. In addition to political concerns, other schools are finding that they have reached the point where tuition raises decrease yields.
 - Our alumni and foundation boards met this weekend. They continue to be very generous and engaged with the University
 - We have met our \$750 million State of Minds campaign goal. We are asking the Foundation to extend the campaign and increase the goal.
 - He has asked Russ Dean and a small group of colleagues to focus on the quality of the undergraduate experience. We need to make sure we have a strategy to increase incoming class sizes to about 5500 students. Our goal should be to achieve a total enrollment of about 40,000 students within the next 4 to 5 years, assuming we can manage the infrastructure and can dramatically increase the number of applications for admission while maintaining high admissions standards.
 - He has asked Narvel Weese to review and reduce our bureaucratic encumbrances.
 - We are orienting our freshman students. We will have an entering class of about 5000. They will be qualitatively the best class in the history of the University.
 - He thanked Lisa DiBartolomeo for reaching out to him and for her candid assessment of the challenges and opportunities facing the institution. He acknowledged her work in reforming the GEC.
 - He recognized Bob Griffith for his capable service to the Board of Governors.
4. Senior Associate Provost Russ Dean thanked the faculty on behalf of the Provost's office for all of their hard work and support this past year.
5. Chair DiBartolomeo reported the following:
- She thanked Senators for their patience with the lengthy May agenda and apologized for our being hurried out of the room.
 - She recognized the remarkable achievements of General Ken Gray, who has served with honor and distinction for 17 years. He touched the lives of thousands of students.
 - She acknowledged Margie Phillips, Vice President for Human Resources, for spearheading the effort to disseminate information to the University community regarding Senate Bill 330. Her leadership brought faculty, classified staff, non-classified staff, students, and administration together to address challenges posed by the legislation.
 - She thanked Carolyn Atkins, Matt Valenti, and Bob Griffith for serving as faculty representatives to the presidential search committee. Virginia Kleist led the effort of the Faculty Senate to choose those representatives.
 - The forums between faculty leadership at WVU and their counterparts at Marshall University mark the beginning of a crucial dialogue to address the challenges facing higher education in West Virginia.
 - She thanked everyone who participated in the HLC visit, most notably Provost Wheatley, Associate Provost Elizabeth Dooley, and Elizabeth Hamilton.

- She recognized 100 years of Extension, and encouraged anyone who is interested in collaborating with 4-H or Extension to contact Chad Proudfoot.
 - She thanked Lesley Cottrell, Lisa Weihman, and Nick Perna for their work in implementing the Course Inventory Management system.
 - She thanked OIT and the Faculty Senate Office staff for implementing an electronic balloting system.
 - She acknowledged Toni Christian, Director of Employee Benefits, for her tireless efforts towards achieving reforms to PEIA on behalf of WVU.
6. Chair DiBartolomeo reported that Robert Griffith was re-elected to serve as the representative on the WVU governing board. His term will run from July 1, 2014 through June 30, 2016.
7. Chair DiBartolomeo reported that the following Senators were elected to serve on the 2014-15 Faculty Senate Executive Committee:
- Carolyn Atkins, CEHS
Robert Bastress, Law
Elaine Bowen, Extension
Lesley Cottrell, Medicine
Sandra Elmore, WVU-Tech
Virginia Kleist, B&E
Nicholas Perna, CCA
8. Nick Perna, Chair, Curriculum Committee, moved for approval of the following reports:
- [Annex I](#), New Courses and Course Changes. Motion carried.
[Annex II](#), Course Changes. Motion carried.
[Annex III](#), Changes to the Information Systems Curriculum for WVU-Tech. Motion carried.
[Annex IV](#), BS Degree Program and Major in Energy Land Management. Motion carried.
[Annex V](#), BFA in Musical Theatre. Motion carried.
[Annex VI](#), Alterations Report. Accepted.
9. Lisa Weihman, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:
- [Annex VII](#), GEC Actions. Motion carried.
[Annex VIII](#), GEC Audits. Accepted.
[Annex VIIIA](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.
10. Sam Ameri, Chair, Faculty Welfare Committee, submitted the following report for acceptance:
- [Annex IX](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.
11. Rebecca Kromar, Chair, Library Committee, submitted the following report for acceptance:
- [Annex X](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.
12. Mark Sperow, Chair, Research and Scholarship Committee, submitted the following report for acceptance:

[Annex XI](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

13. Art Jacknowitz, on behalf of the Committee of Retired Faculty, submitted the following report for acceptance:

[Annex XII](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

14. Randy Bryner, Chair, Service Committee, submitted the following report for acceptance:

[Annex XIII](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

15. Jim Harner, Chair, Student Evaluation of Instruction Committee, submitted the following report for acceptance:

[Annex XIV](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

16. Deborah Boone, Chair, Student Instruction Committee, submitted the following report for acceptance:

[Annex XV](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

17. Deborah Boone, Chair, Student Rights and Responsibilities, submitted the following report for acceptance:

[Annex XVI](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

18. Robert Griffith, Chair, Committee on Committees, Membership and Constituencies, submitted the following report for acceptance:

[Annex XVII](#), 2013-14 Committee Report and 2014-15 Goals. Accepted.

19. Roy Nutter, ACF Representative, reported that the legislature is currently busy with re-elections and that the annual request for information required by SB 330 has been delayed for further study. ACF will hold its annual meeting in mid-July.

20. Robert Griffith, BOG representative, reported that:

- The 8% tuition increase for resident undergraduates equals \$252 per semester, and the 4% increase for non-resident undergraduates equals \$396 per semester.
- The BOG approved the state-mandated across-the-board raise of \$507 per year.

21. Faculty Secretary Alan Stolzenberg presented Chair DiBartolomeo with a plaque recognizing her service. He commended her courageous leadership style and her ability to build coalitions, all while maintaining a sense of humor and civility.

22. New Business

Jim Harner, Chair, Student Evaluation of Instruction Committee, moved for approval of the following:

“The SEI Committee recommends the Senate approve the new SEI instrument and Interpretive Guide for trial use in the 2014-15 academic year. The new SEI will be refined and coded in the Fall 2014 term and will be piloted in the Spring 2015 term on a voluntary basis. Based on statistical analyses and user feedback, the results of the pilot will be submitted to the Senate as part of the TAC annual report. If the feedback is positive, the TAC may recommend that the new SEI be used as the standard SEI instrument beginning in the Fall 2015 term.”

An amendment was made and duly seconded to add a sentence at the end of the motion that states: “There will be an option of using both new and old SEIs within the same section.” The amendment carried. The amended motion was approved.

23. The meeting adjourned at 4:15 p.m. to reconvene on Monday, September 8, 2014.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee

From: Nick Perna, Chair, Faculty Senate Curriculum Committee

Date: May 19, 2014

Re: New Course Report

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
AGBI 401: Senior Seminar in Biochemistry	Agriculture Natural Res & Dsg	Students select a topic at the forefront of biochemistry and gather information on the subject. Students then read, critically evaluate, write about the subject and present the topic in a seminar.	1	Senior standing in biochemistry.	The American Society of Biochemistry and Molecular Biology (ASBMB) provides guidance on the skills that graduates of biochemistry and molecular biology programs should possess. The Intercollegiate Undergraduate Program in Biochemistry at WVU will seek program recognition by the ASBMB and this course is the platform by which the program will address the recommended skills. The specific skills that the ASBMB suggest that this course addresses are: awareness of the major issues at the forefront of the discipline, ability to interpret experimental data and identify consistent and inconsistent components, ability to use computers as information and research tools, and the ability to use oral, written and visual presentations to present their work to both a science literate and a science non-literate audience.
ENLM 150: Introduction to Energy Land Management	Agriculture Natural Res & Dsg	Comprehensive review of the field of energy land management and how it relates to the natural gas and petroleum extraction processes with an emphasis on shale gas development. Examples of property transfers, mineral ownership, and leasing and the distinction between surface and mineral rights.	3		This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research, and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course serves as the preamble to the curriculum for freshmen-level students enrolled in energy land management and will provide a foundation in the management of lands during energy development. Students will be introduced to the skill sets required by energy land professionals and will interact with industry representatives to reinforce the role of energy land managers and the skill sets that are required.
ENLM 200: Principles of Energy Land Management	Agriculture Natural Res & Dsg	The science of energy land management with an emphasis on petroleum, natural gas, coal, solar, wind, hydropower, and biomass energy production. Complexities of energy systems and how surface and mineral management techniques compare and/or contrast to those found in traditional energy systems.	3		This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course is intended for sophomore-level students and will provide a necessary background in basic energy land management strategies and techniques for both renewable and non-renewable energy development. Content from this course is fundamental for the curriculum, providing skill set development in the areas of both renewable and non-renewable energy land management.
ENLM 250: Managing Non-Technical Risks	Agriculture Natural Res & Dsg	Identification, management, and communication of social risks in energy management. Exploration of media relations, crisis communication, advocacy, community education, and government relations as they relate to the energy industry. Risk management and communication skills development through case studies, presentations, and experiential exercises.	3		This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course serves as a prerequisite for ENLM 300 and fulfills the basic need for energy land managers to be able to effectively communicate in the energy environment and manage risk in relation to energy land development.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
ENLM 300: Ethics and Negotiations for Energy Land Managers	Agriculture Natural Res & Dsg	Basic negotiation components including negotiating positions, techniques, and styles, and how they are used in energy land management. Emphasis placed on the legal and ethical aspects of negotiation and include a complete review of the AAPL code of Ethics and Standards of Practice.	3	Must have "C" or higher in ENLM 250	This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This is a junior level course and requires ENLM 250 as a prerequisite and is a prerequisite for ENLM 400. Training in both ethics and negotiation is required through American Association of Professional Landmen accreditation, with ethics being a key component in the Professional Certification through this organization.
ENLM 400: Energy Land Management Contracts I	Agriculture Natural Res & Dsg	Introduction to mineral and environmental law with specific emphasis on titles, deeds, and leasing instruments commonly used in an exploration effort. Examination of land ownership, estates, land measurement, and leasing including a broad overview of the role of the energy land manager during the exploration and development of energy resources.	3	Must earn C or better in ENLM 300	This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. The prerequisite for this course is ENLM 300 and a junior standing. This course also serves as a prerequisite for ENLM 420. This course is a key component of the curriculum in that it provides students with the required knowledge in the area of titles, deeds, and leasing instruments. The AAPL emphasizes these skill sets for executive training and they are required of professionals seeking certification through the American Association of Professional Landmen.
ENLM 420: Energy Land Management Contracts II	Agriculture Natural Res & Dsg	Continuation of oil and gas contracts with emphasis on lease examination, execution, payment, and development. Complexities of lease management and permitting including an overview of federal, state, and local regulations and how they pertain to oil and gas development.	3	Must earn C or better in ENLM 400	This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. The prerequisite for this course is ENLM 400 and junior standing. This course is also a prerequisite for ENLM 450. This course is a key component of the curriculum in that it provides students with the required knowledge in the area of title curative, lease management, and permitting. The American Association of Professional Landmen emphasizes these skill sets for executive training and they are required of professionals seeking certification through this organization.
ENLM 441: Applied GIS and Energy Land Management	Agriculture Natural Res & Dsg	Use of GIS foundations to solve problems related directly to Energy Land Management. Incorporation of GIS skills in a holistic manner to develop spatial solutions to a real-world challenge in the planning, acquisition, and development of a petroleum/natural gas resource play.	1	Must be concurrently enrolled in RESM 440	This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course fulfill the requirement of students being trained in GIS and spatial management by the AAPL as well as those hiring energy land management professionals. This course is developed as a companion course to be taken with RESM 440.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
ENLM 450: Energy Land Management Strategic Planning	Agriculture Natural Res & Dsg	Preparation for the challenges faced when developing energy properties from initial definition to production, including answering targeted questions, writing concise reports, and relaying findings and opinion. Strategic planning includes initial geologic concept, prospect economics, lease acquisition, drilling initial discovery well, reservoir analysis, drilling of development wells, gas marketing, and prospect divestment.	3	Must earn C or better in ENLM 420	This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course is designed as the capstone course for the Energy Land Management curriculum. The prerequisite for this course is ENLM 420 and a senior standing. This course is designed to have students utilize the skill sets acquired in all of the required ENLM courses for the development of a final senior project.
FMAN 320: Arboriculture & Urban Trees	Agriculture Natural Res & Dsg	This course will discuss the biology and management (selection, installation, maintenance and preservation) of landscape trees. Students will learn how to prune, install, evaluate risk and preserve individual trees in the landscape.	3		This course is an important component of the curriculum for the students obtaining a Minor in Arboriculture as such it will become a required course for the Minor and a restricted elective in the FRM program. This Arboriculture course will teach students the basics of tree care which will better prepare them for a career as an arborist.
FMAN 423: Urban Forest Management	Agriculture Natural Res & Dsg	We will discuss the management of trees in the developed landscape. The focus will include trees growing along city streets, residential landscapes, parks and corporate/academic campus.	3		This course will explore how to manage the tree resources in urban areas. Consequently, it is an important component of the curriculum for the students obtaining a Minor in Arboriculture, and as such it will become a required course for the Minor and a restricted elective in the FRM program.
RPTR 255: Adventure New Zealand: Wilderness Leadership in an International Context	Agriculture Natural Res & Dsg	This course will provide a theoretical and applied study of wilderness leadership in an international context. Participants will study relevant leadership theory, critical wilderness skills, and international programming concepts. The program will culminate in a student led final in which the instructors step back to observe the students put their new knowledge and skills to the test.	6	None	This course serves to educate qualified student instructors for leadership opportunities at WVU and beyond WVU. While neither are required for this course, RPTR 255 serves as the "next step" for existing courses RPTR 140 and RPTR 150, which are focused on interpersonal and intrapersonal skills and technical skill development. This course focuses on necessary leadership skills in wilderness. Furthermore, the course examines the international setting, both for the additional challenges it poses and for the unique cultural and infrastructural aspects of leading adventure programming in New Zealand.
VETS 403: Veterinary Anatomy Laboratory	Agriculture Natural Res & Dsg	Gross dissection techniques used for the study of functional anatomy in domestic animals.	1	Junior standing	Anatomy by its nature is a very applied and hands-on discipline. This course is designed to complement VETS 401, Anatomy lecture, and thus to facilitate the hands-on learning required for a deep understanding of anatomy. A major focus of the Animal Sciences curriculum is to prepare students to be competitive for entrance into schools of veterinary medicine. Anatomy with laboratory is often a recommended class for pre-veterinary students and thus strengthens applications to schools of veterinary medicine.
ARBC 303: Arabic Conversation I	Arts and Sciences	Advanced communication course in Arabic. The course targets all language skills (speaking, listening, reading, and writing) with a major focus on developing communication skills in Arabic to handle a variety of social situations.	3	A passing grade in ARBC 203, or instructor approval.	This course will be one of several upper-division courses in Arabic, FLIT, and FCLT that are needed to be able to offer a projected Arabic Studies Minor and eventually an Arabic Studies Major. Currently, there are no regular upper-division Arabic courses in the catalog except for special topics courses. As Arabic is an official critical language in the United States, the importance of advanced fluency in Arabic is rising. The growing interest in Arabic Studies among WVU students is suggested by the high enrollment in Arabic courses and the strong demand for creating the minor in Arabic Studies. The commitment of the Department of World Languages, Literatures, and Linguistics to the development of Arabic and Arabic studies was reflected in its decision to hire a full-time, tenure-track professor in the area in 2012 to create an Arabic Studies program. This course targets all language skills, with a focus on developing conversational skills in Arabic. .

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
BIOL 339: Animal communication	Arts and Sciences	Communication mediates most interactions between individuals and the brain dedicates much of its resources to generating and processing these signals. This course examines why and how animals communicate, the physiological mechanisms involved in generating/sensing communication signals, how evolution shapes communication, and how communication signals can influence decision making.	3	BIOL 221 or permission of instructor.	Neuroscience as a field of study combines molecular, cellular, network and behavioral levels of analysis to study healthy nervous system function and the processes that underlie neurological dysfunction. It is one of the fastest growing areas in basic scientific research and of significant national interest. The biology program is proposing a coordinated series of courses (area of emphasis) that address the structure, development and function of the nervous system; neural mechanisms of sensation, perception and behavior; principles of network function; and computational aspects of neural coding. This course, BIOL 339: Animal Communication, covers an important focus of neuroscience research that uniquely links behavior, neurophysiology and evolution. A comprehensive coverage of the topic is an important asset of strong, integrated neuroscience training.
BIOL 349: Neuroscience II	Arts and Sciences	An introductory systems level course on organization of the nervous system, from an evolutionary to a clinical perspective. Topics include development and functional organization of sensory, motor, autonomic and cognitive systems. The evolutionary history and human health concerns associated with these systems will be addressed, through lecture, discussion, and readings in the primary literature.	3	BIOL 348	This is a new course to be offered as part of the Neuroscience emphasis under development in the Department of Biology. This will be the second of a two course introductory series, with the updated BIOL 348 taught by Dr. Dacks being the first. The existing BIOL 348 has been expanded into two semesters to provide greater emphasis on cellular and systems processes, respectively.
BIOL 477: CNS Evolution and Development	Arts and Sciences	Origin and evolution of the central nervous system, focusing on developmental and genetic mechanisms underlying structural modifications that serve as the basis for the evolution of animal behavior.	3	PR: BIOL 348	Neuroscience is a multidisciplinary STEM field of study. It uses genetic, genomic, molecular, cellular, network and behavioral levels of analysis to study healthy nervous system function and the processes that underlie neurological dysfunction. It is among the largest and fastest growing areas in basic scientific research and of significant national interest. The Biology Department is proposing an area of emphasis that addresses the evolution and development of the structure and function of the nervous system; neural mechanisms of sensation, perception and behavior; principles of network function; and computational aspects of neural coding. BIOL 477 covers the origin and evolution of the central nervous system, focusing on developmental and genetic mechanisms underlying structural modifications that serve as the basis for the evolution of behavior.
BIOL 478: Sensory Neural Systems and Behavior	Arts and Sciences	This course explores how brains acquire information about the external world and process this information to produce sensory perceptions. Students gain a deep understanding of sensory transduction and neural processing at the cellular, network and systems levels. Additionally the class is aimed at enhancing science communication.	3	Biol 348	Neuroscience as a multidisciplinary STEM field of study. It uses genetic, genomic, molecular, cellular, network and behavioral levels of analysis to study healthy nervous system function and the processes that underlie neurological dysfunction. It is among the largest and fastest growing areas in basic scientific research and of significant national interest. The Biology Department is proposing an area of emphasis that address the evolution and development of the structure and function of the nervous system; neural mechanisms of sensation, perception and behavior; principles of network function; and computational aspects of neural coding. BIOL 478: Sensory Neural Systems and Behavior, covers an important focus of neuroscience research at the advanced level. This course uniquely links sensory systems to perception and behavioral choices. The course approaches this content area from the perspective of transduction mechanisms, neural circuits and circuit function from an evolutionary perspective. A comprehensive coverage of how the nervous system acquires information about the external world is an essential component of any well rounded neuroscience training program. Finally, the approach of the course design centers on providing neuroscience curriculum within the context of developing writing and presentation skills that are essential in the biomedical and neuroscience research fields.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
BIOL 479: Current Topics in Systems Neuroscience	Arts and Sciences	Fundamental principles of nervous system organization with an emphasis on interactions between neurons and the consequences for behavior. There will be a focus on recent advances in our understanding of each organizational principle.	3	BIOL 348	This course will serve Biology students as an Organismal Biology elective and may count towards completion of the Neuroscience Area of Emphasis. This will be a non-laboratory course that examines fundamental principles by which the nervous system is organized and recent discoveries that have made significant contributions to advance the understanding of these principles. The course will discuss sensory maps, inhibition, electrical coupling, neuromodulation, etc. Systems neuroscience is a critical part of neuroscience, and is relevant to understanding nervous system function as it pertains to both health brain function and the underlying causes of most neurological disorders. BIOL 348 is listed as pre-requisites because this course will build on the knowledge students gained in this class.
BIOL 577: CNS Evolution and Development	Arts and Sciences	Origin and evolution of the animal nervous system, focusing on developmental and genetic mechanisms underlying structural modifications that serve as the basis for the evolution of behavioral repertoires.	3	BIOL 219 and BIOL 348 or equivalent	The proposed course will provide an additional neuroscience course offering for graduate students. This course will be held concurrently with BIOL 477, an undergraduate level course of the same title, to facilitate discussion of the material by students at all level of study.
BIOL 579: Advances in Systems Neuroscience	Arts and Sciences	Fundamental principles of nervous system organization with an emphasis on interactions between neurons and the consequences for behavior. There will be a focus on recent advances in our understanding of each organizational principle.	3	BIOL 348 or consent	This course will serve graduate students earning their Masters or Doctorate performing research pertaining to neuroscience. This will be a non-laboratory course that examines fundamental principles by which the nervous system is organized and recent discoveries that have made significant contributions to advance the understanding of these principles. The course will discuss sensory maps, inhibition, electrical coupling, neuromodulation, etc. Systems neuroscience is a critical part of neuroscience, and is relevant to understanding nervous system function as it pertains to both health brain function and the underlying causes of most neurological disorders. BIOL 348 is listed as pre-requisites because this course will build on the knowledge students gained in this class.
BIOL 620: Genomics	Arts and Sciences	Advanced elective examining biology and evolution on a genome-wide scale. Topics include fields of study and methods of DNA sequence acquisition and annotation, including exploration of the human genome and its contribution to disease discovery.	3	BIOL 219 or permission of instructor	Genomics is an interdisciplinary subject that impacts multiple areas within the life, medical and pharmaceutical sciences. The birth of the "genomics era" coincided with the completion of the human genome sequence, and subsequently, close to one thousand organisms across diverse domains of life have been fully sequenced, with several times that number currently in progress. Given this considerable trend towards genomic approaches to understanding organismal diversity, evolution, and the origin of disease, it is of immediate importance that our students be provided the opportunity to explore this fascinating and interdisciplinary subject. The proposed course fills this niche by providing a graduate course within the Department of Biology.
FIS 305: Biological Evidence for Forensic Examiners	Arts and Sciences	This is an elective course for Examiner Track students in the Forensic & Investigative Science major. The course focuses on the collection and testing of body fluids as well as death scene investigation procedures.	3	FIS 302	The Forensic Examiner track of the Forensic and Investigative Science program is designed to develop students' ability in evidence recognition, evaluation, and processing, most prominently as these duties relate to scene investigation. This new elective course develops skills in crime scene and laboratory procedures for collection and preservation of biological evidence, in particular body fluids and DNA. It is especially applicable to students interested in career paths related to death scene investigation. FIS 302: Crime Scene Investigation I is prerequisite to FIS 305.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
GEOG 317: Climatological Analysis	Arts and Sciences	Statistical analysis and interpretation of climatological data and application to physical and human problems across the globe using user-friendly tools (cross-listed as GEOG 517)	3	Geog 207 or consent	Climatology is the study of climate, which is one of the major subfields in geography. Statistical analysis using the atmospheric variables in relatively longer time-scale (climatological data) finds wide and important application in understanding various climatic phenomena. The purpose of this course is to help students understand the regional and global climate systems by using analytical methods and tools. The course is suitable as a methods course for geography majors and minors, and environmental geoscience majors. It will also be valuable for graduate students in environmental, GIS, and human geography as well as in other units at WVU such as the Davis College of Agriculture, Natural Resources & Design, Civil & Environmental Engineering, and Statistics. The course was taught for the first time at spring 2013, cross-listed in Geog493C/693A. The enrollment of 3 undergraduates and 8 graduates across the disciplines at WVU shows program needs in various majors for the course: Numbers of students by major or subdiscipline for spring 2013- UG Geography major (2); UG Environmental Geoscience major (1); Geography- Environmental (2); Geography- Human (1); Geography- GIS (1); Wildlife and Fisheries Resources (1); Agriculture Natural Res & Dsg (3). In spring 2014, 9 students from the different majors across the campus are taking this course. I am requesting a new course approval of Climatological Analysis based on the program needs of geography and other related departments at WVU.
GEOG 517: Climatological Analysis	Arts and Sciences	Statistical analysis and interpretation of climatological data and application to physical and human problems across the globe using user-friendly and programmable tools (cross-listed in GEOG 317)	3	Geog 207 or equivalent or consent	Climatology is the study of climate, which is one of the major subfields in geography. Statistical analysis using the atmospheric variables in relatively longer time-scale (climatological data) finds wide and important application in understanding various climatic phenomena. The purpose of this course is to help students understand the regional and global climate systems by using analytical methods and tools. The course is suitable as a method course for geography major and minor, and environmental geoscience major. It will also be valuable for graduate students in environmental, GIS, and human geography as well as in other units at WVU such as the Davis College of Agriculture, Natural Resources & Design, Civil & Environmental Engineering, and Statistics. The course was taught for the first time at spring 2013 as cross-listed in Geog493C/693A. The enrollment of 3 undergraduates and 8 graduates across the disciplines at WVU shows program needs in various majors for the course: Numbers of students by major or subdiscipline for spring 2013- UG Geography major (2); UG Environmental Geoscience major (1); Geography- Environmental (2); Geography- Human (1); Geography- GIS (1); Wildlife and Fisheries Resources (1); Agriculture Natural Res & Dsg (3). In spring 2014, 9 students from the different majors across the campus are taking this course. I am requesting a new course approval of 'Climatological Analysis' based on the program needs of geography and other related departments at WVU.
FIN 530: Energy Financial Economics	Business and Economics	Introduction to the ways in which legal/regulatory systems affect the energy industry and to important economic and political concerns that underlie the regulation of the production and trading of energy and the connections to the derivative markets for the energy sector.	3		The course if one of four new courses in the Energy Finance are of emphasis approved by the Graduate Council.
FIN 531: Energy Law, Regulation, & Ethics	Business and Economics	Provides an understanding of energy markets and the ancillary markets, the legal and regulatory environments, and the ethical questions surrounding this business sector. Additionally, the course will help prepare participants to address the ethical standards of the finance profession.	3		The course is one of four new courses in the energy finance area of emphasis approved by the Graduate Council.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
FIN 532: Energy Financial Accounting	Business and Economics	Provides the tools to interpret and analyze external financial information from the viewpoint of investors and creditors. The energy sector has a unique perspective from other industries. the role of mark to market accounting techniques will be emphasized.	3		The course is one of four new courses in the energy finance area of emphasis approved by the Graduate Council.
FIN 533: Energy Financial Risk Management	Business and Economics	Investigates the evolving and expanding practice of financial risk management in the energy sector. Risk management is a complex process of identifying, quantifying, and managing risk exposures. The course analyzes and discusses the various sources of risk.	3		The course is one of four new courses in the energy finance area of emphasis approved by the Graduate Council.
DANC 255: Dance Styles for Musical Theatre	Creative Arts	DANC 255 An introduction to musical theatre repertoire along with gaining a more efficient and proficient way of learning and executing Broadway musical choreography, new and old. This course gives the student the tools needed at an intermediate to advanced level of dance, to complement their singing and acting abilities; learning choreography from notable musicals.	1	DANC 140 and DANC 130	DANC 255 gives the student an introduction to musical theatre repertoire along with gaining a more efficient and proficient way of learning and executing Broadway musical choreography, new and old. This course gives the student the tools needed at an intermediate level of dance, to complement their singing and acting abilities; learning choreography from famous musicals, reconstructing those pieces, creating musical theatre choreography and learning to pick up combinations quickly in an audition situation. This is an elective course that is part of the proposed curriculum for the BFA in Musical Theatre in the School of Theatre & Dance.
BMEG 201: Introduction to Biomedical Engineering	Engineering Mineral Resources	An introduction to biomedical engineering principles using foundational resources from molecular and cellular biology and physiology, and relating them to various sub-specialties of biomedical engineering. Concrete examples of applying engineering knowledge to solve problems related to human medicine as well as concrete examples of recent technological breakthroughs.	3	MATH 156 and CHEM 116 and BIOL 115	This course is the first core course for students in the Biomedical Engineering program. This will serve as the foundation for future courses within the curriculum. This course was previously taught as CHE 381, but the content has been modified to account for being taught in the sophomore year. This course will also replace the need for CHE 381 in the biomedical engineering certificate program.
BMEG 310: Biomedical Imaging	Engineering Mineral Resources	Biomedical imaging is a rapidly growing discipline within the healthcare sector. This course is an introduction to the current biomedical imaging technology, methods and applications. The course will cover human and radiation biology, image processing and vision, computer vision and pattern recognition, and imaging applications for ionizing and non-ionizing radiation.	3	EE 221 and EE 222	This course is a core course in the new Biomedical Engineering program. This course will introduce students to the imaging and processing side of biomedical engineering, which is required for the students to be well-rounded in all aspects of biomedical engineering. This course will also serve as a stepping stone for students to tailor their academic course work if interested in imaging or device development careers.
CE 439: Traffic Engineering and Operations	Engineering Mineral Resources	Driver and vehicular characteristics, horizontal and vertical curve design, traffic flow theory, analysis of traffic engineering data, traffic engineering studies, traffic signal analysis and design.	3	CE 332	The BS in Civil Engineering requires two design elective courses. CE 439 can be used to fulfill one of these requirements and provides students an opportunity to specialize in Traffic Engineering.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
CHE 580: Advanced Cellular Machinery	Engineering Mineral Resources	Coverage and application of principles of cellular biology to enable the integration of cell components into biotechnological applications	3	Consent	This is an elective course for the graduate program in Chemical Engineering in the Statler College of Engineering and Mineral Resources at West Virginia University. The course is unique in the department and is aimed to provide students with the biochemistry, genetics, and molecular biology foundation to understand why biological mammalian cells are being considered "chemical plants" Building on the latest scientific advances/discoveries examples, the instructor aims to provide concrete examples as how manipulation of individual cells in synthetic environment ensures the ability to solve medical problems from personalized medicine for cancer regulation, to genetic engineering and from cancer regulation, and from tissue regeneration to targeted drug discovery/delivery. Emphasis will also be given to using cells as individual biosensors for a variety of applications from toxins detection, to diagnosis and cell-based therapy.
CS 475: Game Development	Engineering Mineral Resources	Design and implementation of games using innovative technology in human-computer interfaces. Principles of game design, physiology and psychology of each of the five senses, and technologies for delivering sensory stimuli.	3	CS 220 and CS 310	CS 475 will serve as a senior elective for Computer Science and qualified Computer Engineering majors. It will also be included as an elective for the newly approved Certificate in Interactive Technologies and Serious Gaming.
EE 434: Alternative Energy Resources	Engineering Mineral Resources	Students learn about working principles of alternative distributed energy technologies and basics of modeling, control, interconnection methods and applications of each alternative power generation resource, including future directions.	3	EE 335 and EE 336	This course will be a perfect fit for the electrical engineering curriculum which has traditionally had an emphasis in power systems. First, there is a new Area of Emphasis in Electrical Energy Systems which requires electives to be taken in the electrical power area. Second, it has more up-to-date material related to power generation, industry and future directions for alternative energy resources that help U.S. to be a more energy independent country. Third, there is an increased level of interest in the society towards having more alternative and renewable energy resources and students have to be prepared. Lastly, this course has been offered 3 times as a special topic before and student enrolment was high.
IENG 433: Energy Efficiency and Sustainability	Engineering Mineral Resources	Principles of energy efficiency for large industrial and large commercial building systems. Determination of energy usage, use of energy analysis and diagnostic equipment, and the development of energy efficiency measures including the economics related to implementation. Review of energy generation, renewable energy, smart grid, energy management, ASHRAE standards, and LEED. Sustainability aspects of energy efficiency.	3		The course will be a technical elective for the BS IE degree program and will also be part of the curriculum for the MS in Energy Systems Engineering program
IH&S 460: Ergonomics	Engineering Mineral Resources	Study of physical and cognitive ergonomics of industrial and manufacturing processes. Focus will be on providing a technical foundation required to analyze, design, and develop human-technological system with a primary emphasis on the humans	3	Consent	This course is a requirement of the Masters of Science in Industrial Hygiene program. Within that program, it serves as a first ergonomics course and is expected to provide the necessary background facilitating smooth transition of these students to graduate level ergonomics courses. Moreover, it is expected that students from the School of Medicine and the School of Public health will be interested in taking this course.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
MAE 271: MAE Design 1	Engineering Mineral Resources	Hands-on applications of concepts learned in other courses to meet specified performance or competition criteria of capstone design courses. Introductory concepts of an integrated sophomore-junior-senior design team.	1	Instructor Consent	The mechanical and aerospace engineering curricula are undergoing a major review and modification. These changes are based on the National Science Foundation Mechanical Engineering Curriculum recommendations (NSF Grant # CMMI-0647197), titled "The '5XME' Workshop: Transforming Mechanical Engineering Education and Research in the USA," that identified that mechanical engineers practicing in the US will need to have five times (the 5X) the skills compared to other mechanical engineers since many foreign-trained mechanical engineers will be one-fifth the cost of an equivalent US-based mechanical engineer. Major findings in this study are that design should be integrated throughout the curriculum and specialty emphasis areas offered to provide more depth in specific mechanical engineering areas. Additionally, the MAE Visiting Committee has recommended that more design be integrated into the curriculum. To incorporate more design into the MAE curriculum, MAE 271 and MAE 371 are proposed to provide students at the sophomore level (MAE 271) and junior level (MAE 371) with opportunities to work with senior design capstone design course (MAE 471 or 472) students. The intent of these two proposed courses is to integrate sophomore and junior students in the design experience while contributing to the senior capstone design courses. The combined MAE 271 (1 hour) and 371 (2 hours) three credit hours can be combined as one of the technical electives in the mechanical engineering program. Sections of MAE 271 and MAE 371 will be co-listed with sections of MAE 471 and MAE 472 so that students can work with specific capstone design courses.
MAE 371: MAE Design 2	Engineering Mineral Resources	Continued applications of concepts learned in other courses to meet specified performance or competition criteria of capstone design courses. Intermediate concepts of an integrated sophomore-junior-senior design team.	2	MAE 271 with a Grade of C or Better or Consent	The mechanical and aerospace engineering curricula are undergoing a major review and modification. These changes are based on the National Science Foundation Mechanical Engineering Curriculum recommendations (NSF Grant # CMMI-0647197), titled "The '5XME' Workshop: Transforming Mechanical Engineering Education and Research in the USA," that identified that mechanical engineers practicing in the US will need to have five times (the 5X) the skills compared to other mechanical engineers since many foreign-trained mechanical engineers will be one-fifth the cost of an equivalent US-based mechanical engineer. Major findings in this study are that design should be integrated throughout the curriculum and specialty emphasis areas offered to provide more depth in specific mechanical engineering areas. Additionally, the MAE Visiting Committee has recommended that more design be integrated into the curriculum. To incorporate more design into the MAE curriculum, MAE 271 and MAE 371 are proposed to provide students at the sophomore level (MAE 271) and junior level (MAE 371) with opportunities to work with senior design capstone design course (MAE 471 or 472) students. The intent of these two proposed courses is to integrate sophomore and junior students in the design experience while contributing to the senior capstone design courses. The combined MAE 271 (1 hour) and 371 (2 hours) three credit hours can be combined as one of the technical electives in the mechanical engineering program. Sections of MAE 271 and MAE 371 will be co-listed with sections of MAE 471 and MAE 472 so that students can work with specific capstone design courses. The MAE 371 course has a "or Consent" pre-requisite to allow students who did not take MAE 271 to still be able to enroll. The Consent pre-requisite is targeted towards dual-degree aerospace and mechanical engineering students needing a two hour technical elective to fulfill graduation requirements.

