

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

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

Members Present:

Abate, M.	Claycomb, R.	Giacobbi, P.	Matak, K.	Scott, D.
Ameri, S.	Clement, D.	Griffith, R.	Maynor, L.	Sowards, A.
Anderson, K.	Cronin, A.	Haines, K.	Mays, M.	Sperow, M.
Atkins, C.	Davari, A.	Harner, J.	Miltenberger, M.	Srivastava, A.
Attaallah, A.	Davis, D.	Harris, T.	Montgomery-Downs, H.	Stolzenberg, A.
Baldwin, C.	Deshler, J.	Hartley, D.	Murray, P.	Tou, J.
Bass, A.	DiBartolomeo, L.	Hauser, D.	Orlikoff, J.	Turton, R.
Bastress, R.	Donley, D.	Hileman, S.	Peace, G.	Tveter, K.
Bergner, G.	Elmore, S.	Hornsby, G.	Prudhomme, J.	Utzman, R.
Billings, H.	Eschen, E.	Hostuttler, L.	Reddy, R.	Valenti, M.
Bonner, D.	Etheredge, S.	Hutson, Z.	Reymond, R.	Vester, M.
Boone, D.	Famouri, P.	Ibrahim, M.	Riedel, B.	Walter, S.
Bowen, E.	Ferrara, L.	Johnston, A.	Rose, T.	Waterson, R.
Brazaitis, M.	Finkel, M.	Kale, U.	Rowlands, A.	Weihman, L.
Brock, R.	Fint-Clark, R.	Kirby, B.	Ruscello, D.	Wilcox, G.
Brooks, R.	Fisher, S.	Kleist, V.	Ryan, K.	Yang, H.
Campbell, L.	Funk, A.	Li, B.	Sand-Jecklin, K.	

Members Excused:

Bryner, R.	Gilleland, D.	McCusker, B.	Nutter, R.	Rockett, I.
Cohen, S.	Graves, C.	McTeer, M.	Petty, T.	Salm, A.
Connors, J.	Jacknowitz, A.	Merrifield, J.	Proudfoot, C.	Vona-Davis, L.
Dietz, M.	Jaczynski, J.	Murphy, E.	Regier, M.	Weed, S.
Downes, M.	Mandich, M.			

Members Absent:

Balian, A.	Johnstone, R.	Lofaso, A.	Perna, N.	Sherlock, L.
Burnside, J.	Kromar, R.	Lorimer, D.	Rishel, C.	Tippets, W.
Cottrell, L.	Lively, M.	Mucino, V.	Sadler, J.	Whiteman, C.
Crosno, J.				

Faculty Senate Officers Present:

DiBartolomeo, L.	Griffith, R.	Orlikoff, J.	Stolzenberg, A.	Turton, R.
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2. Chair Orlikoff moved for approval of the [minutes](#) from the February 9, 2015. Motion carried.
3. President Gee reported on the following issues:
  - Eight bills have been introduced in support of WVU's legislative agenda, which focuses on freedom and flexibility for the University. All 8 bills have crossed chambers and are still alive. If half of the bills pass, it will be a significant

opportunity to see changes in University protocols in human resources and a number of other ways we do business.

- There are significant decreases for the University in the proposed budget, but we are working to get funding restored. Times are better in terms of the economy, but not in terms of higher education because education remains a secondary priority for many legislators.
- He is pleased with the response of faculty and staff in their efforts to make sure that a bill that would roll back local anti-discrimination laws did not pass in the legislature.
- He spent a day at the Capitol last week to celebrate undergraduate research. There is a new phenomenon in higher education to have a significant focus on undergraduate research. It was good to have an opportunity to show our friends at the legislature how their investments are paying off in providing research experiences to our students.
- Sheetz has opened a store on campus that provides sandwiches and grocery items for students. It is another change in the culture that will provide convenience to students so they won't have to travel.
- George Capel, a senior political science major and Ashley Morgan, a senior sport and exercise psychology major have been elected president and vice-president for the WVU Student Government Association.
- Reflected on the recent loss of two faculty members – Chris Bise, chair of mining engineering and Neil Berch, associate professor of political science – and relected on their contribution to the university and their students.

4. Vice-Provost Russ Dean reported three candidates were interviewed on campus for the dean's position in the Eberly College. Even though the candidates had some support in the College, none appeared to have strong, broad support across the College. Provost McConnell has reopened the search. A contract will be signed with an outside search firm.