Title	College	Course Description	Credits	Prerequisites	Course Curriculum Based Rationale
LAW 634: Energy Reg, Markets & Environ	Law	This course focuses on the legal basis for the economic regulation of energy, the environmental impact of energy production, and the development of policies promoting renewable energy and energy efficiency.	3	College Restriction = 77	The College of Law Academic Planning Committee has determined this course to be valuable as part of the law school curriculum because it provides students with the essential skills to understand the legal basis for economic regulation of energy, and the economic principles involved in energy regulation. Students interested in practicing law in the energy field need to be familiar with these legal and economic principles, and this course provides the necessary framework for students to navigate these issues once they enter the practice of law. Upon completion of the course, students will have a basic understanding of the legal basis for regulating energy, and the economic basis for setting energy prices, as well as an understanding of U.S. energy policies that encourage development of renewable sources of energy and increased investment in energy efficiency measures in response to climate change issues. The course exposes students to the utility ratemaking process, energy resource planning, rate design, green markets, energy efficiency, demand-side management, renewable energy portfolio standards, climate change, and carbon management.
HPML 675: Healthcare and Insurance Policy: Medicaid, Medicare, and the Affordable Care Act	Public Health	Students will attain a thorough understanding of Medicaid, Medicare, and other healthcare delivery systems in the United States, with special attention paid to issues of Federalism, financing, and the political nature of health insurance delivery systems. The massive Patient Protection and Affordable Care Act legislation and its effect on the healthcare system in the United States will also be examined.	3		This course is an elective in the MPH-HPML curriculum. Through this course, students gain in-depth, policy-specific content-knowledge about the most important healthcare policies in the U.S., including but not limited to Medicaid, Medicare, and the Affordable Care Act. This will be an essential course for students seeking future professional opportunities in healthcare policy making and / or analysis.
HPML 680: Performance and Economic Evaluation for Public Health	Public Health	This course presents methods to demonstrate the business merit and worth of public health programs or policies. These commonly used techniques include measuring business performance, developing business case arguments, and performing economic evaluations.	3	None	This is an elective course in the Department of Health Policy, Management and Leadership for those interested in management. This course provides students with fundamental and foundational knowledge about the economic, financial, and managerial approaches, perspectives, and methodologies used to determine the value of policies and programs implemented within public health organizations.

To: Faculty Senate Executive Committee
 From: Nick Perna, Chair, Senate Curriculum Committee
 Date: 5/19/2014
 Re: Course Changes

PHAR 714: Intro Community Rotation		
Field	Old Value	New Value
Course Grading Method	Normal Grading Mode	Pass/Fail Grading Mode
Course Credits	2	4
Course Catalog Prerequisites	PHAR 710.	Corequisite coursework: PHAR 710.
Course Curriculum Based Rationale		We propose increasing the credit hours from two to four hours to accommodate an increased length of rotation. For a 2-week, full time rotation (40 hours per week, 80 hours total), students earned two credit hours. Under the current proposal, the course would be increased to a 4 credit hour course, and would be a 4-week, full time rotation (40 hours per week, 160 hours total).
Course Expected Learning Outcomes		1. Accurately interpret, prepare/compound, handle and dispense prescriptions for patients. 2. Provide counseling to patients and/or caregivers relative to the proper use, effects, storage, and handling of medications. 3. Educate patients and enable them to take an active role in their health and self-care. 4. Retrieve accurate drug information from primary, secondary and tertiary references. 5. Communicate effectively with patients and other members of the health care team. 6. Discuss pharmacy operations, including fiscal and human operations. 7. Comply with federal, state, and local statutes and regulations and current practice standards.

West Virginia University Institute of Technology

**BS in Information Systems
LCN College of Engineering and Sciences**

Change of Curriculum

The department of Computer Science and Information Systems is proposing changes to the curriculum for the B.S. in Information Systems (BSIS) major within the WVU Institute of Technology LCN College of Engineering and Sciences.

During last 3 years the BSIS program was assessed and reviewed at several different levels. We have acquired feedback from potential employers, current students, and prospective students regarding program objectives. The inputs received from the surveys were analyzed by the department faculty. The program was reviewed continuously in the department meetings and in advisory board meetings.

Proposed Changes to the Existing Curriculum

The following changes proposed by Computer Science and Information Systems department were approved by the department's advisory board meeting in the Fall of 2013 and by WVU Tech LCN College of Engineering and Sciences on the 21st of February, 2014. Applications for course alterations and creations associated with the proposed changes are submitted with this proposal. No other program in the University requires the courses that are proposed to be altered.

For clarity, we separate the proposed changes into three categories.

A. The four replacements in this category are changes in the course prefixes, course numbers, and/or course names. They are purely cosmetic and do not constitute a change of substance in the program.

	Existing Requirement	Proposed New Course Number and Name
A1	CS 270 - Linux	ISYS 270 - Linux
A2	CS 115 – Discrete Structures	ISYS 115 – Discrete Structures
A3	MANG 370 – Visual Basic Business Applications	ISYS 102 – Intro to Information Systems 2
A4	CS 266 – e-Commerce	ISYS 366 – e-Commerce

A1 and A2. In these cases, we are simply proposing to use the new prefix 'ISYS' that has been created for the program.

A3. MANG 370 was an upper level course for WVU Tech's now discontinued Management of Information Systems program. Since the inception of Information Systems program, we have been using MANG 370 as the second course of the program and we would like to properly name it.

A4. Even though the course prerequisite for CS 266 is listed as CS 122, we always have had CS 266 in the sixth semester of plan of study and the students were allowed to take the course only after passing CS 225 and CS 264. (We are proposing to alter CS 225 and replace the requirement for CS 264 by CS 324, and therefore, the proposed prerequisites for ISYS 366 are ISYS 325 and CS

324. Please see items B1 and B3.) The mastery of course material in the prerequisites is absolutely necessary to follow this course. In this hands-on course, students learn the essentials of developing complex e-commerce Web sites. The class project for this course is to create a commercial website that is similar to Amazon.com. Considering the prerequisites of the course and the course content, we believe that the promotion of the course level is appropriate. Website development belongs in the field of Information Systems and not in Computer Science. Therefore the change of the course prefix from CS to ISYS is clearly appropriate.

B. The current program does not contain enough upper level courses and to help removing this deficiency we propose to use upper level courses for Database Management, Networking, and C# (C Sharp).

B1. Request to replace the requirement for CS 264 – Database Management (3 hours) with CS 324 – Database Management (3 hours)

In both courses, CS 264 and CS 324, students are taught fundamentals of database models with primary emphasis on relational databases. An examination of database query languages is also included in both courses. These topics are covered at a higher level in CS 324 and in addition CS 324 students are also expected to write programs in SQL. Therefore this replacement will strengthen the program. In current curriculum, the other computing program offered by the department, the BS degree program in Computer Science also requires CS 264. We are also requesting that the same replacement for the BS degree in Computer Science. (Please refer to the proposal to change the curriculum of BS degree in Computer Science.) Therefore this change will not require additional scheduling of courses.

B2. Request to replace the requirement for CS 263 – Introduction to Networking (3 hours) with CS 321 – Introduction to Networking (3 hours)

Both courses are first courses in networking. We are proposing to alter CS 263 to CS 321. (A course with the title CS 321 – Introduction to Networking, in addition to CS 263, is an existing WVU Tech course according to the records at WVU Tech. We believe that when the courses were transferred to WVU system it was left out.) In this alteration the course content of CS 263 is changed to include writing client server applications. Currently, in CS 263, the students are exposed to these applications, but they are not expected to learn to write complex programs by themselves. This replacement will strengthen the Information Systems students' understanding of networks.

B3. Request to replace the requirements for CS 225 – C# with ISYS 325 – C#.

We are proposing to alter CS 225 to ISYS 325. The computer language C# (C Sharp) has recently gained considerable popularity. We have noticed that some employers have added C# skills to the list of requirements for the positions in

computing. Even though CS 225 is currently taught as an introduction to C#, it is listed in the fifth semester of the curriculum plan of Information Systems program since we believe that a certain amount of maturity is required to succeed in CS 225. In ISYS 325 the focus will be shifted from an introduction to a computer language to the mastery of the higher principles of complex application development. This alteration will allow students to gain a deeper knowledge of C# and Microsoft Visual Studio.NET environment. It will also help solidify the concepts students learn in other classes such as Software Engineering. Proposed change in course content is less than 20% and we believe that it is at junior level for a BS degree program in Information Systems. This course is only required for Information Systems program. Furthermore, C# in MS Studio.NET is widely used to implement commercial applications and rarely used for scientific applications. Therefore the change of course prefix from CS to ISYS is appropriate.

C. Request to replace the requirement for CIS 100 - Introduction to Computer Information Systems (3 hours) with ISYS 101 – Introduction to Information Systems 1

CIS 100 was used as a temporary substitute for the first course of the program. We are submitting a proposal to create ISYS 101 with this. In ISYS 101, we are including the following topics that are not in CIS 100: Basic mathematical concepts such as binary numbers and Boolean logic; basic concepts of computer organization, system software, computer security, and programming languages; and other relevant topics such as history of computing and computer ethics.

General Education Curriculum (GEC)

Proposed Curriculum satisfies all GEC requirements. (We have made no changes to GEC requirements.)

GEC1: ENGL 101, ENGL 102, and ENGL 305 are required courses in the proposed program.

GEC 2: MATH 123, MATH 150, and two lab sciences are required by the proposed program.

GEC 3-9: We suggest that the students use ECON 202 that is a required course to satisfy GEC 8, but students may choose any courses for GEC 3-9.

Bachelor of Science in Information Systems 2013-14

Current Curriculum

First Semester

ENGL	101	English Composition I	3
CIS	100	Intro to Comp. Info. Systems	3
MATH	123	Finite Math	3
CS	121	Computer Science I	4
WVUE	191	First Year Seminar	1
<i>Total hours</i>			14

Second Semester

ENGL	102	English Composition II	3
MANG	370	Visual Basic	3
MATH	150	Applied Calculus	3
CS	122	Computer Science II	4
GEC 4		Issues of Contemp. Soc.	3
<i>Total hours</i>			16

Third Semester

CS	115	Discrete Structures	3
CS	231	Intro Computer Org	3
ACCT	201	Principles of Accounting I	3
GEC 6		Individual and Society	3
GEC 3		Past and Traditions	3
<i>Total hours</i>			15

Forth Semester

CS	264	Database Management	3
CS	222	Software Engineering	3
ECON	202	Principles of Macro. (GEC 8)	3
GEC 5		Artistic Expression	3
		Elective	3
<i>Total hours</i>			15

Fifth Semester

CS	365	Computer Languages	1
CS	263	Intro to Networking	3
CS	225	C#	3
CS	270	Linux	3
MANG	386	Business Statistics	3
		Technical Elective***	3
<i>Total hours</i>			16

Sixth Semester

CS	266	e-Commerce	3
ENGL	305	Scientific/Tech. Writing (W)	3
MANG	420	Business Info. Systems	3
		Technical Elective***	3
		Elective	3
<i>Total hours</i>			15

Seventh Semester

CS	480	Senior Design Seminar	2
GEC 7		American Culture	3
GEC 9		Non- Western Culture	3
GEC 2		Laboratory Science	4
		Technical Elective***	3
<i>Total hours</i>			15

Eighth Semester

CS	481	Senior Design Project	3
CS	465	Intro. to Comp. Security	3
CS	491	Professional Field Exp.	4
GEC 2		Laboratory Science	4
<i>Total hours</i>			14

*** Technical Electives may be chosen from the approved list

Total hours 120

Bachelor of Science in Information Systems 2014-15

Proposed Curriculum

First Semester

ENGL	101	English Composition I	3
ISYS	101	Intro to Info. Systems 1	3
MATH	123	Finite Math	3
CS	121	Computer Science I	4
WVUE	191	First Year Seminar	1
<i>Total hours</i>			14

Second Semester

ENGL	102	English Composition II	3
ISYS	102	Intro to Info. Systems 2	3
MATH	150	Applied Calculus	3
CS	122	Computer Science II	4
GEC 4		Issues of Contemp. Soc.	3
<i>Total hours</i>			16

Third Semester

ISYS	115	Discrete Structures	3
CS	231	Intro Computer Org	3
ACCT	201	Principles of Accounting I	3
GEC 6		Individual and Society	3
GEC 3		Past and Traditions	3
<i>Total hours</i>			15

Forth Semester

ISYS	270	Linux	3
CS	222	Software Engineering	3
ECON	202	Principles of Macro. (GEC 8)	3
CS	324	Database Management	3
		Elective	3
<i>Total hours</i>			15

Fifth Semester

CS	365	Computer Languages	1
CS	321	Intro to Networking	3
ISYS	325	C#	3
GEC 5		Artistic Expression	3
MANG	386	Business Statistics	3
		Technical Elective***	3
<i>Total hours</i>			16

Sixth Semester

ISYS	366	e-Commerce	3
ENGL	305	Scientific/Tech. Writing (W)	3
GEC 7		American Culture	3
		Technical Elective***	3
		Elective	3
<i>Total hours</i>			15

Seventh Semester

CS	480	Senior Design Seminar	2
MANG	420	Business Info. Systems	3
GEC 9		Non- Western Culture	3
GEC 2		Laboratory Science	4
		Technical Elective***	3
<i>Total hours</i>			15

Eighth Semester

CS	481	Senior Design Project	3
CS	465	Intro. to Comp. Security	3
CS	491	Professional Field Exp.	4
GEC 2		Laboratory Science	4
<i>Total hours</i>			14

*** **Technical Electives** may be chosen from the approved list

Total hours 120

Approved Technical Electives for BS in Information Systems 2014-15 (Revised on 10 January, 2014)

The following courses constitute the approved list of technical electives for students following the 2013-2014 required curriculum for a BS in Information Systems:

Accounting

ACCT 202 Principles of Accounting

ACCT 300-400 Level*

Biology

BIOL 111 General Biology I**

BIOL 112 General Biology II**

BIOL 300-400 Level*

Business Core

BCOR 300-400 Level*

Chemistry

CHEM 111 General Chemistry**

CHEM 112 General Chemistry**

CHEM 115 College Chemistry**

CHEM 116 College Chemistry**

CHEM 300-400 Level*

Computer Science

CS 265

CS 300-400 Level except CS 321, CS 324

Economics

ECON 201

ECON 300-400 Level*

Finance

FINC 300-400 Level*

Management

MANG 300-400

Physics

PHYS 101 College Physics I**

PHYS 102 College Physics II**

PHYS 111 Physics for Scientists and Engineers I**

PHYS 112 Physics for Scientists and Engineers II**

PHYS 300-400 Level*

Special topic electives from other departments must be approved in advance.

* Check with Department Chair for approval

** Unless taken as a science requirement

Other courses are accepted as technical electives only with advance approval from the department.

College/School Sign-off

**Contact person for this
Application**

Date: __ 3-21-2014 __ Phone: __ 304 442 3362 __

Name (**Please type or print legible**): __ Ranjith Munasinghe __

PO Box : WVU Tech
Computer Science

Email: __ Ranjith.Munasinghe @mail.wvu.edu __

Signature: _____

Date: __ 3-21-2014 __	Approved By (Please type or print legible): __ Ranjith Munasinghe __ Approval Signature: _____ (Department Curriculum Committee)
Date: __ 3-21-2014 __	Approved By (Please type or print legible): __ Ranjith Munasinghe __ Approval Signature: _____ (Chairperson of Department/Division)
Date: _____	Approved By (Please type or print legible): _____ Approval Signature: _____ (College Curriculum Committee)
Date: _____	Approved By (Please type or print legible): _____ Approval Signature: _____ (Dean or College or School)

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

ARC Only	
Date Received: _____	Date Entered: _____

To:
Faculty Senate Office, P.O. Box 6621.

Proposed B.S. Degree Program and Major in Energy Land Management

May 6, 2014

Shawn T. Grushecky, Ph.D and Melinda F. Walls, J.D.

Davis College of Agriculture, Natural Resources, and Design

Division of Forestry and Natural Resources

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Division of Forestry and Natural Resources

Davis College of Agriculture, Natural Resources, and Design

Proposal to Establish a New B.S. Degree Program and Major in Energy Land Management

Introduction

This proposal outlines the justification for the development of a new B.S. degree program in Energy Land Management and major in Energy Land Management within the Davis College at West Virginia University. This degree program will fall under the Classification of Instructional Programs (CIP) code **03.0206** (Land Use Planning and Management/Development).

Energy Revolution

Advancements in exploration technology have sparked a revolution in petroleum development in the United States and in particular the state of West Virginia. From 2000 to 2012, natural gas from unconventional sources increased from 1% of the U.S. gas supply to 40% (Kerr 2010). The Energy Information Administration reported that the U.S. had the fourth largest technically recoverable shale gas reserves and was second in technically recoverable shale oil at 58 billion barrels. In the Marcellus shale formation alone, which encompasses much of West Virginia, upwards of 141 trillion cubic feet of gas may be recoverable.

Career Opportunities

Industry representatives approached the Davis College requesting the development of a program to provide educational opportunities that develop specific skill sets for successful energy land professionals. Trained professionals, in the area of energy land management, are needed to ensure that reserves are explored in a socially, environmentally, and economically appropriate fashion. Energy land managers work in all aspects of the development of this resource. This includes the identification and leasing of surface and mineral ownerships, site development, transportation planning, pipeline/transmission development and route planning, post-processing planning and infrastructure

development, and leasehold management. These skills and ways of thinking and knowing are relevant to, and we expect our graduates to pursue careers in, all aspects of the energy land management sector, from industrial to regulatory, from public to private to NGO organizations, and from natural gas and coal to wind and renewable forms of energy development. In a recent needs analysis of natural gas employment, Brundage et al. (2011) found that energy land managers represented 5% of the total natural gas workforce, and 15% of the professionally educated workforce. We have developed and are proposing a new degree program and major in the area of Energy Land Management so that WVU can provide students with the learning opportunities and educational resources necessary for students to excel in these fields.

National and International Impact

Educational programs offering degrees in Petroleum Land Management are accredited through the American Association of Professional Landmen (AAPL). Established in 1956, this professional organization serves approximately 17,000 land-related persons through professional development and service. Currently, this proposed curriculum has been given approval for accreditation on the condition it is approved by the WVU Faculty Senate and the Board of Governors. Accreditation by the AAPL will attract students to WVU. Furthermore, the AAPL awards over \$80,000 in student scholarships annually and offers free membership to students enrolled in approved energy management programs.

Currently there are eight AAPL accredited schools in the United States, and one accredited school in Canada. Of the accredited schools, both Penn State University and the University of Wyoming share Land-Grant status with WVU and have already developed programs in professional energy land management. The addition of WVU as an accredited provider of undergraduate education in the area of Energy Land Management ensures that the States Land-Grant is responding to the needs and future opportunities of its citizens.

Justification

1. As an 1862 Land-Grant, West Virginia University's focus includes the teaching of practical land-based science to expand the associated educational opportunities for its residents. At its core, a program in Energy Land Management meets the key responsibilities under the Morrill Acts. Students enrolled in this new program will be provided an educational toolkit that will ensure the proper management of land resources associated with the development of energy for the American public.
2. Under West Virginia University's "2020 Strategic Plan for the Future", a new program in Energy Land Management will help lead WVU towards its first goal in "engaging undergraduate and professional students in a challenging academic environment". Specifically, this program will help transform the curriculum by providing educational opportunities that are innovative and relate to the current issues and trends in energy development in the United States.
3. West Virginia University relies on its stakeholders to provide direction on the educational programs it offers. A new program in Energy Land Management has received over \$450,000 of developmental support by energy industry stakeholders affiliated with WVU. This support has not only been garnered via monetary donations, but also a deep-rooted commitment to assist

West Virginia University in making this a program of excellence in the education of future Professional Energy Land Managers.

4. A program in professional energy land management would lead WVU towards its goal of being a leader in energy education and research. This program is a perfect example of reaching “Mountains of Excellence” at WVU, especially since an initial area of focus has been identified as “utilizing shale gas responsibly”.
5. Energy has been and will continue to be one of the principal strengths of West Virginia’s economy. A new program in Energy Land Management ensures that West Virginia University is providing educational opportunities for residents that will provide them with career opportunities and a platform for continuing to make WV an energy leader not only in the United States, but in the global energy economy.

Program Content

This program will be housed in the Division of Forestry and Natural Resources in the Davis College of Agriculture, Natural Resources, and Design. The Davis College is a logical fit for this program due to its current offering of multiple degrees in the area of Natural Resources Management. The Division of Forestry and Natural Resources, already offers nationally recognized programs in natural resource management and thus is the appropriate Divisional unit to offer this program. Moreover, this new degree program would be complimentary to the B.S. degree program in Environmental and Energy Resource Management (E*Quad), which is also housed in the Davis College. Students enrolled in the E*Quad major will focus on the business and entrepreneurial aspects of the environmental and energy sectors, while students enrolled in the Energy Land Management major will focus on development of energy resources from the land and ownership management perspective. Currently, West Virginia University offers no other degrees that focus on energy land management.

As part of the newly formed curriculum, students will be required to take a diverse array of classes in several academic program areas. A new set of core courses has been developed to focus the students on the specific educational outcomes required for effective energy land management.

Expected Learning Outcomes

This new B.S. degree program and major will provide undergraduate students a knowledge-based framework that will develop skillsets essential to a successful career in Energy Land Management. Upon graduation from this degree program and major, students will be able to:

- demonstrate the role of professional energy land managers in energy development
- compare and contrast land management activities associated with multiple energy production systems
- demonstrate the impacts of energy development on local communities and be able to develop plans that minimize impacts
- explain the role of media in the energy business, the necessity of appropriate communication in crisis situations, and the concept of non-technical risks associated with energy development

- demonstrate a complete knowledge of ethics and standards of practices in association with energy development and an understanding of common negotiating strategies
- interpret the types of interests in energy resource ownership including the ability to recognize the differences between mineral and surface estates, the ability to interpret mineral and surface deeds, and the ability to understand the key elements of energy-related leases
- recognize the basic process of permitting of energy development at both the State and Federal level, and be able to manage the complexities of energy land development through the use of lease and production management software
- apply their collective experience and knowledge gained through the Energy Land Management Curriculum as a professional energy land manager upon graduation.

Program Assessment

This program will rely on a multi-phased approach to student and employer assessment. This will include:

1. Pre-program survey: Students that are enrolled in the major will participate in a pre-program assessment survey that will be administered during their first core course – ENLM 150. This will assess student's knowledge of the program, their educational goals, and their employment aspirations.
2. Post-program survey: Students will complete a post-program survey during their capstone course. This survey will be similar to their pre-program survey in that it will assess the students' experiences to determine if it provided a path to achieve their educational and employment goals. This will also provide critical feedback on the ability to enhance student knowledge through the degree program.
3. Employer survey: A survey of employers, (both those that partnered in the internship classes, and those that have employed students), will be conducted to illicit their assessment of the programs ability to provide students that have an appropriately developed skill set. This survey will be conducted on an annual basis in coordination with the student internship course ENLM 491.
4. Advisory board: Finally, an advisory board has been developed to ensure the proper development of the curriculum. The advisory board is comprised of energy business leaders as well as WVU faculty and staff that have assisted in the development of the proposed program and its affiliated curriculum. The advisory board will be informed of survey responses and will use these and personal input to continue to guide the program's development into the future.

Analyses of survey responses will be used to modify the program as well as to develop an overview of student achievement during the required 5-year degree program review. Through survey data and faculty feedback, this degree program will also undergo continual review to determine if the program and student learning objectives are in compliance with the standards set by the AAPL. Data from the survey process will be presented during a yearly directors meeting required by the AAPL to remain accredited.

Other WV Institutions Offering Similar Programs

In West Virginia, Glenville State College offers a Baccalaureate degree in Landman Technology under its Natural Resource Management Program. However, this program is not accredited by the AAPL and does not offer the diverse array of courses that the proposed program at WVU has the ability to provide.

Marshall University recently launched a new major in Energy Management. This program is neither accredited by the AAPL nor offers a distinct curriculum focused on energy land management. While not a traditional energy land management degree, in the curriculum description Marshall lists land manager and field landman as two potential careers for graduates of this program.

In December of 2013 West Virginia State University announced that they were the first “institution of higher learning in the State of West Virginia to offer an energy management concentration in a Bachelor of Science degree in Business Administration”. While this represents an alternative path for students interested in Energy Land Management, our Davis College program is more aligned with natural resource management and has the ability to offer students a fundamental skillset in the area of Energy Land Management, much like the University of Wyoming’s AAPL accredited program. Furthermore, West Virginia State’s program is neither accredited by the AAPL nor offers a distinct curriculum focused on energy land management.

Anticipated Student Demand

We have projected an initial enrollment of 15-20 students per cohort (freshman, sophomore, etc...) during the founding years of the degree. This estimate is based on conversations with other institutions accredited by the AAPL. We expect that the program will grow rapidly, as there has been overwhelming interest communicated by current students and allied professionals. Therefore we expect that the program will experience robust growth during its early years and may expand to approximately 160 total students. Because a rapid growth pattern could eventually overwhelm the value of the degree, we will be diligent in adhering to and sustaining AAPL accreditation and will implement a student learning objective of at least a C grade or better in each of the proposed core courses.

Need for Additional Resources

The WVU Davis College has received over \$450,000 of developmental support from corporate stakeholders for the creation of this degree. Because of its anticipated growth, there will likely be a need to add faculty over time to support the program. We have continued our fundraising and have communicated the need for additional funding to the Dean of the Davis College when the program is initiated by WVU.

Currently we have hired a Visiting Associate Teaching Professor to instruct students in a Special Topics Course; WDSC 293J Introduction to Energy Land Management. This is the surrogate course for ENLM 150, which will be required under this new degree program. As the program grows, it will be necessary to add or shift faculty lines within the Davis College to meet course and student demand. These additions can be initiated with donor support; however, a long-term commitment to the program by the

Davis College is necessary to ensure its success. All these and related considerations of academic planning, inter- and intra-College considerations, and resource and faculty needs as the program emerges and expands have been discussed at length by the Davis College administration, which has agreed to move forward with the development of this degree program and major. Correspondence regarding the support of Davis College administration in shifting faculty lines to the Energy Land Management program is included in Appendix II.

Catalog Description

Bachelor of Science in Energy Land Management

The objective of this major is to provide an undergraduate education focused on energy land management and how it relates to energy development with an emphasis on the management, coordination, and development of surface and mineral interests. This program will provide a strong foundation in the key aspects of energy land management and will produce trained professionals that are critically needed in the energy and regulatory sectors. Upon completion of this program, students will understand how energy lands are managed and associated energy resources can be developed and used for maximum social, economic, and environmentally responsible benefit. Students will develop a detailed knowledge related to the identification and leasing of mineral estates; be proficient in drilling site development, transportation planning, pipeline development, and route planning; will have a thorough knowledge post-processing planning and infrastructure development; and comprehend the ethical, regulatory, and environmental framework in which they must operate.

Curriculum (Total of 120 credit hours)

General Education Curriculum

Students enrolled at WVU following the Fall Semester of 2005 are required to fulfill General Education Curriculum (GEC) requirements. Approved courses must be taken to satisfy nine learning outcomes. GEC objectives 2A (G02A), 2B (G02B), and 2C (G02C) are automatically fulfilled by required courses in this major. Students must choose 28 hours of elective credit in outcomes 3, 4, 5, 6, 7, 8, and 9. For complete details on the GEC curriculum see

http://registrar.wvu.edu/current_students/general_education_curriculum.

Required Courses [52 Hours – 3 hours must be in writing (w) designated course]

- Energy Land Track (17 Hours)
 - GEOL 101 Plant Earth - 3 and GEOL 102 Planet Earth Lab - 1
 - GEOL 103 Earth Through Time – 3 and GEOL 104 Lab – 1
 - MATH 126 College Algebra – 3
 - STAT 201 Applied Statistical Modeling - 3 or STAT 211 Elementary Statistical Inference - 3
 - ARE 187 Energy Resource Economics - 3

- Geology Course (3 Hours)
 - GEOL 373 Petroleum Geology – 3 (w)
- Petroleum Engineering Course (3 Hours)
 - PNGE 200 Intro to Petroleum Engineering - 3
- GIS and Remote Sensing Course (2 Hours)
 - RESM 440 Foundations of Applied GIS - 2
- Policy Course (3 Hours) - Choose 1
 - FOR 421 Renewable Resources Policy/Governance -3
 - FOR 438 Human Dimension of Natural Resources Management -3
 - ARE 450 Agriculture, Environmental and Resource Policy -3
- Computer Course (3 Hours)
 - FOR 240 Intro. Computing in Natural Resources -3
- Natural Resource Management Courses (15 hours) – Choose 5
 - ARE 360 Current Issues in Agriculture & Energy- 3 (w)
 - ARE 382 Agricultural and Natural Resources Law- 3
 - RESM 480 Environmental Regulation- 3
 - ENVP 460 Environmental Impact Assessment – 3 (w)
 - ARE 220 Introductory Environmental and Resource Economics - 3
 - ARE 410 Environmental and Resource Economics - 3 (w)
 - AGRN 455 Reclamation of disturbed soils – 3
 - FMAN 222 Forest Mensuration – 3
 - WDSC 422 Harvesting Forest Products - 3
 - WDSC 444 Bio-based energy systems – 3
 - WMAN 175 Intro to Wildlife and Fisheries Management – 3
 - WMAN 200 Restoration Ecology - 3
 - FOR 326 Remote Sensing of Environment - 3
 - FHYD 644 Watershed Hydrology - 3
- Free Electives (6 Hours)

Courses from a Business Perspective (15 Hours)

Students must take a total of 15 credit hours in business-related courses. These courses can either be taken in the WVU College of Business and Economics or within the Davis College. One course must be taken in each of the five defined tracks. For instance, students must take either BUSA 202 or ARE 110 to fulfill the requirements of Track 1. Track 5 could be fulfilled by the student taking BUSA 340, ENTR 435, or ARE 461.

Track	B&E Minor in Business Administration^{*/**}			Davis College Alternatives (ARE Minor^{**})
Accounting	BUSA 202, Survey of Accounting -3			Or ARE 110 Agribusiness Accounting -3
Law	BUSA 310, Survey of Business Law -3			Or ARE 482 Enterprise Operation Law -3
Management	BUSA 320, Survey of Management- 3	Or	ENTR 335, Small Business Entrepreneurship -3	Or ARE 204 Agribusiness Management -3
Marketing	BUSA 330, Survey of Marketing -3	Or	ENTR 415, Innovation for Entrepreneurs -3	Or ARE 431 Marketing Ag. Products -3 or WDSC 470 Marketing Forest Products - 3
Finance	BUSA 340, Survey of Finance -3	Or	ENTR 435, Entrepreneurship in Action -3	Or ARE 461 Agribusiness Finance -3

*BUSA 201 must be taken to receive a minor in Business Administration. A student may take both ECON 201 & 202 as a substitute for BUSA 201.

** If a student is seeking any of the three minors listed above, it is important to understand that substitutions of courses among tracks is not permitted.

Energy Land Management Courses (25 Hours)*

- ENLM 150 Introduction to Energy Land Management -3
- ENLM 200 Principles of Energy Land Management-3
- ENLM 250 Managing Non-Technical Risk - 3
- ENLM 300 Ethics and Negotiations for Energy Land Managers – 3
- ENLM 400 Energy Land Management Contracts I – 3
- ENLM 420 Energy Land Management Contracts II – 3
- ENLM 441 Applied GIS for Energy Land Managers – 1
- ENLM 450 Energy Land Management Strategic Planning/Capstone – 3
- ENLM 491 Professional Field Experience -3

* C or higher grade is required for all ENLM courses

Schedule of Classes

Freshman Fall	Credits		Freshman Spring	Credits
GEC 1	1		GEC 6	3
GEC 2A - MATH 126	3		ENLM 150	3
GEC 2B – GEOL 101	3		GEC 5 or 7	3
GEC 3	3		GEC 9	3
GEC 6	4		GEC 2B – GEOL 103	4
TOTAL	14		TOTAL	16

Sophomore Fall	Credits		Sophomore Spring	Credits
GEC 4	3		GEC 8	3
GEC 5 or 7	3		FOR 240	3
GEC 1	3		PNGE 200	3
Business Perspective - Accounting	3		ENLM 250	3
ENLM 200	3		STAT 201 or STAT 211	3
TOTAL	15		TOTAL	15

Junior Fall	Credits		Junior Spring	Credits
Natural Resource Management	6		RESM 440	2
ENLM 300	3		ENLM 441	1
Business Perspective - Marketing	3		ENLM 400	3
GEC 2C – ARE 187	3		GEOL 373	3
			Business Perspective - Law	3
			FREE ELECTIVE	3
TOTAL	15		TOTAL	15

Junior Summer	Credits			
ENLM 491	3			
TOTAL	3			

Senior Fall	Credits		Senior Spring	Credits
Natural Resource Management	6		Business Perspective - Finance	3
Policy Course	3		ENLM 450	3
ENLM 420	3		FREE ELECTIVE	3
Business Perspective - Management	3		Natural Resource Management	3
TOTAL	15		TOTAL	12

Signatures:

Approved by (print or type): _____

Signature: _____ Date: _____

(Curriculum Committee Chair, Division of Forestry and Natural Resources)

Approved by (print or type): _____

Signature: _____ Date: _____

(Director, Division of Forestry and Natural Resources)

Approved by (print or type): _____

Signature: _____ Date: _____

(Curriculum Committee Chair, Davis College of Agriculture, Natural Resources, and Design)

Approved by (print or type): _____

Signature: _____ Date: _____

(Dean, Davis College of Agriculture, Natural Resources, and Design)

Appendix I – Catalog Descriptions and Curriculum Based Rationales

Energy Land Management Program – New Core Courses Catalog Description

ENLM 150: Introduction to Energy Land Management (3 hours): Comprehensive review of the field of energy land management and how it relates to the natural gas and petroleum extraction processes with an emphasis on shale gas development. Examples of property transfers, mineral ownership, and leasing and the distinction between surface and mineral rights.

ENLM 200: Principles of Energy Land Management (3 hours): The science of energy land management with an emphasis on petroleum, natural gas, coal, solar, wind, hydropower, and biomass energy production. Complexities of energy systems and how surface and mineral management techniques compare and/or contrast to those found in traditional energy systems.

ENLM 250: Managing Non-Technical Risk (3 hours): Communication, identification, and management of social risks in energy management. Exploration of media relations, crisis communication, advocacy, community education, and government relations as they relate to the energy industry. Communication skills development through case studies, presentations, and experiential exercises.

ENLM 300: Ethics and Negotiations for Energy Land Managers (3 hours): Basic negotiation components including negotiating positions, techniques, and styles and how they are used in energy land management. Emphasis placed on the legal and ethical aspects of negotiation and include a complete review of the AAPL code of Ethics and Standards of Practice.

ENLM 400: Energy Land Management Contracts I (3 hours): Introduction to mineral and environmental law with specific emphasis on titles, deeds, and leasing instruments commonly used in an exploration effort. Examination of land ownership, estates, land measurement, and leasing, including a broad overview of the role of the energy land manager during the exploration and development of energy resources.

ENLM 420: Energy Land Management Contracts II (3 hours): Continuation of oil and gas contracts with emphasis on lease examination, execution, payment, and development. Complexities of lease management and permitting including an overview of federal, state, and local regulations and how they pertain to oil and gas development.

ENLM 441: Applied GIS for Energy Land Managers (1 hour): Use of GIS foundations to solve problems related directly to Energy Land Management. Incorporation of GIS skills in a holistic manner to develop spatial solutions to a real-world challenge in the planning, acquisition, and development of a lands during energy management.

ENLM 450: Energy Land Management Strategic Planning/Capstone (3 hours): Preparation for the challenges faced when developing energy properties from initial definition to production, including answering targeted questions, writing concise reports, and relaying findings and opinion. Strategic planning includes initial geologic concept, prospect economics, lease acquisition, drilling initial discovery well, reservoir analysis, drilling of development wells, gas marketing, and prospect divestment.

ENLM 491: Professional Field Experience (3 Hours): Prearranged experiential learning program to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement of student with private or public enterprises for professional competence development.

Energy Land Management Program – New Core Courses Curriculum Based Rationale

ENLM 150: Introduction to Energy Land Management (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research, and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course serves as the preamble to the curriculum for freshmen-level students enrolled in energy land management and will provide a foundation in the management of lands during energy development. Students will be introduced to the skill sets required by energy land professionals and will interact with industry representatives to reinforce the role of energy land managers and the skill sets that are required.

ENLM 200: Principles of Energy Land Management (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course is intended for sophomore-level students and will provide a necessary background in basic energy land management strategies and techniques for both renewable and non-renewable energy development. Content from this course is fundamental for the curriculum, providing skill set development in the areas of both renewable and non-renewable energy land management.

ENLM 250: Managing Non-Technical Risk (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course serves as a prerequisite for ENLM 300 and fulfills the basic need for energy land managers to be able to effectively communicate in the energy environment and manage risk in relation to energy land development.

ENLM 300: Ethics and Negotiations for Energy Land Managers (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area

of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This is a junior level course and requires ENLM 250 as a prerequisite and is a prerequisite for ENLM 400. Training in both ethics and negotiation is required through American Association of Professional Landmen accreditation, with ethics being a key component in the Professional Certification through this organization.

ENLM 400: Energy Land Management Contracts I (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. The prerequisite for this course is ENLM 300 and a junior standing. This course also serves as a prerequisite for ENLM 420. This course is a key component of the curriculum in that it provides students with the required knowledge in the area of titles, deeds, and leasing instruments. The AAPL emphasizes these skill sets for executive training and they are required of professionals seeking certification through the American Association of Professional Landmen.

ENLM 420: Energy Land Management Contracts II (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. The prerequisite for this course is ENLM 400 and junior standing. This course is also a prerequisite for ENLM 450. This course is a key component of the curriculum in that it provides students with the required knowledge in the area of title curative, lease management, and permitting. The American Association of Professional Landmen emphasizes these skill sets for executive training and they are required of professionals seeking certification through this organization.

ENLM 441: Applied GIS and Energy Land Management (1 hour): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course fulfill the requirement of students being trained in GIS and spatial management by the AAPL as well as those hiring energy land management professionals. This course is developed as a companion course to be taken with RESM 440.

ENLM 450: Energy Land Management Strategic Planning/Capstone (3 hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. This course is designed as the capstone course for the Energy Land Management curriculum. The prerequisite for this course is ENLM 420 and a senior standing. This course is designed to have students utilize the skill sets acquired in all of the required ENLM courses for the development of a final senior project.

ENLM 491: Professional Field Experience (3 Hours): This course is required for the new degree program and major in Energy Land Management curriculum. This curriculum was developed in cooperation with the American Association of Professional Landmen, and preliminary accreditation was given on the basis of the development and acceptance of new core courses in the area of energy land management, which includes courses in the management of surface and mineral estates, ethics and negotiation, the transfer of property, title research and management, leasing of mineral and surface estates, communication with stakeholders and risk assessment, and permitting and energy development. Interaction with industrial stakeholders is a key component of the American Association of Professional Landmen accreditation process and this course provides students with the ability to network with potential employers through an internship program.

Appendix II – Letters of Support



To: Elizabeth Dooley, WVU Associate Provost for Academic Affairs

From: Daniel J. Robison, Dean, WVU Davis College of Agriculture, Natural Resources and Design

Re: Intent to Plan a new degree program and major in Energy Land Management

Date: February 7, 2014

Cc: Joe McNeel, Denny Smith, Shawn Grushecky, Mindy Walls

Please accept this formal notice of the WVU Davis College of Agriculture, Natural Resources and Design's intent to submit a new degree program and major in Energy Land Management for approval. This program has my full support and approval. It is my understanding that Dr. Shawn Grushecky and Ms. Mindy Walls met with you in mid-November 2013 to discuss this program and obtain your guidance. They have incorporated your suggestions, consulted with other colleges and academic units within the university, obtained a CIP code, and are in the final stages of preparing our submission to the Faculty Senate Curriculum committee.

We request your formal approval to proceed. Following are the specific elements required per WVU policy and procedure for the creation and approval of new degree programs.

Alignment with WVU Mission

As an 1862 Land-Grant, West Virginia University's focus includes the teaching of practical land-based science to expand the associated educational opportunities for its residents. At its core, a degree program in Energy Land Management meets the key responsibilities under the Morrill Acts. Students enrolled in this new program will be provided an educational toolkit that will ensure the proper management of land resources associated with the development of energy for West Virginians and the American public.

Rationale/Need

Advancements in exploration technology have sparked a revolution in energy development in the United States and in particular the state of West Virginia. Trained professionals, in the area of energy land management, are needed to ensure that these resources are explored in a socially, environmentally and economically appropriate fashion. Representatives from the energy industry approached the Davis College requesting the development of a program to better educate the future workforce on the energy industry and the specific skillsets required for a successful land professional. Energy land managers work in all aspects of the development of this resource. This includes the identification and leasing of surface and mineral ownerships, site development, transportation planning, pipeline/transmission development and route planning, post-processing planning and infrastructure development, and infrastructure and leasehold management. These skills and ways of thinking and knowing are relevant to, and we expect our graduates to pursue careers in, all aspects of the energy land management sector, from industrial to

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regulatory, from public to private to NGO organizations, and from natural gas and coal to wind and renewable forms of energy development. Over the last twelve months, the Davis College has been reviewing existing curricula and developing a series of new courses to meet this opportunity. We have developed and are proposing a new degree program and major in the area of Energy Land Management so that WVU can advance to our students the learning opportunities and educational resources to excel in these fields.