Applications and acceptances for the fall first-year class are on par with last year. We are now using a statistical model that focuses on the probability of students actually attending WVU and expect the entering class will be larger. Academic profiles are up significantly. When you look at the categorized groups, students in the highest scholarship levels have increased 8% this year. Approximately 700 freshman will be attending the Honor's College, an increase of 100 students. The Vice-Provost said we ran out of housing for these students, so additional beds have been provided in a new dorm near the Erickson Center.

The application process has been simplified for students applying to the Honor's College since the "check-a-box" system was put in place. The count and quality of honors students are both up this year.

5. Chair Jennifer Orlikoff said the University Chief of Police, Bob Roberts attended the February 23<sup>rd</sup> Senate Executive Committee to speak about the protocols for the University emergency alert system. Mr. Roberts said there are many factors involved when deciding to send or not to send out alerts. He explained that it is not the location that triggers an alert, but rather the threat to campus. Each threat is closely monitored.

The Chair met with Keli Cunningham and Brady Rourke from Athletics to discuss attendance concerns raised by a faculty senator. She said currently there is not an official attendance policy in place, so a small ad hoc committee will be formed to develop a policy. If anyone would like to volunteer for this group, contact Chair Orlikoff.

The Chair said a group is currently meeting to discuss how the academic dishonesty process can be updated. The Chair will report back when she has received the final version.

There will be opportunities for senators to participate in a discussion about SEI's, given the necessity of a change in the platform delivering the SEI's. If you would like to be part of the discussion, contact the Chair.

The Faculty Senate Election ballots have been sent out electronically; they are all due back to the Faculty Senate Office by Friday, March 13<sup>th</sup> at 5:00 p.m., except for the College of Education and the School of Medicine which are due Saturday, March 14<sup>th</sup> at 5:00 p.m.

There are currently 4 candidates who have declared for the Faculty Senate chair-elect: Rebecca Fint-Clark, Extension; Lena Maynor, School of Pharmacy; Joe Prudhomme, School of Medicine; and Ramana Reddy, Statler College of Engineering and Mineral Resources.

The Chair asked for additional nominations from the floor; none were given. It was moved and duly seconded to close the nominations. Motion carried.

Prior to the election, candidates for chair-elect will present personal statements at the April 13<sup>th</sup> Faculty Senate meeting.

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

[Annex I](#), New Courses Report.

Chair Harner pulled C&I 230 and C&I 231 from the report. Motion carried.

[Annex II](#), New Course Changes Report. Motion carried.

[Annex III](#), Capstone Courses Report. Motion carried.

[Annex IV](#), Public Health Curriculum Changes. Motion carried.

[Annex V](#), Alterations Report. Accepted.

7. Lena Mayor, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:

[Annex VI](#), GEC Actions. Motion carried.

[Annex VII](#), GEC Audits. Accepted.

8. Stan Hileman, Chair, Research and Scholarship Committee, gave an overview of the “Draft Proposal for Internal Grants” presented in [Annex VIII](#). He said representatives from the Provost’s Office and the Committee have met to discuss combining the various pool of money to allow for more flexibility in allocations. The application process will be streamlined to improve efficiency as well. Concerns were raised about a single application deadline per year. Professor Hileman said the committee will continue to work on the proposal and will include faculty suggestions. Sandy Elmore asked if WVU-Tech was eligible to apply for travel grants; Vice-Provost Russ Dean said he would look into the possibility.
9. Kristi Wood-Turner and Alexis McMillen introduced the WVU Center for Service and Learning. They presented a power point overview and said the Center provides creativity and innovation for faculty and students. Workshops are available as well as independent studies. They encouraged faculty to contact the Center for more information. Resources are available on-line as well.
10. Jenny Douglas distributed handouts about Academic Innovation’s Open House, which will held on March 17<sup>th</sup> from 10:00 a.m. to 2:00 p.m. at the Evansdale Library (G01). A celebration about teaching, learning and research will be held on Wednesday, May 13<sup>th</sup> from 9:00 a.m. to 3:30 p.m. in the Mountainlair. [Annex IX](#), [Annex X](#)
11. Roy Nutter, ACF representative, was in Charleston, WV, meeting with legislatures about Senate Bill 439. The ACF will be meet on Friday, March 13, 2015.
12. Robert Griffith, BOG representative said the Board met on Thursday, February 19<sup>th</sup> to discuss the Faculty Constituency report. The Senate Executive Committee was invited to a luncheon with the Board on Friday, February 20<sup>th</sup>. Various presentations were given to showcase the diversity and creativity of teaching and research at the university. Lena Maynor, gave a presentation on inter-professional education for the Health Sciences Center; Carolyn Atkins discussed public speaking, with an emphasis on veterans and athletes; Roy Nutter gave a presentation on internet security and cybercrime; and Nick Perna gave a presentation concerning music research.