The WVU Davis College has received over \$450,000 of developmental support from corporate stakeholders for the creation of this degree program in Energy Land Management. This support has not only been garnered via monetary donations, but also a deep-rooted commitment to assist West Virginia University in making this a program of excellence in the education of future Energy Land Managers. Educational programs offering degrees in Petroleum or Energy Land Management are accredited through the American Association of Professional Landmen (AAPL). The proposed program has already been reviewed and approved by the AAPL and pending University approval, will be placed on the list of accredited "land programs". Established in 1956, this professional organization serves approximately 17,000 land-related persons through professional development and service. The AAPL awards over \$80,000 in student scholarships annually and offers free membership to students enrolled in approved energy management programs.

Anticipated Enrollment

We have a projected an initial enrollment of 15-20 students per cohort (freshman, sophomore, etc.) during the founding years of the degree. This estimate is based on conversations with other institutions accredited by the AAPL. We expect that the program will grow rapidly, as there has been overwhelming interest communicated by current students and allied professionals. Therefore we expect that the program will experience robust growth during it early years and may expand to approximately 160 total students.

Resource Requirements

At this time approximately \$450,000 of support has been garnered from stakeholders for the development and initial backing of the program. Because of its anticipated growth, there will likely be a need to add faculty over time to support the program. All these and related considerations of academic planning, inter- and intra-College considerations, and resource and faculty needs as the program emerges and expands have been discussed at length by the Davis College administration.

Shawn Grushecky

From: Daniel Robison
Sent: Tuesday, May 06, 2014 5:04 PM
To: Shawn Grushecky
Cc: Joseph Mcneel
Subject: ELM faculty resources

Hello Shawn- Very excited about the development of the ELM program and its movement into the faculty senate. This will be a great program and embraced by students. As the program develops there will surely be faculty resource needs to teach and advise and I have conferred with division director McNeel (copied here) that there will indeed be a faculty line within the division that can be reallocated to support this program. I note that Dr McNeel has already funded portions of two positions to enable the start of this program, from various resources. Looking forward to this success. Best - Dan

Daniel J. ROBISON, Ph.D.
Dean and Professor
Davis College of Agriculture, Natural Resources and Design
West Virginia University (www.davis.wvu.edu)
PO Box 6108, Room 1170 Agricultural Sciences Building
Morgantown, WV 26506-6108 USA
Telephone 304-293-2393, Fax 304-293-3740, Email dan.robison@mail.wvu.edu



MEMORANDUM

TO: Whom It May Concern

FROM: Karen R. Donovan, Ph.D. *KRD*
Associated Dean, Academic Affairs

RE: B.S. Energy Land Management (ELM)

DATE: January 31, 2014

The College of Business and Economics (B&E) supports the new degree program in Energy Land Management being proposed by the Davis College.

As per our discussions, students will take 15 credit hours in business related courses – either through offerings at the Davis College or the BUSA or ENTR minor courses offered at B&E for partial fulfillment of the ELM degree. No seats in the BUSA or ENTR courses are being reserved for students in the ELM program and as such they are encouraged to register by their priority deadlines. It is B&E's understanding that no additional sections of BUSA or ENTR courses will be added to accommodate student demand.

If students are seeking a minor in Business Administration or Entrepreneurship, they are advised as to the additional requirements for the minors as well as the issues regarding double counting of courses for both the B.S. in ELM and the minors in Business Administration and Entrepreneurship.

If you have further questions, feel free to contact me at (304) 293-7957 or Karen.donovan@mail.wvu.edu.



TO: Dr. Dennis K. Smith
Associate Dean for Academic Affairs,
Davis College of Agriculture, Natural Resources and Design

FROM: Dr. Warren R. Myers *WRM*
Associate Dean for Academic Affairs
Benjamin M. Statler College of Engineering and Mineral Resources

DATE: March 5, 2014

RE: Support of proposed new Energy Land Management Degree Program and Major

The Statler College has reviewed the Davis College's proposed new program of Energy Land Management and its associated curriculum.

The College stands in support of the proposed Energy Land Management Program and its curriculum and will allow students in the major access to PNGE 200 as a required course in the Energy Land Management Curriculum.

OFFICE OF ACADEMIC AFFAIRS

PO Box 6101 | 106 Engineering Sciences Building
Morgantown, WV 26506-6101
☎ 304.293.4334 📠 304.293.5024

www.statler.wvu.edu
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March 12, 2014

Dennis Smith,
Associate Dean for Academic Affairs
West Virginia University Davis College

Dear Dennis,

Shawn Grushecky has provided us with the proposal to create a Bachelor of Science in Energy Land Management. As Chair of the WVU Department of Geology & Geography, I have reviewed the 26 February proposal draft and asked several other Geology faculty members to conduct their own review. We have no objections to the proposed BS program because it targets a different clientele that are served by either the Environmental Geoscience BA or the Geology BS offered in our department.

The five Geology courses on the program curriculum can be served by either existing offerings (GEOL 101-104) or by a new course (GEOL 373) that we plan to put on the books to better serve the needs of Petroleum and Natural Gas Engineering (PNGE) students. GEOL 101 Planet Earth and GEOL 102 Planet Earth Lab are offered in many sections totaling over 1000 students per year, and the expected impact on our enrollments by your students will be negligible. Similarly, hundreds of student "seats" are offered in GEOL 103 Earth Thru Time and GEOL 104 Earth Thru Time Lab in Spring Summer and Fall semesters each year and we have sufficient capacity to instruct the eventual ~ 40 students per year discussed from your program proposal.

GEOL 373 Introductory Petroleum Geology will be offered as new course in a large classroom format. In the short term we anticipate approximately 100 students from the Engineering College to take the course per year, but that demand is likely to decrease once higher new PNGE admission standards take effect. The anticipated increase in Energy Land Management majors indicated in the BS proposal will complement the expected decrease in PNGE majors, but even if PNGE numbers hold firm we anticipate sufficient capacity to offer larger sections, assuming high-capacity classrooms are available.

A request to formally approve GEOL 373 for the WVU catalog is going through the Faculty Senate curriculum review process at this time. It is our intention to offer this course on a regular once-a-year basis as early as spring 2015, and will offer the course under a GEOL 393 Special Topics format next year if Senate approval is delayed.

Please let me know if G&G can be of additional assistance to the Energy Land Management BS proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Steven Kite'.

J. Steven Kite, Chair

Department of Geology and Geography

330 Brooks Hall
PO Box 6300
98 Beechurst Ave.
Morgantown, WV 26506-6300

Phone: 304-293-5603
Fax: 304-293-6522

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March 27, 2014

Dennis K. Smith
Associate Dean for Academic Affairs
West Virginia University
Davis College of Agriculture, Natural Resources and Design

Re: Bachelor of Science in Energy Land Management

Dear Dean Smith:

I am writing on behalf of the West Virginia University College of Law to express strong support for the Bachelor of Science in Energy Land Management program that has been proposed by the Davis College. The College of Law has a strong and robust focus on Energy and Sustainable Development Law, and based on our review of the Davis College's program proposal, we believe that this proposed Energy Land Management program would be highly complementary to both the College of Law's efforts in this area and to the energy and sustainable development efforts of West Virginia University as a whole.

The College of Law draws many of its students from undergraduate programs at WVU, and we have a strong focus on Energy and Sustainable Development Law. Specifically, the College of Law's Center for Energy and Sustainable Development is dedicated to research and policy analyses in the area of energy and sustainable development; we are offering a Master of Laws (LL.M.) degree in Energy and Sustainable Development Law beginning in Fall 2014; starting this year we will offer an Area of Emphasis (Concentration) in Energy and Sustainable Development Law to our Juris Doctor (J.D.) students; and our Land Use and Sustainable Development Law Clinic provides legal services to local governments, landowners and non-profit organizations to develop land conservation strategies and practices. In addition, we also have robust student societies in Energy Law and Environmental Law.

In short, the College of Law offers graduate and professional education to students who are interested in energy and sustainable development law, and we believe that a Bachelor of Science program focused on Energy Land Management would provide such students with an excellent educational base for graduate and professional studies in this area. In particular, courses in this proposed program such as LAND 300: Ethics and Negotiations for Energy Land Managers, LAND 400: Energy Land Contracts I—Elements of Leasing, and LAND 420: Energy Land Contracts II would provide students with a strong foundation that would enhance future studies should those students choose to attend law school.

Thank you for the opportunity to submit this letter in support of this program. Please let me know if you have any questions or if you would like further information regarding the College of Law's position.

Sincerely,

A handwritten signature in cursive script, reading "Joyce E. McConnell". The signature is fluid and elegant, with the first name "Joyce" being more prominent than the last name "McConnell".

Joyce E. McConnell
William J. Maier, Jr. Dean
Thomas R. Goodwin Professor of Law

Cc: Gregory W. Bowman
Associate Dean for Academic Affairs

Hi Shawn,

Thank you for sharing a copy of the ELM proposal. I shared the draft with ARE colleagues, and I am delighted to report that we enthusiastically support the proposal.

I received the following suggestions from colleagues for your consideration:

- ARE 450 should be under policy course category, not restrictive elective in additional required courses
- Suggest that “Business Courses” be renamed in the catalog description as “Courses from a Business Perspective.” There are agribusiness courses listed in this section which may make the designation objectionable to some.
- The catalog description should not contain specific courses under any GEC. The current view within the faculty senate curriculum review process is that GEC courses should not be mandated by Departments.
- The MATH 150 requirement seems high for the level of math that is required in the LAND, business, and other required courses??
- Include a statement in the catalog description that “a C or higher grade is required for LAND courses”. Plus delete the term “NEW” for LAND courses in the catalog description.
- In the program content section, note that a college re-organization is occurring and that ARE plus the EQUAD program will be in the same school in the long run. Also, this proposal needs to address how EQUAD compliments, not competes with ELM. If you wish, I would be glad to provide you with a copy of the E*Quad proposal that was approved by the Faculty Senate.

Overall, it appears that you and Melinda have done a great job preparing this draft. We look forward to working with you and others in the Division in designing and offering curricula that address the needs of our students, industry, and other stakeholders.

Thanks again, and best wishes!

Gerard.

~~~~~

Gerard D’Souza, Ph.D.

Professor and Chair

Agricultural & Resource Economics Program

West Virginia University

Morgantown, WV 26506-6108

[http://resourcemanagement.wvu.edu/faculty\\_staff/faculty/gerard\\_dsouza](http://resourcemanagement.wvu.edu/faculty_staff/faculty/gerard_dsouza)

**From:** Cheryl Brown  
**Sent:** Monday, December 30, 2013 5:52 PM  
**To:** Melinda Walls  
**Subject:** RE: Assistance with Courses

I don't see a problem with the Land Management students enrolling in ARE 431 or ARE 450.

Best,  
Cheryl  
Dr. Cheryl Brown  
Associate Professor and Undergraduate Coordinator  
Agricultural and Resource Economics  
West Virginia University  
2036 Agricultural Sciences Building  
304-293-5461  
Appalachian Foodshed Project <http://www.appalachianfoodshedproject.org/>  
Northeast Regional Center for Rural Development <http://aese.psu.edu/nercrd>  
West Virginia Food and Farm Coalition <http://www.wvhub.org/foodandfarmcoalition>

---

**From:** Michael Strager  
**Sent:** Friday, February 28, 2014 1:22 PM  
**To:** Shawn Grushecky  
**Subject:** RE: RESM 440

Sure thing Dr. Gushecky!

**From:** Shawn Grushecky  
**Sent:** Friday, February 28, 2014 12:58 PM  
**To:** Michael Strager  
**Subject:** RESM 440

Dr. Strager,

I wanted to officially confirm your willingness to allow Energy Land Management majors into your RESM 440 class and your willingness to teach an additional lab session for this course that would be under the ELM program designation LAND 441. LAND 441 is an important component of our curriculum in that it will provide a foundation in GIS to ELM majors which will help them understand spatial solutions to a real-world challenge in the planning, acquisition, and development of a lands during energy management.

Thank you,

Shawn

**From:** Alan Collins  
**Sent:** Monday, January 6, 2014 4:47 PM  
**To:** Melinda Walls  
**Subject:** RE: Assistance with Program

Mindy: Sorry for the delay in responding. There is no problem with an additional three to four students being enrolled in ARE 410 (Environmental and Resource Economics) from an Energy Land Management program. This course typically does not fill to its 25 limit capacity as a writing class.

Alan R. Collins, Professor

Agricultural and Resource Economics

Ag. Sci. 2026

P.O. Box 6108

West Virginia University

Morgantown, WV 26506

304.293.5486

[acollins@mail.wvu.edu](mailto:acollins@mail.wvu.edu)

On Dec 26, 2013, at 11:41 AM, "Mark Sperow" <[Mark.Sperow@mail.wvu.edu](mailto:Mark.Sperow@mail.wvu.edu)> wrote:

Hi Mindy,

Since we are now offering ARE 220 every semester, there should be adequate space to accommodate the additional students that may be expected to enroll from your program. Therefore, I do not anticipate that there would be any problems with the Energy Land Management students enrolling in the class.

Good luck with launching the new program.

Sincerely,  
Mark

On Dec 23, 2013, at 8:25 AM, "Tesfa Gebremedhin" <[Tesfa.Gebremedhin@mail.wvu.edu](mailto:Tesfa.Gebremedhin@mail.wvu.edu)> wrote:

Yes. Thanks.

**From:** Melinda Walls

**Sent:** Saturday, December 21, 2013 6:08 PM

**To:** Tesfa Gebremedhin

**Subject:** Re: Assistance with Program

Thank you Tesfa.

Just to confirm you do not anticipate a problem correct?

Mindy

Sent from my iPhone

On Dec 20, 2013, at 1:06 PM, "Tesfa Gebremedhin" <[Tesfa.Gebremedhin@mail.wvu.edu](mailto:Tesfa.Gebremedhin@mail.wvu.edu)> wrote:

Thank you for including ARE 204 in your program. I do expect any problem if your students are enrolled in ARE 204. Thank you again.

On Dec 20, 2013, at 10:10 PM, "Gerard D'Souza" <[gdsouza@wvu.edu](mailto:gdsouza@wvu.edu)> wrote:

Hi Mindy,

I don't anticipate any problem with the additional enrollment, and would welcome your students into my ARE 461 course.

Best regards,

Gerard.

On Dec 20, 2013, at 12:23 PM, "Doolarie Singh-Knights" <[DoSingh-Knights@mail.wvu.edu](mailto:DoSingh-Knights@mail.wvu.edu)> wrote:

Mindy,

Yes, I do remember you, and I do not foresee a problem with increased numbers.

*Doolarie Singh-Knights*

Extension Assistant Professor and Extension Specialist, Agricultural Economics

West Virginia University

2038 Agricultural Sciences Building

PO Box 6108

Morgantown, WV, 26506-6108

[Dosingh-knights@mail.wvu.edu](mailto:Dosingh-knights@mail.wvu.edu)

Phone - 304-293-7606

Fax – 304-293-3752

# NEW MAJOR PROPOSAL: BACHELOR OF FINE ARTS (BFA) IN MUSICAL THEATRE

## SCHOOL OF THEATRE AND DANCE COLLEGE OF CREATIVE ARTS

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## SECTION 1: INTRODUCTION

The School of Theatre & Dance *and* the School of Music with the College of Creative Arts are requesting approval of a new major within the School of Theatre & Dance's existing Bachelor of Bachelor of Fine Arts (BFA) degree program. The new major will be in **Musical Theatre**. The goal of the major in Musical Theatre is to train students for successful careers in musical and stage performance in the competitive entertainment industry. Although the new BFA in Musical Theatre will share a joint curriculum and resources drawn from both Schools, the administration of the program will be housed in the School of Theatre & Dance.

The program intends to begin accepting students for study beginning in the fall semester of 2014.

In addition to its existing Bachelor of Fine Arts degree, the School of Theatre & Dance also offers Bachelor of Arts, and Master of Fine Arts degrees. All of these degrees are accredited by the National Association of Schools of Theatre (NAST)<sup>1</sup>. The School of Music offers Bachelor of Arts, Bachelor of Music, Master of Music, Doctor of Musical Arts and Doctor of Philosophy which are accredited by the National Association of Schools of Music (NASM).

Through a course of study focused on the disciplines of theatre, music and dance combined with the University's General Education Curriculum, the BFA in Musical Theatre will enrich and broaden the College of Creative Arts' mission of educating artists, teachers, and scholars through its experiential, student-centered approach to learning. The new major will also offer artistic and cultural opportunities for the citizens of West Virginia and the global community, and as such, will be consistent with the mission of the University to support and advance the economic and cultural life of the region and state.

## SECTION 2: RATIONALE

The demand for musical theatre training is strong; however, within the state of West Virginia there are no Bachelor of Fine Arts programs in Musical Theatre at this time. The only college-level, Musical Theatre training programs within the state are a Bachelor of Arts program with a Musical Theatre major at West Virginia Wesleyan and a Bachelor of Arts program with a Music major/Musical Theatre concentration at Shepherd College. Neither of these programs offers the in-depth curriculum or scope of the proposed Bachelor of Fine Arts major in Musical Theatre at WVU.

As the only BFA in Musical Theatre major in higher education in the state of West Virginia, the proposed major will offer West Virginia residents the opportunity to obtain pre-professional Musical Theatre training within the state. The degree will also offer the advantages of in-state tuition, which is of particular importance for retaining Promise Scholars who must otherwise forfeit their scholarships to study Musical Theatre outside of the state. Additionally, the BFA in Musical Theatre major will allow the College to increase enrollment in a growth area that has been repeatedly underserved in the state.

Within a 200 mile radius of West Virginia University, the following institutions offer a BFA in Musical Theatre:

Ohio: Kent State University, Marietta College, Youngstown State University

Pennsylvania: Point Park University, Carnegie Mellon University, Penn State  
Virginia: James Madison University, Shenandoah Conservatory

Career opportunities for musical theatre majors include working as professional performers in the television, film and entertainment industries. Graduates with a BFA in Musical Theatre major may also choose to continue their education in graduate theatre programs.

Employment in the area of musical theatre is expected to grow 10 percent from 2010 to 2020, or as fast as other similar occupations. Expected growth will be due to increases in demand for musical performances in a number of different venues.<sup>2</sup>

### **SECTION 3: ACCREDITATION**

The proposed BFA in Musical Theatre major has been designed in alignment with national standards in accordance with NAST. In adherence with NAST policies, the School of Theatre & Dance plans to seek accreditation for the program in 2019.

### **SECTION 4: UNIVERSITY AND COLLEGE MISSION ALIGNMENT**

The BFA in Musical Theatre major will further the mission of the College and University by:

- Developing a Musical Theatre major (BFA) has been included in the College's 2020 Strategic Plan (Goal 1: *Engage undergraduate, graduate, and professional students in a challenging academic environment.*)
- Providing additional cultural offerings and promoting health and wellness for the citizens of West Virginia (Goal 5: *Enhance the well-being and the quality of life of the people of West Virginia.*)

### **SECTION 5: COURSE OF STUDY-OVERVIEW**

The course of study for the BFA in Musical Theatre major will be competitive with similar programs in the country, especially in the intensity and class time devoted to the study, practice and performance of music, theatre and dance. All four years of study include liberal arts courses drawn from the University's General Education Curriculum.

Over the complete, four-year course of study, Musical Theatre majors will take classes in acting, dance techniques, choreography, theatre history, stage production, music theory, voice lessons, musical theatre literature and special topics. These courses are some of the same extensive core curriculum classes currently taken by music, acting and dance majors within the College. Additionally, Musical Theatre majors will take a number of specialized courses either directly in, or applicable to, the study of musical theatre which will be offered periodically by both Schools. A total of seven new courses will be added to the Schools' existing curricula.

Students will also have the option of taking elective classes in traditional acting methods or classical voice training and enroll in the School of Music's *Opera Workshop*. Certain aspects of the curriculum will address skills necessary for career management, including auditions, resumes and professional representation after graduation.

Annually, students will have the opportunity to perform in one to two major musical or opera productions and several minimally produced performance and showcase productions each academic year. In the last three years, the Schools have jointly produced *Cabaret*, *Carmen*, *Guys and Dolls* as part of their production/performance programs.

In addition to performing in a number of fully-produced, Musical Theatre majors will have the opportunity of participating in the College's dance, drama and music productions. A typical BFA student may perform in as many as fifteen (15) productions during his/her time at WVU.

These opportunities will serve as practical experience in the training of Musical Theatre students by providing them with an appropriate range of activities to meet the program's Student Learning Outcomes.

## SECTION 6: STUDENT LEARNING OUTCOMES

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in musical theatre with an emphasis in theatre.

**The national accrediting body for theatre programs (National Association of Schools of Theatre) indicates the following standards as applicable to all professional undergraduate theatre degrees including musical theatre.**

- Upon completion of any specific professional undergraduate theatre degree program students will possess a common body of knowledge and skills that include experience in:
  - Production: Students must acquire:
    - Technical skills requisite for artistic self-expression in at least one major area of production (for example, acting, design/technology, playwriting, directing) and those skills must be progressively developed to the highest level appropriate to the particular area of concentration. Technical proficiency standards should be established for each level of study. The achievement of a specified level of proficiency in technique should be required for retention at each level and must be required for graduation
    - An overview understanding of the major aspects, techniques, and directions in the area of concentration.
    - Fundamental, comprehensive understanding of the various elements and basic interrelate processes of creation, interpretation, performance, and production.
    - Fundamental, conceptual understanding of the expressive possibilities of theatre.
    - Knowledge and skills sufficient to work in both collaborative and individual roles in matters of theatre interpretation. Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance and production experiences. Students must have such experiences throughout the degree program.

- Repertory: Students must acquire:
    - Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.
    - Experience with specific repertoires and comparative standards of production quality through performance, academic study, and attendance at production
  - Theoretical and Historical Studies: Students must acquire:
    - The ability to analyze plays perceptively and to evaluate them critically.
    - An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions.
    - The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created.
  - The ability to develop and defend informed judgments about theatre.
    - *Note: The above competencies are achieved by coursework and studies in such fields as repertory, playwriting, theatre history, theatre criticism, philosophy of theatre, dramaturgy, performance studies, movement, anatomy and kinesiology, and production design.*
  - Synthesis: While synthesis is a lifetime process, by the end of undergraduate studies students should be able to work independently on a variety of professional problems by combining, as appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology, as well as other fields they have studied.
- Upon completion of any specific professional undergraduate theatre degree program students will demonstrate:
    - Achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals which are evident in their work.
    - Competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is required in many concentrations, and strongly recommended for all others.
    - The ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field. Such communication may involve oral, written, visual, and musical media.
  - Upon completion of the BFA in Musical Theatre, student majors will be able to:
    - Understand Musical Theatre as an art form and educational tool within a social context at the local, regional, national and global levels.
    - Understand the historical and cultural dimensions of Musical Theatre, including the works of leading musical theatre playwrights and composers.
    - Critically evaluate and defend what they and others have created.

- Master the necessary skills for career management and longevity, including auditions, resumes and professional representation.
- Demonstrate achievement of the highest possible level of performance in each of the three disciplines of the genre: *acting*, *singing*, and *dancing*.
  - *Acting*: Demonstrate a broad range of acting knowledge including an understanding and ability to create and portray believable characters while projecting the “self” into the environment of the stage musical.
  - *Singing*: Demonstrate a fundamental level of musicianship (aural, analytical, and technological) combined with an ability of performing with a mastery of vocal technique in all styles of the musical theater repertoire as well “belt” and legitimate techniques.
  - *Dancing*: Demonstrate technical and artistic proficiency in dance for musical theatre and movement including the ability to learn choreographic sequences from a number of different genres while using the body as an effective instrument for characterization.

## SECTION 7: CURRICULUM

The total number of hours for the BFA in Musical Theatre is 120-126 depending upon the individual student’s selections of GEC and elective courses.

- The total partially aligns the other current area of emphases in the School of Theatre & Dance’s BFA degree (Acting, Design/Technology, and Creative Dramatics and Puppetry) which have similar totals ranging from 128-132 credit hours.
- The total may increase if a student has deficiencies that require mitigation (i.e., in piano or music theory).

[Continued on the next page]

**Bachelor of Fine Arts in Musical Theatre****CURRICULUM PROPOSAL**

|                                                                        |                                                                 |              |
|------------------------------------------------------------------------|-----------------------------------------------------------------|--------------|
| <b>GEC BLOCK</b>                                                       |                                                                 | <b>39-44</b> |
| GEC #1                                                                 | ENGL 101 & 102 <i>or</i> ENGL 103                               | 3-6          |
| GEC #2a                                                                | Basic Mathematical Skills                                       | 3            |
| GEC #2b                                                                | Science                                                         | 7-8          |
| GEC #2a/b/c                                                            | Math or Science                                                 | 3            |
| GEC #3                                                                 | Past & Traditions                                               | 3            |
| GEC #4                                                                 | Contemporary Society                                            | 3-4          |
| GEC #5                                                                 | Artistic Expression                                             | 3            |
| GEC #6F                                                                | THET 191 First-Year Seminar – CCA                               | 2            |
| GEC #6                                                                 | Individual in Society                                           | 3            |
| GEC #7                                                                 | American Culture                                                | 3            |
| GEC #8                                                                 | Western Culture                                                 | 3            |
| GEC #9                                                                 | Non-Western Culture                                             | 3            |
| <b>HISTORY/LITERATURE COURSES</b>                                      |                                                                 | <b>12</b>    |
| THET 160                                                               | Fundamentals of Theatre                                         | 3            |
| THET 301                                                               | History of Western Theatre ( <i>GEC 3 or 8</i> )                | 3*           |
| THET 365                                                               | Traditions of Dramatic Literature ( <i>GEC W</i> )              | 3            |
| MUSC 120                                                               | History of Musical Theatre ( <i>GEC 5 or 7</i> )                | 3*           |
| <b>PRODUCTION BLOCK (7 credits from the following):</b>                |                                                                 | <b>7</b>     |
| THET 103 & THET 104                                                    | Stagecraft & Stagecraft Lab                                     | 4            |
| — <i>or</i> —                                                          |                                                                 |              |
| THET 105 & THET 106                                                    | Costuming & Costuming Lab                                       | 4            |
| — <i>and</i> —                                                         |                                                                 |              |
| THET 221                                                               | Theatre Make-up                                                 | 3            |
| <b>THEATRE COURSES – Performance:</b>                                  |                                                                 | <b>24</b>    |
| THET 144                                                               | Fundamentals of Acting ( <i>GEC 5</i> )                         | 3*           |
| THET 244                                                               | Intermediate Acting 1                                           | 3            |
| THET 240                                                               | Fundamentals of Vocal Techniques                                | 2            |
| THET 242                                                               | Fundamentals of Movement                                        | 2            |
| THET 355                                                               | Musical Theatre Studio                                          | 3            |
| THET 455                                                               | Advanced Musical Theatre Studio                                 | 3            |
| THET 348                                                               | Studio Scene Study 1                                            | 1            |
| THET 447                                                               | Studio Scene Study 2                                            | 1            |
| THET 346                                                               | The Actor's Craft                                               | 3            |
| THET 352                                                               | Acting the Song                                                 | 3            |
| <b>DANCE COURSES:</b>                                                  |                                                                 | <b>10</b>    |
| DANC 110                                                               | Fundamentals of Ballet ( <i>DANC 210 with permission</i> )      | 2            |
| DANC 130                                                               | Fundamentals of Jazz ( <i>DANC 230 with permission</i> )        | 2            |
| DANC 140                                                               | Fundamentals of Tap ( <i>DANC 240 with permission</i> )         | 2            |
| DANC 255                                                               | Dance for Musical Theatre ( <i>Repeated twice @ 1 cr. ea.</i> ) | 2            |
| One intermediate course from the following: ( <i>May be repeated</i> ) |                                                                 | 2            |
| DANC 210                                                               | Intermediate Ballet ( <i>DANC 310 with permission</i> )         |              |
| DANC 220                                                               | Intermediate Modern ( <i>DANC 320 with permission</i> )         |              |
| DANC 230                                                               | Intermediate Jazz ( <i>DANC 330 with permission</i> )           |              |
| DANC 240                                                               | Intermediate Tap                                                |              |
| <b>MUSIC COURSES – Performance:</b>                                    |                                                                 | <b>18</b>    |

|                                                            |                                                                |                |
|------------------------------------------------------------|----------------------------------------------------------------|----------------|
| MUSC 139                                                   | Voice Class 2 ( <i>Repeated twice@ 1 cr. ea</i> )              | 2              |
| MUSC 166                                                   | Theory for Music Theatre 1                                     | 2              |
| MUSC 167                                                   | Theory for Music Theatre 2                                     | 2              |
| MUSC 226                                                   | Applied Music: Voice ( <i>Repeated twice@ 2 credits each</i> ) | 4              |
| MUSC 326                                                   | Applied Music: Voice ( <i>Repeated twice@ 2 credits each</i> ) | 4              |
| MUSC 426                                                   | Applied Music: Voice ( <i>Repeated twice@ 2 credits each</i> ) | 4              |
| <b>PRACTICUM BLOCK:</b>                                    |                                                                | <b>4</b>       |
| THET 200                                                   | Sophomore Crew ( <i>Repeated twice @ 1 credit each</i> )       | 2              |
| THET 400                                                   | Reh/Perform Lab ( <i>Repeated twice @ 1 credit each</i> )      | 2              |
| <b>OPEN ELECTIVES</b>                                      |                                                                | <b>9</b>       |
|                                                            |                                                                |                |
|                                                            |                                                                |                |
|                                                            |                                                                |                |
| <b>CAPSTONE EXPERIENCE (3 credits from the following):</b> |                                                                | <b>3</b>       |
| THET 401                                                   | Capstone                                                       | 3              |
| — or —                                                     |                                                                |                |
| THET 450                                                   | Musical Theatre: The Complete Performer                        | 3              |
| <b>DEGREE TOTAL</b>                                        |                                                                | <b>120-126</b> |

\* May also count for GEC credit (not to exceed 9 credit hours).

## SECTION 8: TYPICAL FOUR-YEAR COURSE OF STUDY

### Bachelor of Fine Arts-Musical Theatre Major

*Due to scheduling and availability, courses may not necessarily be offered in the sequence listed below. However, students are required to follow this course of study as closely as possible in order to complete the program in the outlined four-year period. The student is required to meet with their Academic Advisor each semester.*

*A total of 120-126 hours are required for the degree depending upon the selection of GEC and elective courses.*

#### FIRST YEAR-Fall Semester

|                                     |   |
|-------------------------------------|---|
| MUSC 166 Theory for Music Theatre 1 | 2 |
| MUSC 139 Voice Class 2              | 1 |
| THET 160 Theatre Fundamentals       | 3 |
| GEC 6F/THET 191 First-Year Seminar  | 2 |
| GEC                                 | 3 |
| DANC 110 Fundamentals of Ballet     | 2 |
| THET 103/104 Stagecraft             | 4 |
| or THET 105/106 Costuming           |   |

**TOTAL 17**

#### FIRST YEAR-Spring Semester

|                                   |   |
|-----------------------------------|---|
| GEC ENGL 101 Comp. and Rhetoric 1 | 3 |
| MUSC 139 Voice Class 2            | 1 |
| THET 144 Fundamentals of Acting   | 3 |
| GEC Objective #2a: Math Skills    | 3 |

|                                       |           |
|---------------------------------------|-----------|
| DANC 130 Fundamentals of Jazz         | 2         |
| MUSC 167 Theory for Musical Theatre 2 | 2         |
| Elective                              | 3         |
| <b>TOTAL</b>                          | <b>17</b> |

**SOPHOMORE YEAR-Fall Semester**

|                                   |           |
|-----------------------------------|-----------|
| GEC ENGL 102 Comp. and Rhetoric   | 3         |
| GEC                               | 3         |
| MUSC 226 Applied Music: Voice     | 2         |
| THET 242 Fundamentals of Movement | 2         |
| THET 244 Intermediate Acting I    | 3         |
| THET 200 Sophomore Practicum      | 1         |
| DANC 140 Fundamentals of Tap      | 2         |
| <b>TOTAL</b>                      | <b>16</b> |

**SOPHOMORE YEAR-Spring Semester**

|                                     |           |
|-------------------------------------|-----------|
| THET 200 Sophomore Practicum        | 1         |
| THET 221 Make-up                    | 3         |
| THET 301 History of Western Theatre | 3         |
| THE 240 Fundamental Vocal Tech      | 2         |
| GEC                                 | 3         |
| GEC                                 | 3         |
| MUSC 226 Applied Music: Voice       | 2         |
| <b>TOTAL</b>                        | <b>17</b> |

**JUNIOR YEAR-Fall Semester**

|                                            |           |
|--------------------------------------------|-----------|
| THET 355 Musical Theatre Studio            | 3         |
| THET 348 Studio Scene Study 1              | 1         |
| MUSC 326 Applied Music: Voice              | 2         |
| DANC 255 Dance for Musical Theatre         | 1         |
| THET 365 Traditions of Dramatic Literature | 3         |
| GEC #2b Lab Science                        | 4         |
| <b>TOTAL</b>                               | <b>14</b> |

**JUNIOR YEAR-Spring Semester**

|                                                   |   |
|---------------------------------------------------|---|
| THET 352 Acting the Song                          | 3 |
| THET 400 Rehearsal Lab                            | 1 |
| MUSC 326 Applied Music: Voice                     | 2 |
| MUSC 120 History of Musical Theatre               | 3 |
| DANC 210, 220 230 or 240 Intermediate Level Dance | 2 |
| Elective                                          | 3 |

|              |           |
|--------------|-----------|
| <b>TOTAL</b> | <b>14</b> |
|--------------|-----------|

**SENIOR YEAR-Fall Semester**

|                                    |   |
|------------------------------------|---|
| THET 455 Musical Theatre Studio 2  | 3 |
| THET 447 Studio Scene Study 2      | 1 |
| DANC 255 Dance for Musical Theatre | 1 |
| GEC                                | 3 |
| GEC                                | 3 |
| THET 400 Rehearsal Lab             | 1 |
| MUSC 426 Applied Music: Voice      | 2 |

|              |           |
|--------------|-----------|
| <b>TOTAL</b> | <b>14</b> |
|--------------|-----------|

**SENIOR YEAR-Spring Semester**

|                                                                   |   |
|-------------------------------------------------------------------|---|
| GEC                                                               | 3 |
| THET 346 The Actor's Craft                                        | 3 |
| MUSC 426 Applied Music: Voice                                     | 2 |
| Elective                                                          | 3 |
| THET 401 Capstone Experience OR THET 450 Musical Theatre Capstone | 3 |

|              |           |
|--------------|-----------|
| <b>TOTAL</b> | <b>14</b> |
|--------------|-----------|

**SECTION 9: WVU DEGREE MATRIX INFORMATION:****Campus:** Main**School/College:** School of Theatre & Dance/College of Creative Arts**IPEDS Level:** Bachelor**WVU Census Level:** UG**Degree Title Program:** Theatre**Degree Designation:** Bachelor of Fine Arts (BFA)**Degree:** Theatre**C.I.P. Code:** 50.0509**Major:** Musical Theatre**Existing WVU Curriculum Matrix BFA Theatre Code:** 2507**SECTION 10: ENROLLMENT PROJECTIONS AND CAPS**

Because Musical Theatre's rigorous training must mesh with many of the College's preexisting programs, admissions standards will be highly competitive. It is the intent of the new major to accept no more than ten (10) students annually for a maximum enrollment of forty (40) students over a four-year course of study. This will insure that specialized classes in musical theatre remain small, and that they will afford students a great deal of individual attention from the faculty. At the same time, these enrollment limits will insure that there is no undue burden placed on existing College resources required to adequately support the program.

## SECTION 11: ENTRANCE REQUIREMENTS:

Musical Theatre students must meet all WVU Undergraduate Admissions entrance requirements. Prior to admission into the program, applicants must successfully pass an audition to assess their talent level and potential for success in the major.

- The School of Theatre & Dance in conjunction with the School of Music will administer auditions each semester for entrance into the program.
- Applicants must schedule their audition directly with the School of Theatre & Dance. Typically, auditions will be held in November and February in the Creative Arts Center. Additional auditions may also be scheduled.
- Audition information can be found on the College's website at <http://ccarts.wvu.edu/>.

Prior to beginning their course of study, all Musical Theatre students will be assessed to determine their proficiency in the area of piano and music theory.

- Students who not score a "Level 1" or higher on a juried piano exam will be required to complete remedial piano studies in addition to the stated coursework in the curriculum.
- Students who not achieve a minimum passing score on a basic music theory exam will be required to complete and pass a remedial music theory course in addition to the stated coursework in the curriculum.

Upon successful acceptance into the program, students must comply with the general regulations of the University concerning degrees. Students are responsible for correctly fulfilling all major requirements for their degree.

During their first semester of enrollment, transfer students with credit from other institutions must establish the application of that credit towards their BFA in Musical Theatre degree.

## SECTION 12: ASSESSMENT

### A. Student Assessment

Routine assessment is vital to the continued growth and success of the program. It includes daily, in-class critiques, rehearsals, end-of-semester auditions and public performances. This type of assessment monitors the development of the Musical Theatre major's technique, artistic growth, and application of the genre to the other liberal arts.

Examples of assessment to monitor student progress in musical theatre include:

- Audition for entry into the program
- Auditions for credit-bearing performance opportunities (THET 200/300/400).
  - Musical Theatre majors will participate in a number of opportunities designed to incorporate classroom and process skills into a public performance.
  - At the completion of each of these productions the students will receive an evaluation of their participation.
- End-of-semester jury reviews for continuation in the program