Professor Griffith said several new programs and degrees were approved as well as the purchase of the Mountain State Campus in Beckley. The closing date for the purchase is late April, although the purchase can be withdrawn if something materializes that would hinder the sale.

13. Lisa DiBartolomeo said holocaust survivor Miriam Katin will share her story on Wednesday, March 11<sup>th</sup> in G21 Ming Hsieh Hall at 7:30 p.m. The talk is free and open to the public. Contact Professor DiBartolomeo if you have questions.
14. The meeting adjourned at 4:30 p.m. to reconvene on Monday, April 13, 2015.

Barbara Dunn, Administrative Secretary Sr.

To: Faculty Senate Executive Committee  
 From: James Harner, Chair  
 Date: February 23, 2015  
 Re: New Course Report

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
PLSC 444: Western European Gardens, Landscapes and Architecture	Agriculture, Natural Resources and Design	6		This is a travel course that includes visits to Belgium, France, Netherlands and Germany and focuses on a variety of environments- urban, agricultural/rural, and natural. Major cities in the travel experience may include Brussels, Paris, and Amsterdam. The core work of the course consists of a journal/sketchbook. Also listed as LARC 444.	Providing international experiences to students is a component of WVU's strategic plan. This course offers students an international experience and will serve as an elective for all campus majors. While the course is offered to any WVU student, landscape architecture and horticulture students specifically benefit from experiencing, documenting and analyzing urban, rural and natural landscapes.
RESM 540: Geospatial Modeling	Agriculture, Natural Resources and Design	3		There are two goals for this course: to present the fundamental methods for analyzing spatial data statistically, and to demonstrate spatial model building implementation and analysis. A prior statistics or econometric course is recommended.	Spatial statistical and regression techniques are playing a more prominent role in such diverse fields as forestry, economics, ecology, political science, criminology, sociology, and beyond. These methods are shedding new light on critical research questions for which solutions are crucial for effective public and private sector policy. It is imperative that students in these majors have experience applying spatial data analysis techniques that are related to their fields of study to be competitive in the job force. Geospatial technologies along with nanotechnology and biotechnology have been identified as the three main growth industries in our economy over the next 10 years. To prepare the students in these fields, this Masters level class will introduce students to the basic elements of both spatial pattern analysis as well as spatial regression with applied examples and problem sets to experience. It is open to all majors and backgrounds that have an interest or need to analyze and model spatial data.
BIOL 615: Microbial Symbiosis	Arts and Sciences	3		Molecular techniques used towards identifying the composition, structure and functions of microbial communities in various ecological contexts will be discussed. An understanding of the significance of microbial symbioses towards ecological and health processes will be developed.(Equivalent to BIOL 456).	The Department of Biology is dedicated to the study of living organisms and the processes of life. Although microbes make up the vast majority of life forms, with the exception of my complementary “Evolution of Infectious Diseases”, there are currently no permanent BIOL classes that are specifically dedicated to their study. Microbial symbioses are fundamental to the development of virtually all ecosystems. We will discuss how these interactions have driven many forms of biological divergence and enabled the habitation of unique, and often extreme, environments. Molecular techniques, both culture-dependent and independent, used to identify the composition and characterize the functional roles of members of microbial communities will be analyzed. These techniques have significantly revolutionized our interpretation of the significance of microbial interactions towards host biology and ecosystem processing. We will then progress into examining intricate microbial associations within invertebrates and humans, and discover how these relations have shaped ecological trajectories and health. This course will help prepare and expose students to careers in microbial ecology and the bio-medical field including clinical, research, academia, and public service.
CHEM 542: Computational Chemistry	Arts and Sciences	3	CHEM 348 or consent.	Introduction to the use of quantum mechanical-based computational techniques to study molecular structure, bonding, and reactivity, and their relationship to experimental techniques.	The chemistry department currently has no computational course, which would complement our currently offered advanced organic chemistry courses (CHEM 531 and CHEM 532) and CHEM 540 (bonding and molecular structure) and CHEM 547 (chemical crystallography) courses. Each of these courses deals with understanding structural aspects of molecules (e.g., geometry), and the ability to model these structures computationally is an essential tool in modern-day research in the fields of organic/inorganic chemistry.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
COMM 610: Family Communication	Arts and Sciences	3		This course addresses the communication that exists within and about families. We address various family structures, and employ various theoretical frameworks to explain, predict and control family communication and its correlates with socio-cultural, relational and individual wellbeing.	No other graduate communication course focuses on specific exchanges within and surrounding families. Not only does this realm encompass an important part of human interaction, but it also is necessary for PhD students in our graduate area of emphasis in Interpersonal and/or Family Communication, and is a great supplement for MA and PhD students specialize in organizational and instructional communication. When taught as a special topics, students from other departments (e.g., Human Development and Family Studies) also attended, benefiting from this particular course's focus on the interactions within families (as opposed to demographic and psychological).