  - At the end of each semester, each Musical Theatre student will take part in a juried review that consists of a private audition, a discussion of the student's progress in the areas of talent, trainability, professional discipline and potential as well as the demonstrated acquisition of the identified learning goals.

- These reviews serve to monitor and record the student's progress toward the completion of the degree.
- The reviews will be administered by the Program Director of Musical Theatre and shall include participation and feedback from theatre, music and dance faculty.
- Written jury forms will be used to indicate areas of strength and weakness.
- The written jury form will be shared with each student, and a copy will be placed in the student's advising file to be used as part of the on-going assessment of the student's progress in the program.
- In-class critiques
  - To assess the learning process, student coursework and class participation will be evaluated according to applicable knowledge and skills
- At the discretion of the Program Director of Musical Theatre, students who do not successfully pass the juried review will be either put on probationary status or removed from the program.

## **B. Program Assessment**

Assessment of the program and curriculum will happen in accordance with policies from NAST that includes an initial application for accreditation and membership. Following the initial application and five-year review period, NAST re-accredits programs every ten years. The program will also be reviewed every five years for the Board of Governors of West Virginia University.

Additionally, the School will conduct program and course assessment and convene the faculty to discuss program outcomes and the need for continuous improvement. These discussions and responses to the issues raised by the student juries and reviews will determine if changes need to be made to the effectiveness of the program itself.

## **Section 13: RESOURCES (EXISTING AND NEW)**

The new BFA in Musical Theatre major will draw from existing College resources as well as requiring the additional College-funded resources identified below. No new University funding or resources will be required to support the program at this time.

### **A. Facilities**

- No new resources for facilities will be needed to support the major.
  - The training program will utilize existing performance spaces, studios, practice rooms and administrative offices in the Creative Arts Center on the Evansdale Campus and dance studio space in E. Moore Hall on the Downtown Campus.
  - Within reason, production facilities (scenic, costume, lighting and front-of-house) are adequate to support the production of large musicals.
  - As needed, the College will continue to fund ongoing improvements to these dance, acting and music studios in support of existing programs as well as the new major in Musical Theatre.

**B. Production Support**

- No new resources will be necessary to support the performance aspect of the program.
  - Funding for the presentation of staged drama, musical and opera performances (i.e., royalties, production expenses, marketing, etc.,) that are an extension of the College's academic programs is self-supporting with expenses covered by College tuition and/or revenue generated from ticket sales.
  - Orchestra and musical support will be provided by the School of Music

**C. Personnel\***

The majority of personnel (instructional and support) required to meet the curricular demands and staffing of the new program will be drawn from existing College lines. These lines will be augmented with additional staffing as needed.

- Existing Personnel
  - The training of Musical Theatre students will primarily be staffed by College faculty and staff already employed in the School of Music and the School of Theatre & Dance.
- New Personnel\*
  - 1 full-time (1.0 FTE), 9 month faculty position in the School of Theatre & Dance to teach various courses with a musical theatre emphasis including performance, musical literature and history and also serve as a musical theatre director and/or director for produced musical productions and workshops. This appointment may also serve as the Program Director of the BFA Musical Theatre.
  - 2 part-time (.25 to .5 FTE each depending upon program enrollment), adjunct faculty positions in the School of Music to teach Applied Music (Voice) courses.
  - 3 additional Graduate Teaching Assistant (.5 FTE each)
    - 1 in the School of Music to assist in teaching Applied Music (Voice) courses
    - 2 in the School of Theatre & Dance to assist in production
  - 1 part-time, piano accompanist (hourly) to play piano for THET 352-*Acting the Song*

\* *It is anticipated that the full-time faculty position will be funded through internal restructuring of faculty lines, retirements and normal attrition within the College. All other personnel resources will be funded by College tuition and/or dedicated revenue accounts.*

## Section 14: CAREER AND GRADUATE EDUCATION OPPORTUNITIES IN MUSICAL THEATRE

A graduate with a BFA in Musical Theatre major is trained in the basic principles and performance skills necessary for a career in the theater or entertainment industry, or graduates may pursue advanced graduate training.

### A. Careers

- These career paths can include working as an actor, musician, dancer, choreographer, director or fine arts teacher. Other employment opportunities include working for television, film, radio, cruise ships, houses of worship, themed-environments and amusement parks. One of the greatest increases for employment is anticipated for positions associated with religious organizations. Strong competition is expected for all of these jobs because of the large number of workers who are interested in becoming musicians or singers.
- The following is a brief list of some popular careers related to Music, Theatre, and Musical Theatre, along with a recent national median salary<sup>3</sup>:

|                           |          |
|---------------------------|----------|
| Musical Director/Arranger | \$51,000 |
| Producer                  | \$56,000 |
| Artistic Director         | \$49,000 |
| Production Assistant      | \$29,000 |
| Drama Instructor          | \$46,000 |
| Actor/Performer           | \$65,000 |
| Choreographer             | \$34,000 |
| Music Instructor          | \$42,000 |

### B. Graduate Education

- After completion of the program, students with a BFA in Musical Theatre may also choose to continue their education by pursuing one of the following advanced degrees:

Master of Arts (MA) in Theatre Education  
 Master of Arts in Teaching (MAT) with Theatre certification  
 Master of Fine Arts (MFA) in Musical Theatre, Acting or Dance  
 Master of Music in Voice (Performance)  
 Master of Music in Musical Theatre  
 Ph.D. in Theatre or Music History/Criticism  
 DMA in Music (Performance)

## Section 15: SUGGESTED CATALOG COPY

### BACHELOR OF FINE ARTS: MUSICAL THEATRE *Copy to be printed in the WVU Undergraduate Catalog under the School of Theatre & Dance pages/Bachelor of Fine Arts*

Musicals comprise a large percentage of the theatrical productions in the United States every year. The School of Theatre & Dance recognizes that musical theatre study, performance, and production are integral parts of any complete theatre education.

The goal of the Bachelor of Fine Arts in Musical Theatre major is to train students for successful careers in musical and stage performance in the competitive entertainment industry. The major shares a joint curriculum and resources drawn from both the School of Theatre & Dance and the School of Music; however, the administration of the program is housed in the School of Theatre & Dance.

Through a course of study focused on the disciplines of theatre, music and dance combined with the University's General Education Curriculum, the program is competitive with similar programs in the country, especially in the intensity and class time devoted to the study, practice and performance of music, theatre and dance. All four years of study mesh with a wide range of liberal arts courses work drawn from the University's General Education Curriculum.

The full course of study includes classes in acting, dance techniques, choreography, theatre history, vocal techniques, stage production, music theory, voice lessons, musical theatre literature and special topics. These artistic mediums will also address skills necessary for career management, including auditions, resumes and professional representation. Through the Schools' existing programs in acting and/or voice, students will be able to take courses in traditional acting or vocal training and enroll in opera workshops.

Students will have the opportunity to perform in one major musical and several minimally produced performance and showcase productions each academic year. In addition to a number of different performance opportunities in musicals, Music Theatre majors will have the opportunity to cross traditional lines and benefit from participating in fully-staged, dance, drama and opera productions. A typical BFA student may perform in as many as fifteen productions during the course of study at WVU.

Career opportunities for musical theatre majors include working as professional performers in the television, film and entertainment industries. Graduates with a BFA in Musical Theatre major may also choose to continue their education in graduate theatre programs.

Notes:

- 1 NAST is an association of approximately 178 schools of theatre, primarily at the collegiate level, but also including postsecondary non-degree-granting schools of theatre. It is the national accrediting agency for theatre and theatre-related disciplines. The Association also provides information to the public. It produces statistical research, provides professional development for leaders of theatre schools and engages in policy analysis.

For more information, please visit: <http://nast.arts-accredit.org>

- 2 Office of Occupational Statistics and Employment Projections. U.S. Bureau of Labor Statistics, 2012. Available at [www.bls.gov/ooh/](http://www.bls.gov/ooh/).

- 3 Data collected from [indeed.com](http://indeed.com) and [salary.com](http://salary.com).

**To: Faculty Senate Executive Committee**

**From: E. James Harner, SCC Chair Elect**

**Date: 5/19/2014**

**RE: Monthly Alterations Report**

**Action: New Subject Code.** The following new subject code has received administrative approval.

| Subject Code | Action                   | Rationale                                                                                        | Effective Term |
|--------------|--------------------------|--------------------------------------------------------------------------------------------------|----------------|
| ENLM         | Create new subject code. | For the development of new courses to support the creation of a new major Energy Land Management | Spring2015     |

**Action: Course Alterations (Minor Changes).**

**Effective Term: Spring 2015**

| Title                           | Action     | Old Course Description                                                                                                                                                                                                                                                                                                            | New Course Description                                                                                                                                                                                                                                                                                                                          | Course Curriculum Based Rationale                                |
|---------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| GEOL 341:<br>Structural Geology | Change PR. | GEOL 341. Structural Geology. 4 Hours. PR: GEOL 103 and GEOL 104 and GEOL 284 and GEOL 285 and PHYS 101. Introduction to rock deformation processes and the interpretation of geologic structure, with applications to the structure and tectonic evolution of the Appalachian Mountains. (Several one-day field trips required.) | GEOL 341. Structural Geology. 4 Hours. PR: GEOL 103 and GEOL 104 and GEOL 284 and GEOL 285 and (PHYS 101 or PHYS 111). Introduction to rock deformation processes and the interpretation of geologic structure, with applications to the structure and tectonic evolution of the Appalachian Mountains. (Several one-day field trips required.) | Some students take the more advanced Phys111 instead of Phys101. |

| <b>Title</b>                        | <b>Action</b>       | <b>Old Course Description</b>                                                                                                                                                                                                                   | <b>New Course Description</b>                                                                                                                                                                                                                                     | <b>Course Curriculum Based Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HIST 221: History of Modern Germany | Change description. | HIST 221. History of Modern Germany. 3 Hours. German history from Congress of Vienna to the end of World War II. Student gains special knowledge of more specialized topics by selecting literature and writing essays on these topics.         | HIST 221. History of Modern Germany. 3 Hours. Overview of German history emphasizing eighteenth through the twentieth centuries. Special attention focuses on the development of nationalism, state-building, political culture and continuity in German history. | History 221 provides students with an overview of German history specifically and European history generally. It fulfills GEC 3 and 8 and prepares history students for more advanced courses in European history. It also helps students gain skills necessary to read primary and secondary sources carefully, craft arguments, and communicate ideas in class discussions and in written work.                                                                                                                                                                           |
| HIST 445: History of American Women | Change number.      | HIST 345. History of American Women. 3 Hours. Examination of the history of American women from 1607 to the present with emphasis on working conditions, women's rights, development of feminism, women's role in wartime, women in the family. | HIST 445. History of American Women. 3 Hours. Examination of the history of American women from 1607 to the present with emphasis on working conditions, women's rights, development of feminism, women's role in wartime, women in the family.                   | Until this academic year (2013-14), the History of American Women was listed as HIST 445 rather than HIST 345. Because of the paucity of offerings at the 300 level, the Department of History changed this course number to 345. Unfortunately, this meant that graduate students could no longer take the course, and the content of the course is really aimed at the 400 level. I would like to change this course number back to HIST 445 (there will not be any curricular changes in the course). I merely want to change the number back to HIST 445 from HIST 345. |

| Title                                   | Action         | Old Course Description                                                                                                                                                           | New Course Description                                                                                                                                                           | Course Curriculum Based Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HIST 451: African-American History-1900 | Change number. | HIST 356. African-American History-1900. 3 Hours. African background, the slave trade and evolution of slavery in the New World. The attack on slavery and its destruction.      | HIST 451: African-American History-1900. 3 Hours. African background, the slave trade and evolution of slavery in the New World. The attack on slavery and its destruction.      | This course was originally listed as 400-level course HIST 451, which was deactivated as HIST 356 was created to address the dearth of 300-level courses in the Department of History. However, since graduate students need to take this course and have the subject area listed on their transcripts as an advanced-level course, designed to incorporate graduate students, it should be retained as a 400-level course. Please change the course number back to 451. |
| HIST 452: African-American Since 1900   | Change number. | HIST 357. African-American Since 1900. 3 Hours. Reconstruction, the age of reaction and racism, black migration, black nationalism, blacks in the world wars, and desegregation. | HIST 452: African-American Since 1900. 3 Hours. Reconstruction, the age of reaction and racism, black migration, black nationalism, blacks in the world wars, and desegregation. | This course was originally listed as 400-level course HIST 452, which was deactivated as 356 was created to address the dearth of 300-level courses in the Department of History. However, since graduate students need to take this course and have the subject area listed on their transcripts as an advanced-level course, designed to incorporate graduate students, it should be retained as a 400-level course. Please change the course number back to 452.      |

| Title                                 | Action                             | Old Course Description                                                                                                                                                                                                                                                                                                                                                                                                       | New Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                           | Course Curriculum Based Rationale                                                                    |
|---------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| HN&F 350: Cross-Cultural Cuisine      | Change title, description, and PR. | HN&F 350. Cross-Cultural Dietary Pattern. 3 Hours. PR: BIOL 102 and BIOL 104 and CHEM 115 and HN&F 171. Contemporary United States models for menu planning, meal service, and mealtime etiquette; factors affecting evolution of American regional/ethnic/dietary patterns; international dietary patterns; integration of current nutritional recommendations into ethnic dietary practices. (3 hr. lec., 3 1/2 hr. lab.). | HN&F 350. Cross-Cultural Cuisine. 3 Hours. PR: Sophomore standing. This course examines the evolution of human society and culture from a historical perspective as it relates to food and cuisine. Economic and religious influences on dietary patterns and nutritional health are also explored. A hands-on laboratory emphasizes preparation of typical foods from different cultures to supplement the materials covered in the lecture part of the course. | The title and course catalog descriptions need to be updated to more accurately describe the course. |
| ILR 537: Pract Indstl Interviewng     | Change PR.                         | ILR 537. Pract Indstl Interviewng. 3 Hours. PR: ILR 462. Experiential learning of industrial interviewing techniques covering legal and technical aspects of employment interviewing and other types of interviewing.                                                                                                                                                                                                        | ILR 537. Pract Indstl Interviewng. 3 Hours. Experiential learning of industrial interviewing techniques covering legal and technical aspects of employment interviewing and other types of interviewing.                                                                                                                                                                                                                                                         | Course prerequisite not applicable.                                                                  |
| ILR 545: Equal Employment Opportunity | Change PR.                         | ILR 545. Equal Employment Opportunity. 3 Hours. PR: ILR 462. A series of lectures by specialists in equal employment opportunity affairs. Lectures will include attorneys, directors of state and national EEO agencies, and representatives of business and industry and the labor movement.                                                                                                                                | ILR 545. Equal Employment Opportunity. 3 Hours. A series of lectures by specialists in equal employment opportunity affairs. Lectures will include attorneys, directors of state and national EEO agencies, and representatives of business and industry and the labor movement.                                                                                                                                                                                 | Course prerequisite not applicable.                                                                  |

| Title                                | Action               | Old Course Description                                                                                                                                                                                                                                                                                                                          | New Course Description                                                                                                                                                                                                                                                                                                  | Course Curriculum Based Rationale                                                          |
|--------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| ILR 548: Strategic Management for HR | Change PR.           | ILR 548. Strategic Management for HR. 3 Hours. PR: ILR 462. Stages and types of strategies; Formulation and implementation of strategies; human resource aspects of planning and strategic assessment; extensive case analysis and team projects.                                                                                               | ILR 548: Strategic Management for HR. 3 Hours. Stages and types of strategies; Formulation and implementation of strategies; human resource aspects of planning and strategic assessment; extensive case analysis and team projects.                                                                                    | Course prerequisite not applicable.                                                        |
| ILR 562: Collective Bargaining       | Change title and PR. | ILR 562. Collective Bargaining Labor Rela. 3 Hours. PR: ILR 462. Examination of the theory and practice of collective bargaining. Topics include economic and historical environment, labor law, unionization, contract negotiation, patterns in contract content, conflict resolution, grievance handling, and an introduction to arbitration. | ILR 562: Collective Bargaining. 3 Hours. Examination of the theory and practice of collective bargaining. Topics include economic and historical environment, labor law, unionization, contract negotiation, patterns in contract content, conflict resolution, grievance handling, and an introduction to arbitration. | Course prerequisite not applicable; editing title of course to remove "labor relations"    |
| ILR 589: MS-IR Internship            | Change course number | ILR 689. MS-IR Internship. 3 Hours. PR: Consent. Supervised professional experience in human resources and/or industrial relations. Internships are organized, administered, and evaluated jointly by faculty, student, and sponsoring organization. Minimum 12 contact hours per week.                                                         | ILR 589: MS-IR Internship. 3 Hours. PR: Consent. Supervised professional experience in human resources and/or industrial relations. Internships are organized, administered, and evaluated jointly by faculty, student, and sponsoring organization. Minimum 12 contact hours per week.                                 | Change course number to 589 for consistency with course numbering in the graduate program. |

| Title                                    | Action              | Old Course Description                                                                                                                                                                                                                                                                                                           | New Course Description                                                                                                                                                                                                                                                                                                                                                          | Course Curriculum Based Rationale                                                                                                                                                                                                                                                                                          |
|------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NSG 783: Dissertation Seminar            | Change hours.       | NSG 783. Dissertation Seminar. 2 Hours. PR: NSG 729. This seminar provides an opportunity for continued knowledge synthesis related to the selected topic of research. Students will participate in proposal presentation and critique. The expectation is a National Research Service Award Predoctoral Fellowship Application. | NSG 783: Dissertation Seminar. 1 Hour. PR: NSG 729. This seminar provides an opportunity for continued knowledge synthesis related to the selected topic of research. Students will participate in proposal presentation and critique. The expectation is a National Research Service Award Predoctoral Fellowship Application.                                                 | Course objectives enable students to analyze their own research and receive valuable feedback to refine dissertation topic.                                                                                                                                                                                                |
| RPTR 140: Adventure West Virginia        | Change description. | RPTR 140. Adventure West Virginia. 3 Hours. This course provides incoming WVU freshmen with the information and tools helpful for a successful transition from high school to college through a field-based, experiential curriculum.                                                                                            | RPTR 140. Adventure West Virginia. 3 Hours. This course provides incoming WVU freshmen with the information and tools helpful for a successful transition from high school to college through a field-based, experiential curriculum and classroom sessions. Significant attention is given to critical thought and reflection on oneself, relationships, and place in society. | Please refer to Syllabus and Written Comments. RPTR 140 is an existing class meeting the unique needs of incoming students. The course objectives and assignments have been modified to place a greater emphasis on critical thought and personal reflection, so as to better align with GEC 6: The Individual in Society. |
| THET 365: Traditions-Dramatic Literature | Change PR.          | THET 365. Traditions-Dramatic Literature. 3 Hours. PR: THET 260. An overview of dramatic literature from the Greeks to Pinter. The class will study on play per week in a seminar-style format with written assignments appropriate to a "W" course.                                                                             | THET 365: Traditions-Dramatic Literature. 3 Hours. PR: THET 260 or THET 301. An overview of dramatic literature from the Greeks to Pinter. The class will study one play per week in a seminar-style format with written assignments appropriate to a "W" course.                                                                                                               | Clerical update to change the pre-requisite to include THET 301 which used to be THET 260.                                                                                                                                                                                                                                 |

| <b>Title</b>            | <b>Action</b> | <b>Old Course Description</b>                                                                                                                                                                             | <b>New Course Description</b>                                                                                                                                                                                          | <b>Course Curriculum Based Rationale</b>                                                                               |
|-------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| THET 429: Sound Seminar | Change PR.    | THET 429. Sound Seminar. 3 Hours.<br>PR: THET 110. An exploration of sound design and equipment for the theatre with practical emphasis on producing and recording sound effects using computer software. | THET 429: Sound Seminar. 3 Hours.<br>PR: THET 103 and THET 104. An exploration of sound design and equipment for the theatre with practical emphasis on producing and recording sound effects using computer software. | Clerical update: Changed the perquisites to reflect the new course numbers for Stagecraft. No other changes requested. |

### **Drops**

HIST 345: History of American Women

HIST 356: African-American History-1900

HIST 357: African-American Since 1900

ILR 689: MS-IR Internship

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee

Date: May 19, 2014

Re: GEC Actions

The GEC Oversight Committee met on April 21 and May 5, 2014 and recommends the following course for Faculty Senate Approval:

| Title                             | Course Type | Objectives                   |
|-----------------------------------|-------------|------------------------------|
| RPTR 140: Adventure West Virginia | New GEC     | 6. The Individual in Society |

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee

Date: May 19, 2014

Re: GEC Audits

The GEC Oversight Committee met on April 21 and May 5, 2014 and passed the following courses for GEC Audit:

| <b>Title</b>                              | <b>Audit Type</b> | <b>Objectives</b>                                                    |
|-------------------------------------------|-------------------|----------------------------------------------------------------------|
| ENGL 233: Short Story                     | GEC Audit         | 5. Artistic Expression                                               |
| GEOG 244: Geography of the Middle East    | GEC Audit         | 4. Contemporary Society<br>9. Non-Western Culture                    |
| HIST 104: Latin America: Past & Present   | GEC Audit         | 3. The Past and Its Traditions<br>4. Contemporary Society            |
| HIST 106: East Asia: An Introduction      | GEC Audit         | 3. The Past and Its Traditions<br>9. Non-Western Culture             |
| HIST 218: History of Russia: 1900-Present | GEC Audit         | 4. Contemporary Society<br>8. Western Culture                        |
| HIST 264: American Indian History         | GEC Audit         | 3. The Past and Its Traditions<br>7. American Culture                |
| SOCA 252: Physical Anthropology           | GEC Audit         | 2C. Basic Math & Scientific Inquiry                                  |
| POLS 220: State and Local Government      | GEC/Writing Audit | 3. The Past and Its Traditions<br>4. Contemporary Society<br>Writing |
| PSYC 474: Behavior Modification           | Writing Audit     | Writing                                                              |

## **General Education Oversight Committee 2013-2014 Final Report**

### **Committee Members**

Lisa Weihman, Eberly, Chair  
 Lena Maynor, Pharmacy, Chair-elect  
 Ilkin Bilgesu, Statler  
 Robert Brock, Medicine  
 Lesley Cottrell, Medicine  
 David Hauser, Eberly  
 Kristen Matak, Davis  
 Jennifer Merrifield, PSC  
 Beth Nardella, Medicine  
 Gayle Neldon, CEHS  
 Gloria Oporto, Davis  
 Robert Waterson, CEHS  
 Student Representative  
 Elizabeth Dooley, Provost's Office, ex officio  
 Jennifer Orlikoff, Eberly, Faculty Senate Chair-elect, ex officio  
 Kartik Motwani, SGA Student Representative

### **Committee Charge**

The General Education Curriculum Oversight Committee has four purposes:

1. It is to review applications for new GEC courses as well as for new Writing courses.
2. It is to initiate and conduct a five-year audit of all GEC courses in which approximately 20% of GEC courses are audited every academic year to ensure that they address the GEC Objectives to which they have been assigned and are taking appropriate measures of the students' abilities to engage critically with relevant subject matter as well as with the broader learning outcomes of the relevant GEC Objectives.
3. It is to collaborate closely with other committees on Outcomes Assessment of the GEC.
4. It is to address in a timely fashion any other issues pertinent to the success of the GEC.

### **Summary**

The General Education Oversight Committee met ten times during the 2013-2014 academic year. In adherence to our charge to review applications for new GEC courses and new Writing courses, the committee reviewed and approved 14 new GEC courses and 11 new Writing courses during 2013-2014.

The committee conducted successful five-year audits of 64 GEC courses and 15 Writing courses, agreed to postpone one audit and dropped 14 courses from the GEC/Writing course roster at the request of department chairs. 78 requests for five-year audits of GEC courses were not submitted as of the beginning of May; this remains a challenging situation for the GECCO to address moving forward. The GECCO supports a September 16, 2014 deadline for these missing audits, after which these courses will be removed from the GEC.

2013-2014 was a challenging year for the GECCO. The year began with the switch from using paper forms for audits to using the Curriculum Inventory Management system (CIM), which necessitated coordination of effort with both the Provost's office and the Office of the University Registrar to create online forms, protocols and procedures for using the new system. Requests for new audits were delayed for much of September and October while these new protocols were put into place, during which time the committee learned how to use CIM and

completed audits of courses that were backlogged from previous years. New informational documents were created to guide committee members, chairs of departments/units, and faculty completing new course proposals and five-year audit forms. The committee reviewed the last of the course audits submitted on paper forms, and the entire process is now fully in CIM. The GECO is particularly grateful for the help of Melanie Stimeling from the OUR, who met regularly with the GECO about issues relating to CIM.

### **The Move from the General Education Curriculum to the General Education Requirements**

The Faculty Senate approved a motion at the May 2014 meeting to accomplish the following goals:

- 1) replacing the existing GEC with a new arrangement grouped into seven broad areas, with an eighth requirement (Depth) of nine hours, as outlined in Exhibits A (Proposed revision of the Registrar's page), B (Straw model of course groupings), and C (Example of Depth combinations with existing courses);
- 2) rescinding the Writing requirement and replacing it with development of writing and communication skills as determined by colleges or units;
- 3) endorsing the LEAP Outcomes [APPENDIX], and including integrated assessments of those outcomes, skills, and knowledge within the first-year and Capstone courses;
- 4) establishing a subcommittee of faculty and administrators to develop the specifics of the program, and to guide the implementation of these changes by the Fall semester of 2015; 5) presenting a progress report on implementation to Senate in September 2014.

All of these changes impact the General Education Curriculum Oversight committee's work going forward, and therefore will require changes to the way the committee accomplishes its goals. Most notably, the move to the GER will eliminate the need for GECO oversight of Writing ("W") classes. As of May 2014, the GECO will no longer approve applications for new Writing classes and will cease requesting audits of these classes.

### **Future Goals of the General Education Curriculum Committee:**

With the move to the General Education Requirements (GER) on the horizon in the coming year, and with the decision by Faculty Senate to remove the University Writing Requirement, GECO policies and procedures are in the process of changing. The following issues were discussed by the GECO, and will require attention in the coming year:

- The regional campuses still need to be connected to the CIM on-line system. The University Registrar's Office will continue to work with them until they are on-line, and GECO will work with the regional campuses to insure that courses are not dropped from the GEC/GER. Representatives from the regional campuses will be included in the audit process of courses that are not regularly taught on the main campus.
- The implementation of the September 16 deadline for course audits from previous years, and better faculty response rates to calls for audits.
- How best to incorporate meaningful assessment of measurable learning outcomes into the GEC/GER, and what role the GECO should play in such assessment.
- The inclusion of First Year Seminar courses in the GER going forward, and how to assess their purpose and effectiveness.
- The role of syllabus review in the audit process.

- Educating departments and faculty about the timeline for reviews submitted to the GEC/GER; courses must pass review by the October Senate meeting (with approval granted at the September GECO meeting) in order to be included in the catalog as a GEC/GER course for Spring semester; by the March Senate meeting (February GECO meeting) for inclusion in the catalog for the following Fall semester.
- The possibility of creating an “inactive” list for courses that are not currently offered by departments, but may be offered in the future. The committee believes it may be beneficial to allow such courses a “time out” from the audit process, particularly when faculty are unavailable to teach these classes. The classes could quickly be reactivated at the request of department chairs and then resume the five-year audit process when faculty are in place to complete the audits.
- The incorporation of the LEAP (Liberal Education and America’s Promise) Essential Learning Outcomes into the GER, and how to adapt the forms in CIM to facilitate future curriculum assessment; the Association of American Colleges and Universities provides rubrics for assessment of the LEAP Learning Outcomes on their website, <http://www.aacu.org/value/rubrics/index.cfm>.
- Accurate and helpful aids to faculty using CIM for new course proposals and five-year audits as part of CIM and on the Faculty Senate website.
- The inclusion of GECO representation on the new GER implementation committee.

## APPENDIX

### The LEAP (Liberal Education America's Promise) Essential Learning Outcomes

Recommended by the Association of American Colleges and Universities

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

#### **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

#### **Intellectual and Practical Skills, including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy

- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**Personal and Social Responsibility, including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

**Integrative and Applied Learning, including**

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

## MEMORANDUM

TO: Lisa DiBartolomeo, WVU Faculty Senate Chair

FROM: Samuel Ameri, Chair – WVU Faculty Senate Welfare Committee

SUBJECT: Faculty Welfare Committee Annual Report 2013-2014

DATE: 5/12/2014

### COMMITTEE MEMBERS:

Sam Ameri, Statler, Chair  
Marie Abate, Pharmacy, Chair-elect  
Leslie Tower, Eberly  
Greg Barretto, Medicine  
Anne Cronin, Medicine  
Scott Fleming, B&E  
Deepak Mehra, PSC  
Gayle Neldon, CEHS  
Jeff Slahor, Davis  
Scott Wayne, Statler  
Martha Yancey, Library  
Jennifer Orlikoff, Eberly, Faculty Senate Chair-elect, ex officio  
Stan Cohen, Retired Faculty Representative, ex officio  
Art Jacknowitz, Retired Faculty Representative, ex officio  
Staff Welfare Committee, ex officio  
Margaret Phillips, Vice President for Human Resources, ex officio

Regarding the charge and responsibilities bestowed upon the Senate Faculty Welfare Committee - to review, study and make appropriate recommendations for all problems and needs of current and retired faculty; the committee discussed and addressed many important issues this year. Many thanks to our esteemed colleagues for their tireless dedication and contributions required in order to achieve our committee expectations.

### Issues and accomplishments 2013-2014:

- 1) Consensus - Committee members share both collective concern and consensus regarding many issues faced by current and retired WVU faculty. It has accomplished much already this year, and its members remain enthusiastic and committed to continuing its work throughout the summer in order to prepare and present recommendations to the Faculty Senate and various appropriate university administrators/departments.

- 2) Parking and safety – There is growing concern about the safety of WVU students and faculty as it relates to their presence throughout campus after dark. Just one example of this cause for concern is highlighted when both students and faculty must walk far distances to parking lots from buildings in which classes are held at night. As WVU enrollment continues to increase, so too will enrollment in evening/night classes. This will translate to even more students and faculty on campus after dark. The committee has met with the Associate Vice President of Facilities and Services to discuss these issues and to request information on possible solutions. The committee continues to work through progressive ideas put forth by its members and others in relation to this growing problem. It is the committee's hope that recommendations to address this potential safety problem can be identified.
- 3) Tuition benefit program – The committee developed and continues to consider a proposal to extend tuition benefits to dependents of full-time faculty and staff. The committee considers that expanding these benefits is critical in order to attract and attain both a talented faculty and student body. Preliminary details of this program proposal include stipulations that benefits would be awarded to children, spouses and partners of benefits-eligible employees reflecting years of service, and in line with current employee tuition benefit schedules. Committee members plan on continuing meetings with appropriate university administrators and personnel to determine final parameters and implementation. A final recommendation on this expanded tuition benefit program will be forthcoming from the committee.
- 4) Dual career faculty policy and procedure – The committee continues to consider ways to meet the needs and ease the challenges of dual-career families within the WVU faculty. Many peer institutions already have such policies and procedures in place. WVU too already has an established dual-career support program for spouses and partners seeking non-faculty positions. The committee is pleased with the current program but was so encouraged by the recent proposal to expand it. The committee is 100 percent in support of doing so and believes the expansion would enhance the existing program tremendously. The committee believes that improving policies already in place would help to ensure WVU remains an attractive academic institution for talented individuals to consider for education and employment. The committee will continue its work with the appropriate university administrators and personnel on this important issue with hopes of submitting a formal recommendation for policy improvements in due course.
- 5) University P&T document revisions – The committee has been in the process of reviewing the university's current document. Several concerns have been communicated and subsequently addressed. The committee has provided input to the Associate Provost for Academic Affairs in order to further clarify this important document and to address concerns expressed by WVU faculty. The committee will continue accepting faculty feedback and forwarding suggestions to the Associate Provost for Academic Affairs.

- 6) PEIA benefits – The committee continues to work on this very challenging and sensitive issue facing members of the WVU faculty and staff. The committee has sought input for potential improvements and changes to the system including reaching out to the area’s legislative delegation. Committee members will continue to work closely with the university’s human resources department to identify effective solutions and to pinpoint ways of positively impacting costs associated with these benefits.

**Summary of strategic Faculty Welfare Committee goals for 2014-2015:**

- 1) PEIA issues – The Faculty Welfare Committee will continue working toward identifying any viable solutions to problems existing with the current PEIA benefits. This is an important issue not only to the university’s faculty and staff individually, but also to WVU as a whole. This committee has worked tirelessly for many years on this issue and remains committed to seeking out any possible improvements to the program for the foreseeable future.
- 2) Retired/Emeritus faculty – The committee has worked on several issues related to retired and emeritus faculty members and will continue to do so as issues are brought to its attention. The committee’s efforts have included its ongoing support for the implementation of the revised retired faculty handbook.
- 3) Tuition benefits – The committee will continue working with university administrators on the feasibility and implementation of a broader tuition benefit for full-time faculty and staff members. It is the committee’s vision that this benefit should extend to dependents of faculty members in order for WVU to remain competitive in attracting new talent. The committee will soon provide a proposal on the particulars of this benefit expansion.
- 4) Identifying issues/communication – The committee will remain open to addressing and exploring any new issues brought to its attention by members of the WVU faculty and staff over the course of the coming year. It will continue to solicit and welcome feedback from faculty and staff members from which the committee will base many of its final recommendations.
- 5) Faculty workload – The committee will continue working on recommendations to change and/or improve faculty workload and student/faculty ratios in order to bring WVU in line with its peer institutions. Concerns and/or recommendations related to the effect of changes on facilities, teaching loads, teaching effectiveness, research productivity, faculty promotion and tenure also will continue to be considered.
- 6) Athletic facility availability – The committee will continue working to identify ways in which older athletic facilities can be made available free of charge for use by university faculty and staff.

- 7) Parking and safety – As the university continues to grow, the issues of parking and safety, as it relates to students and faculty on campus after dark, will continue to be a pressing issues for the committee. Its membership is committed to maintaining this concern and to seeking progressive solutions to this potential safety problem. The committee hopes to provide recommendations to the appropriate university administrators/departments in the coming year.
- 8) It also is recommended that the same faculty members continue to serve on the Senate Welfare Committee from year to year as much as is possible. The committee feels this member-selection criterion would go a long way to ensure continuity and maintain momentum on goals and projects set forth by the committee.



### **WVU Faculty Senate Library Committee Report 2013-2014**

Committee Members: Rebecca Kromar (chair), Karen Haines (chair-elect), Marilyn Francus, Beverly Kirby, Sang Lee, Rhonda Reymond, Dillan Knox (student rep), Kristy Ross (student rep), Myra Lowe, Russ Dean, Noel Kopriva, Linda Blake.

The committee met three times in AY 2013-2014. Each meeting was held in a different library and members toured the library following the meetings: WV & Regional History Center and rare book collection (Nov), Evansdale Library (March) and the George R. Farmer, Jr. Law Library (May).

**The minutes of each meeting are attached in this report.**

#### **Items of Discussion:**

- Myra Lowe, Interim Dean of Libraries, provided the Committee an extensive update of library activities at each meeting, including:
- Remodeling of Evansdale Library.
- On-going search for new dean of libraries, culminating in the appointment of Dr. Jon Cawthorne in March 2014.
- Accreditation by the Higher Learning Commission with an on-campus visit in April 2014.
- Literacy Course Enhancement Program.
- Exchange program with the Shanghai University of Finance and Economics Library.
- Successful programming on June 20, 2013 for the celebration of West Virginia's 150th birthday.
- Continuing focus on developing an excellent customer service program.
- Library employee participation in campus -wide programs such as the First Year Experience, Mid-Year Academy and New Student Orientation.
- Recognition of Harold Forbes in being awarded the Carnegie Corporation of New York/New York Times I Love My Librarian Award. He was one of ten nationwide to receive the award.

The committee acknowledges the superior work of Myra Lowe, interim Dean of Libraries, in her role of facilitation and communication with faculty senators. Her work has been much appreciated.

The committee notes lack of participation from the student representatives. Recruiting interested students would be helpful in the future.

There were no concerns or requests for policy changes at this time.

#### **Goals for AY 2014-2015:**

- Support for the Dean of Libraries, Dr. Jon Cawthorne and continued facilitation of communication between the Faculty and the Libraries personnel.

- Support the continued pursuit of membership in the Association of Research Libraries (ARL).

## **WVU Faculty Senate Library Committee 2013-2014**

### **Minutes**

4 November 2013

3:00 PM

West Virginia & Regional History Center

Present: Rebecca Kromar, Marilyn Francus, Sang Lee, Rhoda Reymond, Myra Lowe, Noel Kopriva, Linda Blake.

Excused: Beverly Kirby, Russ Dean.

1. Introductions and review of committee charge.
  - The Library Committee has advisory responsibility for the formulation of Library policies and procedures in circulation, collection development, instructional services, research services, funding, and keeps the University Senate informed regarding current library issues and concerns.
  - Members present expressed interest in the success of the library and their support through this committee. Introduced Ms. Myra Lowe, Interim Dean of Libraries.
2. Review of committee report from 2012-2013 : Attached
  - Committee members expressed thanks to Beverly Kirby for a robust and interesting 2012-2013 year. Members were pleased to have visited multiple library sites. Myra Lowe expressed her appreciation of the support of the committee.
3. Identify agenda items.
  - Myra Lowe provided the committee an extensive update of library activities:
  - The Evansdale library remodeling is continuing with expanded areas for study groups and new dining options. This work will continue along with other major renovations of the Evansdale campus.
  - A search firm has been hired to fill the Dean of Libraries position. Finding qualified candidates has been challenging, the firm hopes to have on-site interviews by early December. The committee offers to support this process as needed.
  - Work continues by Myra Lowe and other employees to prepare for campus reaccreditation by the Higher Learning Commission. A site visit to the Morgantown campus will occur April 7-9, 2014. The committee will play a role in that visit as needed. More information is available at <http://accreditation.wvu.edu/2013-14-reaccreditation>.

- In the summer of 2013 two librarians visited China for a two week visit. This followed after WVU libraries hosted two visiting librarians from China in early 2013.
  - On June 20, 2013 the library hosted a successful West Virginia Day at Wise Library and the Erickson Alumni Center.
  - The library has committed to an on-going customer service program. Library employees continue to participate in the University's First Year Experience and the Mid-Year Academy programs.
4. Discuss number of meetings and dates/times.
- Committee felt that a minimum of 2 meetings was needed. Committee is willing to meet more often if needed, particularly in the accreditation process.
5. Tour West Virginia & Regional History Center with director John Cuthbert.
- Harold Forbes, rare books curator, and Kevin Fredette guided the committee on a tour of the rare books collection and the West Virginia & Regional History Center.

**Members:**

Rebecca Kromar, Nursing, Chair, 293-5585, PO Box 9630, [Rebecca.Kromar@hsc.wvu.edu](mailto:Rebecca.Kromar@hsc.wvu.edu)

Karen Haines, CEHS, Chair-elect

Marilyn Francus, Eberly

Beverly Kirby, Medicine

Sang Lee, Journalism

Rhonda Reymond, CCA

Dillan Knox, SGA Student Representative

Kristy Ross, SGA Student Representative

Myra Lowe, Interim Dean of Libraries, ex officio Russ Dean, Provost's Office, ex officio

Noel Kopriva, Librarian Senator, ex officio

Linda Blake, Library

Respectfully submitted,

Rebecca Kromar, chair 2013-2014

**WVU Faculty Senate Library Committee 2013-2014**

Minutes

4 March 2014

4:00 PM

### Evansdale Library

Present: Rebecca Kromar (chair), Karen Haines (chair-elect), Sang Lee, Rhoda Reymond, Myra Lowe, Russ Dean, Noel Kopriva, Linda Blake.

Excused: Beverly Kirby, Marilyn Francus

1. Review and approval of minutes from Nov 4, 2013 meeting.
  - Approved with correction of adding the name of Harold Forbes, rare book curator, and Kevin Fredette to tour of WV & Regional History Center and rare book collection.
2. Library Updates – Myra Lowe.
  - The new Dean of Libraries, Dr. Jon Cawthorne, will begin his duties on March 17, 2014. The library staff are supportive and excited to see the new leadership.
  - The Fall 2013 Ex Libris newsletter was shared with the committee.
  - Renovation of Evansdale library 2<sup>nd</sup> floor is completed and staff is seeing an increased use by students. This flexible space features work spaces and study rooms. More renovation on first floor is planned to include a coffee shop.
  - The Literacy Course Enhancement Program is accepting applications until March 19<sup>th</sup> for the 2014-2015 academic year. This successful program connects faculty instructors to librarians to enrich student learning by incorporating information literacy concepts into established courses.
  - The library is offering a Genealogy Workshop for the public this summer. There is strong public interest in genealogy research.
  - The Higher Learning Commission will be on-campus April 7-9, 2014, for an accreditation visit. Members of the Faculty Senate Library committee will be available as needed to support this process.
3. New business.
  - The committee agreed to meet once more in May. A doodle poll will be sent out to determine the best day, preferably just after spring finals week. The committee discussed meeting at the Law library, if available. The committee has enjoyed meeting at different libraries to understand the importance of each site to the university.

### Members:

Rebecca Kromar, Nursing, Chair, 293-5585, PO Box 9630, [Rebecca.Kromar@hsc.wvu.edu](mailto:Rebecca.Kromar@hsc.wvu.edu)  
Karen Haines, CEHS, Chair-elect  
Marilyn Francus, Eberly  
Beverly Kirby, Medicine  
Sang Lee, Journalism

Rhonda Reymond, CCA  
Dillan Knox, SGA Student Representative  
Kristy Ross, SGA Student Representative  
Myra Lowe, Interim Dean of Libraries, ex officio  
Russ Dean, Provost's Office, ex officio  
Noel Kopriva, Librarian Senator, ex officio  
  
Linda Blake, Library

Respectfully submitted,

Rebecca Kromar, chair 2013-2014

#### **WVU Faculty Senate Library Committee 2013-2014**

Minutes

4 May 2014

2:00 PM

Law Library

Members present: Rebecca Kromar, Karen Haines, Jon Cawthorne, Marilyn Francus, Rhonda Reymond, Myra Lowe, Russ Dean, Linda Blake.

Excused: Beverly Kirby, Sang Lee.

1. Review and approval of March 4<sup>th</sup> meeting minutes.

2. Updates from Myra Lowe:

- The library hosted the Higher Learning Commission team for a reaccreditation visit April 7-9 2014. The visit went well and a final report is expected in 6-8 weeks.
- Distribution of a new color pamphlet containing information regarding the West Virginia and Regional History Center.

3. Introduction and remarks by Dr. Jon Cawthorne, Dean of Libraries.

4. Review and revision to draft version of Library Committee's annual report to Faculty Senate.

Adjournment at 3:00, followed by tour of new addition to the College of Law and the Law Library.

**Members:**

Rebecca Kromar, Nursing, Chair, 293-5585, PO Box 9630, [Rebecca.Kromar@hsc.wvu.edu](mailto:Rebecca.Kromar@hsc.wvu.edu)

Karen Haines, CEHS, Chair-elect

Marilyn Francus, Eberly

Beverly Kirby, Medicine

Sang Lee, Journalism

Rhonda Reymond, CCA

Dillan Knox, SGA Student Representative

Kristy Ross, SGA Student Representative

Myra Lowe, Interim Dean of Libraries, ex officio

Russ Dean, Provost's Office, ex officio

Noel Kopriva, Librarian Senator, ex officio

Respectfully submitted,

Rebecca Kromar, chair 2013-2014

## **Annual Report**

### **Faculty Senate Research and Scholarship Committee**

Submitted by Mark Sperow, Chair

The Faculty Senate Research and Scholarship Committee was aided immensely by the contributions of Margaux Johnson and Cindy Jarvis who should be commended for organizing, tracking, and ensuring the proposal review process was completed on time. The committee thanks Margaux and Cindy for their work in support of the proposal review process. The committee members recognized the important role of allocating funds provided by the university administration to the most deserving applications in a competitive and fair process. The committee members for the 2013 – 2014 year were Jim Anderson, Charles (Sandy) Baldwin, Alison Bass, Melanie Clemmer, Mitch Finkel, Harry Gingold, Stan Hileman, Duncan Lorimer, and Janet Snyder.

While most of the committee's activities were achieved through e-mail and telephone, the Faculty Senate Research and Scholarship Committee did meet three times during the 2013 – 2014 academic year. It first met on 6 September 2013 to review the process for evaluating Travel Grant applications and to discuss the workload, expected timeline, and general functions of the committee. The first round of Travel Grant proposals were also distributed to committee members with instructions for the review process.

The committee developed and implemented a rubric to aid in the review of research proposals with the goal of ensuring more consistency in proposal evaluations submitted by such a diverse faculty. The committee met on 12 February 2014 to finalize the proposal evaluation rubric and to discuss the review process for research proposals. The committee received 40 research proposals, fewer than what has been received in the past, which allowed three reviewers for each proposal without causing an excessive burden to any one reviewer (each committee member reviewed twelve research proposals). This process, combined with the implementation of the rubric, proved very successful and the committee felt it should be continued.

The committee met on 5 March 2014 to discuss all of the research proposals and to identify the proposals that should be recommended for funding. The committee received 22 seed and 18 scholarship grant proposals for a total budget request of \$732,527. From a total budget for research proposals of \$400,000 provided by university administration, the committee recommended that 11 seed and 9 scholarship research grant applications be funded for \$378,137. The committee had allocated the full \$400,000, however there were two applicants that the committee had recommended to fund that left the university. The final allocations provide about 49% of the total requested funding for seed grant proposals and 56% of the funding requested for research under the heading of scholarship. The committee, along with the Assistant Vice President for Creative and Scholarly Activity, discussed the best way to distribute the \$23,935 returned by the two faculty that left the university and the \$17,000 that was returned to the Office of Sponsored Programs last year. The Assistant Vice President for Creative and Scholarly

Activity and Central Administration determined that the returned funds will be used as part of the funding for the 2015-2016 Senate Grants for Research and Scholarship and will not be used to fund proposals submitted for the 2014-2015 funding period.

The committee also reviewed 287 travel grant proposals. The first and last rounds of review received the most applications at 38% and 26% of the total respectively. A total of 268 travel grants (93% of applications) were recommended by the committee for funding at a cost of \$174,648.

## FUTURE ISSUES

The WVU Research Office is investigating alternative approaches to reviewing and awarding travel and research grants. One concern is that travel grant reviews represent an unnecessary burden to faculty and could be more efficiently achieved through the office of the Assistant Vice President for Creative and Scholarly Activities. The committee appreciates the consideration of their time, however they believe it is important that they continue to be included in the adjudication process of funding their peers. This issue is not resolved.

A second concern is verifying that the research funded through Faculty Senate grants are achieving the intended results. There is currently a reporting system to ensure that funded research proposals are generating results that are benefiting the researcher, program, college, university, and society. The Faculty Senate Research and Scholarship Committee does not currently review these reports. The Committee would like to be included in discussions to develop metrics for evaluating the success of research grant funding.

**MAY 2014 REPORT**

**COMMITTEE OF RETIRED FACULTY**  
**STANDING COMMITTEE OF THE WVU FACULTY SENATE**

**COMMITTEE'S CHARGE:**

- TO CONSIDER RETIRED FACULTY ROLES AND STIPENDS IN GRADUATE OR UNDERGRADUATE EDUCATION;
- TO EXAMINE AVENUES OF SUPPORT FOR RESEARCH AND SCHOLARSHIP OF INTERESTED RETIRED FACULTY FROM THE ADMINISTRATION AS WELL AS THE FACULTY MEMBERS' DIVISIONS, COLLEGES, OR DEPARTMENTS;
- TO KEEP CURRENT LISTS OF RETIRED FACULTY WITH NAMES, ADDRESSES, TELEPHONE NUMBERS;
- TO PROVIDE REPRESENTATIVES TO COMMITTEES, COUNCILS, BOARDS, AND PANELS, PARTICULARLY PRESIDENTIAL AND PROVOST SEARCHES WHERE PAST EXPERIENCE CAN MOST BENEFIT WVU;
- TO PROVIDE ANOTHER INSTITUTIONAL MEMORY;
- TO STUDY AND PROVIDE RECOMMENDATIONS TO THE SENATE ON MATTERS PERTAINING TO RETIRED FACULTY;
- TO PROVIDE TWO MEMBERS OF THE GOVERNING BOARD OF THE COMMITTEE OF RETIRED FACULTY SELECTED BY THE BOARD AS VOTING MEMBERS OF THE FACULTY SENATE AND ITS FACULTY WELFARE COMMITTEE;
- TO PROVIDE ADVOCACY FOR ISSUES AFFECTING RETIRED FACULTY;
- TO HOLD SESSIONS ON ISSUES OF IMPORTANCE AND INTEREST TO RETIRED FACULTY AND THEIR FAMILIES.

**GOVERNING BOARD**

BILL L. COFFINDAFFER, EXT

STAN COHEN, EA&S, FACULTY SENATE REPRESENTATIVE

RUDY FILEK, EXT

RUMY HILOOWALLA, MED

ART JACKNOWITZ, PHARM, FACULTY SENATE REPRESENTATIVE

PAUL LEWIS, ANR&D

CHARLOTTE NATH, NURS

**EX OFFICIO**

DEB MILLER, WVUF

MARGARET PHILLIPS, HR

ROBIN L. YORTY. PRESIDENT'S OFFICE

**PAST GOVERNING BOARD MEMBERS:** WAYNE MUTH, A&S; DAVE SATTERFIELD, CCA; SOPHIA BLAYDES, EAS; ED FLOWERS, LAW; PHIL COMER, EA&S; CAROLYN NELSON, EA&S; PAUL E. NESSELROAD, DA&F; MARY E. TEMPLETON, DA&F; CAROLYN J. ZINN, EA&S.

**IN MEMORIAM:** BEN BAILEY, HRE; BOB BIDDINGTON, DENT; DONOVAN BOND, J; LEONARD DAVIS, A&S; RUEL FOSTER, A&S; HARRY HEFLIN, HR; DAVE MORGAN, MED; NATHANIEL RODMAN, MED; FRED WRIGHT, B&E

**CRF PROJECTS:**

- TO IDENTIFY RETIRED FACULTY & SPOUSES: WE HAVE 1006 TOTAL RETIRED FACULTY/SPOUSES IN OUR DATABASE, WE HAVE HAD NO MECHANISM BY WHICH TO IDENTIFY ON-GOING RETIREES. WE NEED AN EFFICIENT AND ACCURATE WAY TO ADD FACULTY RETIREES. WVUF HAS IDENTIFIED 672 WITHIN A 50 MILE RADIUS OF MORGANTOWN, WV; 16 HAVE A PA ADDRESS; 656 HAVE A WV ADDRESS; 584 HAVE A MORGANTOWN ADDRESS
- TO SECURE PERMANENT E-MAIL ADDRESSES FOR RETIRED FACULTY (SEE UNIVERSITY OF IOWA FOR ITS POLICY AND PRACTICE);
- TO ACCESS PROSPECTIVE AND RECENT RETIREES IN ORDER TO INFORM THEM OF THE COMMITTEE OF RETIRED FACULTY;
- TO RE-ESTABLISH RECOGNITION OF FACULTY RETIREES WITH EVENT AT THE ERICKSON ALUMNI CENTER, A DIPLOMA OF SERVICE TO WVU, AND A TOKEN OF APPRECIATION, TO BE HELD IN MAY, AUGUST, AND DECEMBER OF EACH YEAR—
- TO ADD A LIST OF THE RETIREES ON WVU'S WEB SITE FOR THE ACADEMIC COMMUNITY;
- TO PROVIDE VIDEO TAPING OF PROGRAMS OFFERED BY THE COMMITTEE OF RETIRED FACULTY FOR FACULTY WHO ARE NOT ABLE TO ATTEND THE PRESENTATIONS;
- TO EDUCATE FACULTY ON THE AWARDING OF THE EMERITUS RANK;
- TO ESTABLISH POLICIES AND PROCEDURES FOR THE CRF;
- TO REVISE THE 1995 RETIRED FACULTY HANDBOOK AND PROVIDE A WEB ACCESSIBLE DOCUMENT
- TO PREPARE FOR THE INCREASING NUMBER OF FACULTY WHO WILL BE RETIRING.

## **COMMITTEE OF RETIRED FACULTY PARTNERSHIPS:**

**WVU FOUNDATION:** THE WVU FOUNDATION PRINTS AND MAILES CRF'S TRI-MONTHLY NEWSLETTERS.

THEY PROVIDE A DONOR FOR REFRESHMENTS AT THE SPEAKERS' PROGRAMS.

THEY MAINTAIN THE RETIRED-FACULTY DATABASE.

**ATHLETIC DEPARTMENT:** FORMER ATHLETIC DIRECTOR ED PASTILONG AND THE ATHLETIC DEPARTMENT'S MARKETING STAFF INITIATED A PARTNERSHIP THAT OFFERS FREE PASSES TO RETIRED FACULTY AND THEIR FAMILIES FOR ALL ATHLETIC CONTESTS EXCLUDING FOOTBALL AND MEN'S BASKETBALL. ALL HAS BEEN ENDORSED BY ATHLETIC DIRECTOR OLIVER LUCK. THE 2013-14 PASSES WILL BE MAILED IN AUGUST.

**STUDENT RECREATION CENTER SILVER SNEAKERS:** BEGUN IN 2010, RETIRED FACULTY AND STAFF AND THEIR SPOUSES MAY EXERCISE AT THE STUDENT RECREATION WITHOUT COST THROUGH HUMAN'AS SILVER SNEAKERS PROGRAM.

## **SPEAKERS AND TOPICS (EST. ATTENDEES) C. 300 PROGRAMS SINCE 1989**

### **2013**

22 JANUARY, TUESDAY: HUGH E. KIERIG, AICP, DIRECTOR OF TRANSPORTATION AND PARKING FACILITIES AND SERVICES-- PAST, PRESENT, AND FUTURE OF WVU'S PARKING ISSUES--20

28 FEBRUARY, THURSDAY: VICE PRESIDENT FOR ADMINISTRATION NARVEL G. WEES, JR--BUILDING PLANS--21

17 APRIL, WEDNESDAY: TRAVIS LEMON, PRESIDENT AND CEO OF WISE GUYS, YOUR ELECTRONIC HANDYMAN ON DEMAND-- MOST USEFUL, ECONOMICAL AND MANAGEABLE ELECTRONICS FOR RETIRED FACULTY.--23

20 MAY, MONDAY: DR. HAWLEY MONTGOMERY-DOWNS OF THE DEPARTMENT OF PSYCHOLOGY--PROBLEMS OF SLEEP AND CURRENT RESEARCH

11 JUNE, TUESDAY: JAN LONG POWELL OF PEIA—POLICIES AND CHANGES IN HEALTH COVERAGE FOR RETIREES-95

31 JULY, WEDNESDAY: GAYLENE MILLER AND LINDA BUNN, AARP—31

29 AUGUST: RON LEWIS-WEST VIRGINIA'S REVOLUTION

18 SEPTEMBER, WEDNESDAY: ADE NEIDERMEYER, REVERSE MORTGAGES-14

9 OCTOBER, WEDNESDAY: TIAA-CREF-LINDA PASQUINI, DIRECTOR OF FIELD CONSULTING; BENJAMIN GOODMAN, ACTUARIAL DIRECTOR, ROBERT K. RUBY, WEALTH MANAGEMENT DIRECTOR AND INDIVIDUAL INSTITUTIONAL RELATIONSHIPS-PAST, PRESENT, AND FUTURE OF TIAA-CREF-42

13 NOVEMBER, WEDNESDAY: LAW PROFESSOR ROBEERT BASTRESS-WV'S CONSTITUTION-30

14 DECEMBER, FRIDAY: DR LARRY RHODES, CHIEF OF PEDIATRICS AND RURAL MEDICINE IN WV-25

### **2014**

14 JANUARY: E. GORDON GEE, PRESIDENT WVU-STATE OF THE UNIVERSITY-60

4 FEBRUARY: CHAD PROUDFOOT, PROGRESS CO-ORDINATOR, 4-H WOUTH DEVELOPMENT CENTER, JACKSON'S MILL-  
LEARNING ABOUT JACKSON'S MILL: THE WORLD'S FIRST STATE 4-H CAMP-30

7 MARCH: DR. EDWARD LEE PETSONK, DEPARTMENT OF PULMONARY MEDICINE AND CRITICAL CARE, WVU-NINETEENTH CENTURY DISEASE IN THE TWENTY-FIRST CENTURY: RESURGENCE OF BLACK LUNG IN WEST VIRGINA-29

31 MARCH: MYLA BOWMAN, PRES., BOD, MORGANTOWN AREA MEALS ON WHEELS; AND DONALD MORRISON, PROF EMERITUS, SCHOOL OF DENISTRY, WVU-MEALS ON WHEELS: SERVICE TO THE MORGANTOWN COMMUNITY-25

22 APRIL: ELIZABETH QUINTANA, CLINICAL ASSOCIATE, DEPARTMENT OF MEDICINE, HSC, WVU-CHOCOLATE IS A HEALTH FOOD? THE STORY BEHIND SUPER FOODS-29

## 2013-2014 WVU Faculty Senate Service Committee Report

May, 2014

Randy Bryner, Med, Chair, 293-0441, PO Box 9227, rbryner@hsc.wvu.edu  
John Connors, Chair-elect  
Virginia Kleist, BE  
Alicia Cassels, Ext  
Becca Fint-Clark, Ext  
Linda Corum, Med  
Vicki Fergus, CCA  
Ashley Martucci, HRE  
Andrew Nix, Statler  
Staff Representative  
Morgantown Chamber of Commerce,  
Community Representative  
C. B. Wilson, Provost's Office, Ex-officio

### Committee Charge:

The Service Committee shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

### Committee Report:

The WVU Faculty Senate Committee met twice during the spring, 2014 semester. We were charged with evaluating and selecting proposals submitted to our committee that best fit with furthering the service mission of the University, which is defined as follows (from the Provost's website):

West Virginia University contributes to the State's economic, educational, social and health development both through its programs in instruction and research, and through its programs of outreach.

1. To serve the State and its people, the University offers service programs in every county through the West Virginia University Extension Service.
2. The West Virginia University Agricultural and Forestry Experiment Station sponsors applied and basic research throughout West Virginia, with direct benefits for critical industries in the State.
3. By virtue of its service mission as a land-grant institution and its position as the major center of research and development in the State, West Virginia University has a special responsibility to work with business and government leaders to play a leadership role in promoting the economic development of West Virginia.
4. Through credit and non-credit educational programs and working partnerships with industry, government, and public school systems in the State, the University plays an important role in the life of all geographical regions in West Virginia.