COMM 611: Intergroup Communication	Arts and Sciences	3		This course focuses on intergroup communication and the reciprocal nature between identity and pro/anti-social interaction. Moving beyond the popular "individualized communication" perspective, intergroup theories and research allow us to explore the prominence of social group memberships (e.g., age, race, religion, gender, value orientations) in our everyday communication and cognitions.	As the catalog description suggests, this course is unique in that it integrates social group categories (e.g., race, gender, religion) and our psychological correlates with these categories (e.g., our positive/negative about different groups, our thoughts about our own and others social groups) INTO the communication process. Whereas these social and psychological components are noted in other communication graduate classes, they are at the heart of Intergroup Communication, giving graduate students a new paradigm from which to address human interaction. More specifically, this course fills the role of a necessary component for PhD students with primary or secondary emphasis in Intergroup Communication and is an excellent elective for students emphasizing areas of (but not limited to) interpersonal/family, organizational and instructional communication, as well as our MA students and other social scientists interested in the intersections between social psychological and communicative processes.
MATH 124: College Algebra with Applications	Arts and Sciences	3	Satisfactory performance on departmental placement test; or satisfy the minimum ACT/SAT Math score; or a grade of C or better in MATH 122B or its equivalent.	Study of college algebra with an emphasis on applications for science, business, technology, and social science. Topics include graphing and solving problems using linear, quadratic, square-root, logarithmic, and exponential functions, solving equations, performing operations on matrices, and linear programing.	MATH 124 was deactivated a few years ago. We are reinstating it in the interest of serving applied algebra competency goals of majors that do not require MATH 155, some of which previously required MATH 124 rather than MATH 126. MATH 124 is a study of college algebra with an emphasis on applications for science, business, technology, and social science intended for students not taking calculus, or bound for MATH 150 (Applied Calculus) rather than MATH 155 (Calculus I), and not well served by MATH 126. It is not intended as an entry track into MATH 155. Topics include graphing and solving problems using linear, quadratic, square-root, logarithmic, and exponential functions, solving equations, performing operations on matrices, and linear programing. Note: This course will serve as a pre-requisite course for MATH 150 for students who do not place directly into MATH 150. It is not a pre-requisite for MATH 128 or MATH 155.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
POLS 261: Introduction to National Security	Arts and Sciences	3		Introduction to theories related to security studies and national security. Includes discussions of intelligence, strategy, military operations, terrorism, and civil/military affairs, along with current events.	This course (Introduction to National Security) fills a critical need in the International Studies curriculum, as well as a general need in the University. The International Studies major has grown significantly since 9/11, with substantial growth in the Intelligence and National Security Area of Emphasis within the International Studies major. We have added a number of specific courses on intelligence and other areas of national security to the departmental offerings at the 300+ course number level, but have no introductory survey course that lays out the length and breadth of the many different aspects of national security. This course fills that need, and is necessary so the higher-level courses can focus more on the issues and theories, and less on basic introductory concepts. In short, this course prepares students for additional higher-level courses within the major. Additionally, the course serves a need for the University. The events of 9/11, Iraq and Afghanistan have driven student interest in these topics, and this course will attract a number of non-majors seeking to learn more about critical aspects of current American policy.
PSYC 427: Psychobiology of Sleep	Arts and Sciences	3	PSYC 202.	Empirical topics including physiology, development, assessment, circadian rhythmicity, pharmacology, sleep disorders and consequences of poor or disordered sleep.	This course content and objectives represent an interdisciplinary, health-relative focus that is essential to contemporary undergraduate psychology training. It also offers an opportunity to directly apply the research training that is emphasized throughout the department curriculum. Finally, the course includes a service emphasis that is uncommon in the current departmental curriculum.
GSCM 425: Supply Chain Network Design	Business and Economics	3	GSCM 360, GSCM 370.	An in-depth study of how to parse supply chain problems into a network design formulation and how to collect appropriate data to use on these models. Students will also learn how to validate, debug, and test the sensitivity of models to various input and model assumptions.	This course is required for the new program in Supply Chain Management (SCM). It will support the general learning goals described below. Graduates from the SCM program will have the foundational knowledge and related technical skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead core supply chain activities. In order to define the foundational knowledge pertaining to supply chain management, the curriculum design considers the widely accepted Supply Chain Operations Reference (SCOR) model, which is endorsed by the Supply Chain Council. The SCOR model is a comprehensive framework of high-level business processes, micro processes, relationships and metrics that jointly define the scope of supply chain management activity. Practitioners and academics approach the key activities defined by the SCOR model as foundations of the supply chain management domain. According to the SCOR model, the five key supply chain activities (or macro processes) are: Plan, Source, Make, Deliver and Return. As such, the course Supply Chain Network Design is necessary for the SCM program, because it will provide students with a key technical competence that will allow them to apply advanced modeling tools necessary to support the planning of supply chain activities within the key foundational supply chain activities described above. In addition, this technical competence and associated skills are necessary for graduates to be able to function in supply chain teams and to perform or lead supply chain activities.



Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
GSCM 430: Supply Chain Technology	Business and Economics	3	GSCM 370.	A comprehensive study of the strategic and operational use of main supply chain technologies. This includes dependencies and linkages between the various technologies, best practices, and potential pitfalls.	This course is required for the new program in Supply Chain Management (SCM). It will support the general learning goals described below. Graduates from the SCM program will have the foundational knowledge and related technical skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead core supply chain activities. In order to define the foundational knowledge pertaining to supply chain management, the curriculum design considers the widely accepted Supply Chain Operations Reference (SCOR) model, which is endorsed by the Supply Chain Council. The SCOR model is a comprehensive framework of high-level business processes, micro processes, relationships and metrics that jointly define the scope of supply chain management activity. Practitioners and academics approach the key activities defined by the SCOR model as foundations of the supply chain management domain. According to the SCOR model, the five key supply chain activities (or macro processes) are: Plan, Source, Make, Deliver and Return. As such, the course Supply Chain Technology is necessary for the SCM program, because it will provide students with a key technical competence that will allow them to identify and apply appropriate technologies necessary to support activities within the key foundational supply chain activities described above – plan, source, make, deliver.
GSCM 470: Global Supply Chain Systems	Business and Economics	3	GSCM 425, GSCM 450.	Analysis and problem solving of sourcing, operations, and logistics issues from a systems-perspective, and discussion of managerial issues in those areas in the international context from an integrated supply chain network perspective. The course encompasses the design, simulated operation, improvement, and analysis of a supply network.	This course is required for the new program in Supply Chain Management (SCM). It will support the general learning goals described below. Graduates from the SCM program will have the foundational knowledge and related technical skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead core supply chain activities. In order to define the foundational knowledge pertaining to supply chain management, the curriculum design considers the widely accepted Supply Chain Operations Reference (SCOR) model, which is endorsed by the Supply Chain Council. The SCOR model is a comprehensive framework of high-level business processes, micro processes, relationships and metrics that jointly define the scope of supply chain management activity. Practitioners and academics approach the key activities defined by the SCOR model as foundations of the supply chain management domain. According to the SCOR model, the five key supply chain activities (or macro processes) are: Plan, Source, Make, Deliver and Return. In addition, supply chains are global in nature and their processes are interdependent. As such, the course Global Supply Chain Systems is necessary for the SCM program, because it will provide students with the foundational knowledge and technical skills pertaining to the plan, source, make, deliver and return aspects of the supply chain management domain in the international context and from an integrated supply chain network perspective.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
ILR 571: HR/IR Practicum 1	Business and Economics	1	Enrollment in the MSIR program or Consent.	The first course in a series of four required one-credit hour courses that offers practicum experiences, delivers professional development opportunities, and provides exposure to contemporary topics in the field of HR/IR, (e.g., teambuilding, diversity issues).	Historically the program had a one 3 credit Practicum course that students registered for in their last semester. The course culminated with a comprehensive exam and a collection of course artifacts that drew on all classes across the curriculum. With the new two year program, it was difficult for students to keep up with individual class artifacts and manage the appropriate number of practicums across four semesters. The new series of four 1 credit Practicum Courses will allow the faculty and students to manage the requirements for the courses in a more systematic way. Plus it allows for a standardized number of required practicum sessions each semester. The four semester number sequencing will be as follows: Semester 1 - ILR 571 - HR/IR Practicum 1; Semester 2 - ILR 572 - HR/IR Practicum 2; Semester 3 - ILR 573 - HR/IR Practicum 3; Semester 4 - ILR 574 - HR/IR Practicum 4.