## Annex XVII, Page 2 of 2

5. The Robert C. Byrd Health Sciences Center serves the people of all 55 counties of West Virginia through direct patient care both at its campuses and at outreach clinics throughout the State. The Health Sciences Center maintains a Cancer Information Service, a Drug Information Service, a Poison Control Center and MDTV access to the latent imaging technology through mobile PET. It provides extensive support services for rural physicians, including a free telephone consultation program, specialty care support, monthly educational opportunities, and computerized access to resources in the Health Sciences Center Library. The Health Sciences Center provides a full complement of instructional programs in Dentistry, Medicine, Nursing, and Pharmacy, and conducts basic research projects focusing on the specific needs of West Virginians. The Health Sciences Center also reaches out to pre-college students through HSTA and HCOP.

We had an excellent committee made up of individuals from numerous disciplines from across the university. Six of the nine committee members were able to attend the proposal review session. Two of the three who had to miss sent their reviews to the Chair prior to the meeting. Our support staff of Margaux Bowman and Cindy Jarvis of the Office of Sponsored Programs were truly outstanding and wonderful to work with, always providing needed information in a very timely manner.

We received 9 proposals this year totaling requests for \$81, 660.06 in funding requests. Each proposal was thoroughly evaluated by a primary and secondary reviewer, who presented their reports orally. This was followed by a careful discussion by the total committee of the merits of each project especially as it related to the service for the citizens of WV. The budget of each was meticulously scrutinized. We were given a total budget of \$60,000.00 for this year's projects. Seven of the nine proposals were considered appropriate for funding; three were funded in total while four received partial funding. Titles of the funded or partially funded projects are as follows:

1. Health and the Built Environment: A Case study of Efforts to Build Sidewalks in Morgantown, WV
2. Revitalizing Ravenswood, WV
3. Using the Adventure WV Canopy Tour to Teach STEM Principles to 4-H Youth Participants
4. A Hands-on Training Program on Fruits Dehydration and Byproduct Utilization.
5. Get Caught up in Trapping
6. Timber!!! Landowners Striking Balance Between Logs, Wildlife, and Aesthetics
8. Voices of History – A West Virginia 4-H Oral History Project

## **SEI Committee 2013–2014 Final Report**

### **Committee Members**

1. James Harner, Eberly, Chair [Jim.Harner@mail.wvu.edu](mailto:Jim.Harner@mail.wvu.edu)
2. Steve Graber, Medicine, Chair-Elect
3. Greg Barretto, Medicine
4. Maja Holmes, Eberly
5. Hailin Li, Statler
6. Ramana Reddy, Statler
7. Sarah Selmer, CEHS
8. Rachel Stein, Eberly
9. Ralph Utzman, Medicine
10. Horng-Jyh Yang, WVU-Tech
11. Kartik Motwani, SGA Student Representative
12. Student Representative
13. C. B. Wilson, Provost's Office, ex officio
14. Rob Hastings, OIT, ex officio

### **Executive Summary**

The Student Evaluation of Instruction Committee engaged in a number of activities during the 2013-14 academic year. The Committee:

1. Participated in the merger of the Student Evaluation of Instruction Committee and the Student Instruction Committee to form the Teaching and Assessment Committee;
2. Provided input into the revision of the WVU Policies and Procedures for Annual Faculty Evaluation, Promotion, and Tenure 2014-15 document (known as the “parent” document);
3. Met with members of the Teaching Learning Commons (TLC) to determine how the TLC can help faculty meet their instructional needs related to instructional and assessment processes;
4. Developed a new SEI instrument and interpretative guide.

### **For information:**

1. The Senate voted to merge the Student Evaluation of Instruction Committee and the Student Instruction Committee to form the Teaching and Assessment Committee. The membership consists of 6 Senators, 6 faculty, 3 students, and 3 ex officio (Office of the Provost, Health Sciences Center, Academic Innovation Division)

The proposed charge of the Teaching and Assessment Committee (TAC) is to:

- a. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- b. Make recommendations for the analysis and use of SEIs;
- c. Initiate and make recommendations for documentation of teaching effectiveness;

- d. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- e. Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- f. Address in a timely fashion other issues pertinent to Teaching and Assessment.

2. SEI Committee provided direct input to C.B. Wilson during our February meeting concerning the “parent” document. The discussion centered on the differences between the draft version of the “parent” document and the June 2013 recommendations of the SEI Committee, as passed by the Senate.

As a result of these differences, two motions were made and passed in February 2014 by the SEI Committee regarding suggested revisions to Draft II:

Motion: Edit Draft II, last sentence of paragraph 2, Section A. Teaching:

*Unit guidelines ~~may~~ should establish broad principles for the value of various elements of evidence provided; performance evaluations ~~should~~ must be based on a holistic assessment of such evidence.*

Discussion: Members of the committee felt these edits would promote consistency among various units regarding inclusion of multiple forms of evidence of quality of teaching rather than relying on solely on SEI responses, while the word “holistic” provides units latitude in defining their own processes in their unit-specific policies.

Motion: The committee recommends a fair process be explicitly outlined on page 8, item 6 in the Mother Document for assigning peer reviewers for evaluation of teaching. This process should be afforded the same care and thoroughness as the process outlined in Section XII. External Evaluation (page 15, paragraph 1) for research and service.

The department evaluation committee and/or chair would designate one peer reviewer. The faculty member being reviewed would designate a second peer reviewer. The two designated reviewers would then designate a third reviewer.

Discussion: The last paragraph under Item II, Section A: The Faculty Evaluation Process calls for review processes that “...assure fairness and integrity in the application of appropriate standards...”.

Action: Dr. Wilson agreed to present these recommendations to the select committee overseeing revisions to the mother document.

3. The SEI Committee chair met with members of Teaching Learning Commons on two occasions to determine what teaching resources the TLC can provide to the faculty. Most recently, the Chair (Jim Harner) met with Jenny Douglas, the Director for Faculty and Graduate Student Support, to discuss what services the TLC is providing or will provide to the faculty relating to instructional and assessment processes.

The TLC can assist faculty by:

- a. Providing assessment workshops. Three assessment workshops were provided this year on: self-assessment, peer assessment, and student learning. The TLC is receptive to expanding these workshops and in particular to offer workshops more closely tied to the SEI instrument, including the cognitive areas and learning outcomes of the new SEI instrument.
- b. Working with individual instructors to get feedback from the students during the semester, e.g., at the midterm. The services include focus groups in which the TLC members meet with students to provide feedback to the instructor or formative assessments in which an assessment instrument is administered to the students.
- c. Consulting with instructors one-on-one. One aim of this initiative is to identify teaching deficiencies and to provide suggestions for improving instruction. This activity can be more closely tied to the SEI outcomes for the faculty, particularly with the new SEI, which identifies cognitive areas. Once course assessment is more fully integrated into the TLC, Faculty Associates can be used to expand Individual consultations.
- d. Improving instructional content and course organization. Currently, the iDesign group provides these resources. This activity can be more closely tied to the learning outcomes and to the students' perception of these learning outcomes as determined from the new SEI.

More generally, the TLC can provide feedback on the usefulness of the SEI based on statistical analyses of the efficacy of these instruments. Jenny Douglas also suggested that the charge for the Teaching and Assessment Committee also include the Assessment Council in 1.e. above.

4. The SEI Committee recommends the Senate approve the new SEI instrument and Interpretive Guide for trial use in the 2014-15 academic year. The new SEI will be refined and coded in the Fall 2014 term and will be piloted in the Spring 2015 term on a voluntary basis. Based on statistical analyses and user feedback, the results of the pilot will be submitted to the Senate as part of the TAC annual report. If the feedback is positive, the TAC may recommend that the new SEI be used as the standard SEI instrument beginning in the Fall 2015 term.

Item 4 will be presented as a motion to the Faculty Senate in the June, 2014 meeting.

# WEST VIRGINIA UNIVERSITY

## STUDENT EVALUATION OF INSTRUCTION

Annex XIV, Page 4 of 7

### Instructor Organization and Clarity

|                                                                        | N/A                   | P                     | F                     | S                     | G                     | E                     |
|------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Set out and met clear objectives for the course.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Explained concepts and material clearly and at an appropriate pace. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Presented course topics in a coherent fashion.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Returned assignments in a timely manner.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on the instructor's strengths and weaknesses relating to organization and clarity.**

### Instructor Ability to Engage Students Intellectually

|                                                               | N/A                   | P                     | F                     | S                     | G                     | E                     |
|---------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. Emphasized conceptual understanding and critical thinking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Related course topics to one another.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on the instructor's strengths and weaknesses relating to his or her ability to engage students intellectually.**

### Instructor Interaction with Students

|                                                                   | N/A                   | P                     | F                     | S                     | G                     | E                     |
|-------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. Demonstrated concern about whether students were learning.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Inspired and motivated student interest in the course content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Was available outside of class.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on the instructor's strengths and weaknesses relating to his or her interaction with students.**

### Course Content and Course Evaluation

|                                                                     | N/A                   | P                     | F                     | S                     | G                     | E                     |
|---------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. Selected course content that was worth learning.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Chose assignments that solidified understanding.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Explained clearly how students are evaluated.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Used fair grading procedures.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Found the textbook and/or supplementary material to be helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on the strengths and weaknesses relating to course content and course evaluation.**

### Overall Course Rating

|                                                          | N/A                   | P                     | F                     | S                     | G                     | E                     |
|----------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. The overall quality of the course was:               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The instructor's overall teaching effectiveness was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on the overall strengths and weaknesses of the course.**

**Course-Comparison Items**

|            | N/A                   | P                     | F                     | S                     | G                     | E                     |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Item 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Item 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Item 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Course-Type Items (Lab, Online, etc.)**

|            | N/A                   | P                     | F                     | S                     | G                     | E                     |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Item 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Item 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Item 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Learning Outcomes**

|            | N/A                   | P                     | F                     | S                     | G                     | E                     |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Item 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Item 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Item 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment on your achievement of and your instructor's adherence to the course learning outcomes.**

**Course Composition Items**

1. What is your class status?

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate ☐ Professional

2. I took this course because (select all that apply):

☐ It was a major/minor requirement ☐ It was a GEC requirement ☐ Instructor reputation ☐ General interest ☐ Other

3. In what area is your major?

☐ Math/Science ☐ Social Science ☐ Humanities ☐ Engineering ☐ Education ☐ Health Sciences  
☐ Business ☐ Creative Arts ☐ Journalism ☐ Sport Sciences ☐ Undecided ☐ Other

4. What grade do you anticipate receiving in this course?

☐ A ☐ B ☐ C ☐ D ☐ F ☐ Other

5.. How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.?

☐ Less than 1 ☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15 or greater

6. What percentage of the time spent on out of-class-activities do you consider to be valuable to the course?

☐ <20% ☐ 20-39% ☐ 40-59% ☐ 60-79% ☐ 80-100%

**Additional comments:**

## Interpretive Guide for the Revised SEI

### 1. Organize SEI items by five aspects of effective teaching.

The five aspects of effective teaching used here are: instructor organization and clarity, instructor ability to engage students intellectually, instructor interaction with students, course content and evaluation, and overall course rating. These items are common to all SEI forms across all disciplines. These item groupings are based on research conducted at Stanford's Center for Teaching and Learning.

### 2. Provide up to three course-comparison items (optional).

These items are developed by a department/unit to represent teaching-specific aspects of their discipline. Input to these items should be provided by the departmental faculty evaluation committee, the undergraduate curriculum committee, the graduate curriculum committee, and the chair, as appropriate. These items can be specialized to course groupings, e.g., service courses, pre-major courses, major courses, graduate courses, or more generally departmental course groupings specified in the undergraduate and graduate course catalogs and DegreeWorks. For example, the Mathematics Department should be able to target service-level algebra courses as well as various other course categories. The ability to specialize these discipline-based items to course type will be phased in as the programming for this capability is completed.

### 3. Provide up to three course-type items (optional).

These items are chosen by the instructor from predefined groupings to provide feedback for special courses, if applicable, and to assess course-specific student learning outcomes. Examples of special courses are: courses with a lab, clinical courses, seminars, team-taught courses, distance-learning courses, etc.

### 4. Include up to three course-specific items relating to learning outcomes (optional).

The instructor is responsible for assessing student learning outcomes as specified in his or her syllabus. The instructor should include the most relevant items (or item groups) in this category from the syllabus list of student learning outcomes. These items measure whether students believe that learning outcomes were met. Departments can decide if this is a required feature of the SEI. These learning-outcome items are perhaps the most informative component of the SEI and increasingly will be essential components of accreditation, because they can inform course-level assessment.

### 5. Provide comment fields for each of the five aspects of effective teaching and for the learning outcomes.

Students will be able to organize their comments for each specific teaching aspect and for the learning outcomes. This will allow the instructor to organize comments in a table, e.g., anticipated grade (A–B, C, D–F) crossed with the five teaching aspects and learning outcomes. In this case a table of comments with 3 rows and 6 columns will be available for inspection.

|     | Organization<br>clarity | Engage<br>students | Interaction<br>with students | Content<br>evaluation | Overall<br>rating | Learning<br>outcomes |
|-----|-------------------------|--------------------|------------------------------|-----------------------|-------------------|----------------------|
| A–B | Comments                | Etc.               |                              |                       |                   |                      |
| C   |                         |                    |                              |                       |                   |                      |
| D–F |                         |                    |                              |                       |                   |                      |

The comments can also be organized by other factors, e.g., another class composition item, as the row factor.

**6. Use focused course-composition items.**

This grouping allows instructors to relate teaching aspect items to class-composition items, e.g., expected grade, out-of-class hours, etc. The downloaded raw data will allow multivariate models to be developed by the instructor to assess the relationships in depth.

**7. Provide meaningful summary measures and plots among and within teaching aspects and learning outcomes.**

A bar chart of the overall means for the five aspects of teaching and overall learning outcomes will visualize the instructor's strengths and weaknesses. Similar bar charts of the individual item means within each teaching aspect and each learning outcome will allow component comparisons. Frequencies (and relative frequencies) will be provided for all items in the SEI, including the discipline-specific, course-specific, learning outcome, and class-composition items. This will provide information relating to the spread of the responses and insight into the efficacy of the means (from the plots) as measures of center.

The instructor should be able to download the raw data in CSV format for further statistical analyses. The downloaded data will have students as rows and items as columns. Comments can be downloaded as a separate file.

**8. Control the comparative use of the SEI summaries.**

Instructors will be able to compare their teaching-aspect means (collectively or individually) to the means of predefined course groupings, e.g., all college/school courses, all courses with the same prefix, etc. This will provide instructors with **private** comparative information.

The SEI is intended to be only one component of the faculty evaluation of teaching. In addition, the SEI instrument should be viewed holistically since this is the basis of its design. Thus, comparisons for purposes of faculty evaluation should include at a minimum the overall means of the five aspects of teaching and the overall learning outcomes mean.

If the SEI is used for faculty evaluation, the departmental faculty evaluation committee and the chair should work with the instructor to determine fair course comparisons based on mutually-defined criteria. The level of comparison can be based on small CRN groupings or groupings can be more expansive. Generally, detailed comparisons will only be done during promotion and/or tenure decision years, but these comparisons can be done more often as mutually agreed to by the instructor and the department.

**9. Use research to evolve the SEI instrument.**

The Teaching and Assessment Committee and assessment experts with input from the Teaching Learning Commons will be responsible for the evolution of the SEI instrument. For example, multivariate statistical methods could be used to evolve items and item groupings.



MEMO

May 2, 2014

TO: Lisa Dibartolomeo, Chair, Faculty Senate

FROM: Deborah Boone, Chair, Student Instruction Committee

RE: **Student Instruction Committee Annual Report 2013-2014**

**Charge:** The Student Instruction Committee includes, but is not limited to, the study and review of policies and practices with regard to curricula, instruction and assessment.

**Report:** The 2013-14 Committee started the year reflecting on the faculty development practices and the current needs of the institution. Given that the university was just implementing the new WVU Teaching Learning Commons (TLC) to support teaching and learning initiatives, we invited Amy Kuhn to attend our first meeting in the fall to share with us an overview of how the TLC would be set up and for us to share our thoughts and suggestions on what we felt was needed to improve student instruction, based on some of the committees research in the spring of 2013.

In January Amy Kuhn and Jenny Douglas were present at our committee meeting to discuss with us the types of activities and specific services they perceived that would be offered as a part of the Teaching Learning Commons. There was a very active dialogue with the committee members sharing specific ideas for Faculty Development sessions including Faculty Academy Week. As an outcome of that meeting the committee chair recommended to Faculty Senate Chair, Lisa Dibartolomeo, that Amy Kuhn and Jenny Douglas be invited to a Faculty Senate meeting to share with fellow Senators the vision and services that would be provided through the WVU Teaching Learning Commons.

The committee was given the charge to make recommendations on how the Faculty Handbook Section 4.2.5.2 *Statement on Student Attendance* should be revised to recognize student absences related to University authorized activities. Proposed recommendations were submitted to Faculty Senate Chair, Lisa Dibartolomeo in March.

Due to the limited scope of this committee, it was recommended that this committee be disbanded or combined with another committee to make more effective use of faculty time. At the April 14, 2014 Faculty Senate Meeting, the Student Instruction and the Student Evaluation of Instruction Committees were merged to create the Teaching and Assessment Committee.

**DIVISION OF RESOURCE MANAGEMENT**

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## MEMORANDUM

To: Lisa Dibartolomeo, Chair, Faculty Senate

From: Deborah Boone, Chairperson, Student Rights and Responsibilities Committee

Date: May 6, 2014

Re: Faculty Senate Annual Report & Goals for Academic Year 2013-2014  
Student Rights and Responsibilities Committee

**Charge:** The Student Rights and Responsibility Committee is to serve as a panel for review of cases where there may be an alleged violation of the student conduct code and considers and evaluates suggestions for change in the University Code of Student Rights and Responsibilities.

**Report:** In September trainings were held for all members of the Student Rights and Responsibilities Committee on changes to the Student Code of Conduct and Policy changes. This committee works very closely with the Office of Student Conduct which provided data for this report.

Cases Heard by West Virginia University Student Conduct Boards

2012-13: 70

2013-14: 39 \*Pending Cases—8

### **TYPES OF VIOLATIONS OF THE CAMPUS STUDENT CODE AS REPORTED TO THE OFFICE OF STUDENT CONDUCT**

2013-2014 (As of April 30, 2014)

Academic (Dishonesty/Cheating/Plagiarism)—2

Malicious Burning—6

Policy 44 (Sexual assault, sexual abuse, domestic violence)—14

Unlawful Drugs (intent to distribute)—8

Physical Assault—1

Armed Robbery—1

Burglary--1

Hazing—8

Destruction of Property--1

Malicious Wounding—1

Firearms/Weapons—1

Theft--3

Explosives--1

Alcohol Use/Abuse-- 6 \*These cases are generally not referred to the Student Conduct Board unless there is a pattern of behavior. Therefore, a student appearing before the Board for alcohol-related violations has had a serious pattern of abuse.

Some interesting notes are that the malicious burning/fire-related cases have dropped significantly. This has caused a significant drop in total Board hearings for the year. We believe this is a positive trend in reduction in off-campus fire-related incidents and celebratory rioting. However, sexual misconduct violations are being reported more frequently. This does not mean there is an increase in such misconduct. We believe it is a result of students understanding that this type of behavior is unacceptable and are reporting these violations to the appropriate staff.

### **2013-2014 STUDENT CONDUCT BOARD OUTCOMES**

#### ***SANCTIONS:***

Not Responsible—7

Unforgivable Failure—2

Expulsion--14

Suspension --10

Deferred Suspension—12

Diploma Withheld--1

\*University Probation--10

\*Students on Deferred Suspension and University Probation often are also given a variety of educational sanctions including community service, restitution, and referrals for personal and substance abuse counseling.

#### **Committee Goals for 2014-2015:**

1. Continue to hold students accountable for their behavior on and off campus through an educational-disciplinary process.
2. Continue to foster consistency among various Boards with regard to decisions and sanctions.
3. Work with Office of Student Conduct and WVU administration to help educate the local community about the University's policies and practices related to students who violate the Student Code of Conduct.
4. Meet as a committee early in the 2014-2015 academic year to review the Code of Conduct and offer suggestions for changes to the Office of Student Conduct and VP of Student Affairs.
5. Work to encourage engagement of all committee members and reduce barriers to committee service.

**2014-2015 Committee Members:**

Deborah Boone, Davis, Chair, 203-5450, P.O. Box 6108, [Debby.Boone@mail.wvu.edu](mailto:Debby.Boone@mail.wvu.edu)  
Parviz Famouri, Statler  
Samuel Ameri, Statler  
Jim Anderson, Davis  
Joseph Baltimore, Eberly  
Gwen Bergner, Eberly  
Laura Brady, Eberly  
Mark Brazaitis, Eberly  
Larry Campbell, Extension  
Joy Carr, Eberly  
Amy Cyphert, Honors  
Justin Falcon, Medicine  
Lloyd Ford, Statler  
Eddie Fuller, Eberly  
Pablo Garcia, Eberly  
Steve Graber, Medicine  
Robert Griffith, Pharmacy  
Steve Hardy, Medicine  
Trevor Harris, Eberly  
Helen Hartnett, Eberly  
Dave Hauser, Eberly  
Wafik Iskander, Statler  
April Johnston, Journalism  
John Kilwein, Eberly  
Beverly Kirby, Medicine  
Hillar Klandorf, Davis  
Barbara, LaGodna, Library  
Anne Lofaso, Law  
Duncan Lorimer, Eberly  
Allyson McKee, Library  
George Merovich, Davis  
Allison Nichols, Extension  
Dale Olson, Law  
Kristina Olson, CCA  
Robert Orlikoff, CEHS  
Judith Polak, Nursing  
Chad Proudfoot, Extension  
Ann Richards, CEHS  
Katy Ryan, Eberly  
Adrienne Salm, Medicine

Mark Tauger, Eberly  
Matt Valeni, Statler  
Evan Widders, Eberly  
Andy Wood, B&E  
John Brow, SGA Student Representative  
Jamie Chapman, SGA Student Representative  
Brandon Cole, SGA Student Representative  
Nicole Crane, SGA Student Representative  
Jacob Evans, SGA Student Representative  
Farah Famouri, SGA Student Representative  
Paul Garton, SGA Student Representative  
Chris Hickey, SGA Student Representative  
Roger Jeffreys, SGA Student Representative  
Eric Law, SGA Student Representative  
Edon Nicaaj, SGA Student Representative  
Ashley Reynolds, SGA Student Representative  
Franklin Roberts, SGA Student Representative  
Kristy Ross, SGA Student Representative  
Benjamin Seebaugh, SGA Student Representative  
Sarah Taylor, SGA Student Representative  
Joel Whiteman, SGA Student Representative  
Ken Gray, Student Affairs, ex officio

The committee extends a special thanks to Melanie Cook and LiDell Evans in the Office of Student Conduct for their support and assistance.

## **Annual Report from the 2012-13 Committee on Committees, Membership and Constituencies**

### **Members:**

Robert Griffith, (PHAR), Chair  
Carolyn Atkins, (CEHS) Chair-Elect  
Richard Turton, (STATLER),  
Jean Woloshuk, (EXT)  
Hope Koehler (CCA)  
Alan Stolzenberg, (ECAS), Faculty Senate Secretary, Ex-officio  
Lisa DiBartolomeo, (ECAS), Faculty Senate Chair, Ex-officio  
Jennifer Orlikoff, (ECAS), Faculty Senate Chair-elect, Ex-officio

### **Committee Charge:**

The Committee on Committees, Membership and Constituencies is to:

- secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among the various schools and colleges, and;
- review and report to the Senate upon the constituencies to be represented within the University Assembly.

### **Accomplishments for 2012-13:**

Acting on recommendations from the chairs of the Student Instruction and Student Evaluation of Instruction committees, we recommended to the Senate that these two committees be combined into a new committee to be called the Teaching and Assessment Committee. This was approved by the Faculty Senate in April. In May we presented a draft charge for the Teaching and Assessment Committee and this was approved with minor revision at the May meeting of the Senate.

### **Composition of Senate Committees for the academic year 2014-2015**

Faculty senators were polled regarding their willingness to serve and participate on the various senate committees. Using this information and any additional volunteers made known to the COC, the make-up for all senate committees under the control of the COC were determined. The COC is responsible for providing names for the faculty senators and faculty members for each committee. It should be noted that in keeping with previous committee assignments, faculty senators may be substituted for faculty members. These results for the composition of the committees are given on the following pages.

**2014-20145 FACULTY SENATE COMMITTEES** Formula (Senators, Faculty, Staff, Students, Ex-officio)

**Committee on Committees, Membership, and Constituencies (3, 2, 0, 0, 3)**

Carolyn Atkins (CEHS) – Chair (2015)  
 Lisa DiBartolomeo (ECAS) – Chair-elect (2017)  
 Robert Griffith (PHAR) (2015)  
 Denis Scott (EXT) (2017)  
 Hope Koehler (CCA)  
 Jennifer Orlikoff (ECAS) – Faculty Senate Chair, ex-officio  
 Richard Turton (STATLER) – Faculty Senate Chair-elect, ex-officio  
 Alan Stolzenberg (ECAS) – Faculty Secretary, ex-officio

**Curriculum Committee: 5, 10, 0, 0, 3**

James Harner, Chair (ECAS, 2015)  
 Matt Valenti, Chair Elect (STATLER, 2015)  
 Nicholas Perna (CCA, 2015)  
 Dennis Ruscello (CEHS, 2017)  
 Ralph Utzman (MED, 2017)  
 Rebecca Kromar (NURS, 2017)  
 Heather Billings (MED, 2015)  
 Gretchen Garofoli (PHAR)  
 Janet Hunt (SPH)  
 Kim Floyd (CEHS)  
 Amy Funk (DENT)  
 Brian Jara (ECAS)  
 Ken Blemings (DAVIS)  
 Sheryl Chisolm (Potomac State—Biology)  
 Alan Collins (DAVIS)

**Faculty Welfare Committee (5, 5, 0, 0, 4)**

Marie Abate, Chair (PHAR, 2017)  
 Hawley Montgomery-Downs, Chair-Elect (ECAS, 2016)  
 Sam Ameri (ECAS, 2016)  
 Anne Cronin (MED, 2016)  
 Robert Dailey (DAVIS)  
 Karen Kunz (CCA)  
 Gayle Neldon (CEHS)  
 Ousola Oduntan (MED)  
 Adrienne Salm, (MED, 2016)  
 Scott Wayne (STATLER)

**GEC Oversight Committee (5, 8, 0, 1, 2)**

Lena Maynor, Chair (PHAR, 2016)  
 David Hauser, Chair Elect (ECAS, 2017)

Lesley Cottrell (MED, 2015)  
Kristen Matak (DAVIS, 2015)  
Jennifer Merrifield (Potomac State, 2017)  
Robert Brock (MED, 2017)  
Lisa DiBartolomeo (ECAS, 2017)  
Lisa Weihman (ECAS, 2017)  
Ilkin Bilgesu (STATLER)  
Beth Nardella (MED)  
Gayle Neldon (CEHS)  
Gloria Oporto (DAVIS)  
Garth Thomas – (WVU Tech)

**Library Committee (2, 4, 0, 2, 3)**

Karen Haines, Chair (CEHS 2016)  
Beverly Kirby, Chair-Elect (MED 2017)  
Rebecca Kromar (NURS 2017)  
Marilyn Francus (ECAS)  
Sang Lee (REED)  
Rhonda Reymond (CCA)

**Research Integrity Committee (4, 8, 0, 0, 1)**

Michael Mays, Chair (ECAS, 2016)  
Laura Hitt (CCA, 2016 – note, will be on sabbatical in Spring 2015)  
Matthew Vester (ECAS, 2016)  
Michael Regier (SPH, 2016)  
Richard Turton (STATLER, 2017)  
Duncan Lorimer (ECAS, 2015)  
Joe Prud'homme (MED, 2016)  
Xiangying Jiang (ECAS)  
Mary Davis (MED)  
Lisa Salati (MED)  
Jeremy Donai (CEHS)

**Research and Scholarship Committee (6, 4, 0, 0, 3)**

Stan Hileman (MED) – Chair (2016)  
Michael Ibrahim (CCA) – Chair-elect (2017)  
Sandy Baldwin (ECAS) (2015)  
Mitch Finkel (MED) (2017)  
Duncan Lorimer (ECAS) (2015)  
Mark Sperow (DAVIS) (2016)  
Melanie Clemmer (MED)  
Harry Gingold (ECAS)  
Jason Huber (PHAR)  
Janet Snyder (CCA)

**Service Committee (4, 5, 1, 0, 1)**

John Connors, Chair (MED, 2015)  
Rebecca Fint-Clark, Chair-Elect (EXT, 2017)  
Randy Bryner (MED, 2015)  
Virginia Kleist (B&E, 2017)  
Elaine Bowen (EXT, 2016)  
Ashley Martucci (CEHS)  
Linda Corum (MED)  
Andrew Nix, (STATLER)  
Casian Pantea (ECAS)  
Alicia Cassels (EXT)

**Student Rights and Responsibilities Committee (14, 16, 0, 15, 1)**

Parviz Famouri, Chair (STATLER, 2015)  
Chad Proudfoot, Chair-Elect (EXT, 2016)  
Sam Ameri (STATLER, 2015)  
Alison Bass (REED, 2017)  
Bob Bastress (LAW, 2015)  
Cindy Beacham (DAVIS)  
Debby Boone (DAVIS, 2017)  
Larry Campbell (EXT, 2015)  
Robert Griffith (PHAR, 2015)  
Trevor Harris (ECAS, 2015)  
April Johnson (REED, 2015)  
Duncan Lorimer (ECAS, 2015)  
Jessica Deshler (ECAS, 2017)  
Emily Murphy (EXT, 2017)  
Todd Petty (DAVIS 2015)  
Kari Sand-Jecklin (NURS, 2015)  
Justin Falcon (MED)  
Lloyd Ford (STATLER)  
Leslie Graebe (CEHS)  
Helen Hartnett (ECAS)  
Wafik Iskander (STATLER)  
Jim Kotcon (DAVIS)  
Barbara La Godna (ECAS)  
Liz Fones-Wolf (ECAS)  
Allyson McKee (LIB)  
George Merovich (DAVIS)  
Kristina Olson (CCA)  
Ann Richards (CEHS)  
Jacqueline Speir (ECAS)  
Evan Widders (ECAS)  
Amy Cyphert (Honors)

**Teaching and Assessment Committee (6, 6, 0, 0, 3):**

Heather Billings (MED) – Chair (2015)  
Heather Billings (MED) – Chair (2015)  
Adrienne Salm (MED, 2016)  
Dan Bonner (MED, 2016)  
Virginia Kleist (B&E, 2017)  
Althea Rowlands (NURS, 2017)

Melissa Morris (Statler)  
Rachel Stein (ECAS)  
Adam Komisaruk (ECAS)  
Michelle Richards-Babb (ECAS)  
Sarah Selmer (CEHS)  
Needed – one more member

**Committee Goals for 2014-2015:**

In addition to performing its annual charge to populate the various Senate Committees, the Committee on Committees will perform a review of constituencies to determine appropriate representation from the various colleges in accordance with the Faculty Constitution which specifies one Senator for each twenty faculty members or fraction thereof.