ILR 572: HR/IR Practicum 2	Business and Economics	1	Enrollment in the MSIR program or Consent.	The second course in a series of four required one credit hour courses that offers practicum experiences, delivers professional development opportunities, and provides exposure to contemporary topics in the field of HR/IR (e.g., HR investigations, Performance management systems).	Historically the program had a one 3 credit Practicum course that students registered for in their last semester. The course culminated with a comprehensive exam and a collection of course artifacts that drew on all classes across the curriculum. With the new two year program, it was difficult for students to keep up with individual class artifacts and manage the appropriate number of practicums across four semesters. The new series of four 1 credit Practicum Courses will allow the faculty and students to manage the requirements for the courses in a more systematic way. Plus it allows for a standardized number of required practicum sessions each semester. The four semester number sequencing will be as follows: Semester 1 - ILR 571 - HR/IR Practicum 1; Semester 2 - ILR 572 - HR/IR Practicum 2; Semester 3 - ILR 573 - HR/IR Practicum 3; Semester 4 - ILR 574 - HR/IR Practicum 4.
ILR 573: HR/IR Practicum 3	Business and Economics	1	Enrollment in the MSIR program or Consent.	The third course in a series of four required one credit hour courses that offers practicum experiences, delivers professional development opportunities and provides exposure to contemporary topics in the field of HR/IR (e.g., Outsourcing the HR function, HR impact on mergers and acquisitions).	Historically the program had a one 3 credit Practicum course that students registered for in their last semester. The course culminated with a comprehensive exam and a collection of course artifacts that drew on all classes across the curriculum. With the new two year program, it was difficult for students to keep up with individual class artifacts and manage the appropriate number of practicums across four semesters. The new series of four 1 credit Practicum Courses will allow the faculty and students to manage the requirements for the courses in a more systematic way. Plus it allows for a standardized number of required practicum sessions each semester. The four semester number sequencing will be as follows: Semester 1 - ILR 571 - HR/IR Practicum 1; Semester 2 - ILR 572 - HR/IR Practicum 2; Semester 3 - ILR 573 - HR/IR Practicum 3; Semester 4 - ILR 574 - HR/IR Practicum 4.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
ILR 574: HR/IR Practicum 4	Business and Economics	1	Enrollment in the MSIR program or Consent.	The fourth course in a series of four required one credit hour courses that offers practicum experiences, delivers professional development opportunities, and provides exposure to contemporary topics in the field of HR/IR (e.g., Anatomy of negotiation, Personal finances).	Historically the program had a one 3 credit Practicum course that students registered for in their last semester. The course culminated with a comprehensive exam and a collection of course artifacts that drew on all classes across the curriculum. With the new two year program, it was difficult for students to keep up with individual class artifacts and manage the appropriate number of practicums across four semesters. The new series of four 1 credit Practicum Courses will allow the faculty and students to manage the requirements for the courses in a more systematic way. Plus it allows for a standardized number of required practicum sessions each semester. The four semester number sequencing will be as follows: Semester 1 - ILR 571 - HR/IR Practicum 1; Semester 2 - ILR 572 - HR/IR Practicum 2; Semester 3 - ILR 573 - HR/IR Practicum 3; Semester 4 - ILR 574 - HR/IR Practicum 4.
MUSC 129: Music Technology 1: Garage Band	Creative Arts	1		This course will provide an overview of Apple's GarageBand software, the fundamental recording techniques, and music production vocabulary, through video lectures and hands-on experience.	The American Music Therapy Association, in their list of advanced competencies for professional practice, recommends applying current technology to the Music Therapy practice. GarageBand is a powerful yet user friendly tool that can be implemented with clients of all ages. Students with a knowledge of GarageBand can apply the software within their future music therapy professions to met a number of clinical goals. Creating music projects and podcasts with patients can boost confidence, build memory, and serve as an outlet for patients to exhibit their talents. Additionally, other students majoring in music would benefit from the opportunity to take this course as an elective.
EDHS 100: Orientation to Multidisciplinary Studies in Education and Human Services	Education and Human Services	1		Introduction to the Bachelor's degree in Multidisciplinary Studies in Education and Human Services, including information about education and human services fields, identification of post-graduation career opportunities, selection of minors to develop knowledge and skills, analysis of problems and issues in education and human services, participation in community service activities, and planning to meet program and university requirements for graduation.	The College of Education and Human Services proposes to improve the curricular offerings and program structure to the existing major in MDS-Education/Human Services (major code 4593) by adding three core courses using the newly approved prefix EDHS. EDHS 100 will serve as the first core course in this major to introduce students to topics, issues, and careers in education and human services (outside of K-12 teaching) and assist them in learning how to evaluate the merits of each discipline and in examining the major areas that can support them in achieving career goals. Students will take this course during the first two years of the program.
EDHS 200: Professional Inquiry in Education and Human Services	Education and Human Services	3	(ENGL 101 and ENGL 102) or ENGL 103) and EDHS 100.	Examination of issues across the fields of education and human services; practical experience in and critical reflection on activities conducted in education and human services settings and their implications for personal and professional growth; development of higher level skills for written communication through submission, revision and resubmission of formal written professional products.	The College of Education and Human Services proposes to improve the curricular offerings and program structure to the existing major in MDS-Education/Human Services (major code 4593) within the BMdS degree by adding three core courses using the newly approved prefix EDHS. EDHS 200 will serve as the second core course in this major to allow students to acquire volunteer experiences related to the minor areas they have selected and demonstrate critical reflection on current topics and issues in the field.
EDHS 489: Capstone Project: Multidisciplinary Studies in Education and Human Services	Education and Human Services	3	Consent	Integration and application of knowledge and skills acquired in multiple disciplines to understand and respond to problems of professional practice in education and human services through researching information, communicating and collaborating with others, planning, preparing and delivering presentations and written products, giving and receiving performance feedback, and planning and preparing for a future professional career.	The College of Education and Human Services proposes to add some structure to the existing major in MDS-Education/Human Services (major code 4593) within the BMdS degree by adding three core courses using the newly approved prefix EDHS. EDHS 489 will serve as the final core course at the end of the major sequence and also as the capstone course for the degree. This course is designed to support the student in integrating knowledge and skills across the three minor area disciplines and applying them in preparing professional products and planning for a future career.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
SPED 613: Inclusive Practices in Early Childhood Education Settings	Education and Human Services	3		Inclusive practices in early childhood education programs for children with developmental disabilities, delays and at risk conditions from three to eight years of age; pre-academic and social skills development with attention to designing curricula, individualized education programs, and evidence-based practices to foster pre-academic and social skills of individual learners with special needs in inclusive settings.	Today, young children with developmental delays and disabilities are more likely to be served in regular early childhood education programs than in segregated special education programs, so special education teachers need to acquire skills for providing specialized and individualized instruction that meets their needs within the early childhood curriculum and with their typically developing peers in inclusive preschools, kindergartens and primary grade classrooms. This course is designed to address content related to strategies for creating environments and implementing instruction to support students with special needs in inclusive programs through evidence-based practices for teaching early academic content for young learners with special needs. This course is proposed as an elective in the Master's degree program in Early Childhood Special Education but can also be used as an elective in other graduate programs in special education or general education. The course does not increase the number of hours for the degree since students may take it to complete current elective requirements.
SPED 661: Transition Planning and Programs for Students with Disabilities	Education and Human Services	3		Laws, policies, and evidence-based practices related to transition for students with disabilities, including assessment, transition planning, and instructional methods to facilitate successful postsecondary enrollment, employment, daily living, social relationships, and community involvement.	Transition planning and programs are important component of secondary special education services for students with disabilities to assist them in achieving positive post-school outcomes. Transition was recently identified by the West Virginia Department of Education as a priority initiative. The graduate program in special education does not currently offer a course in transition planning, so this course has been developed to provide that content to students preparing to become teachers. Dr. Hartley brings considerable expertise and many years of experience working at the secondary level, including providing transition programs, to the development of and future delivery of this course.
SPED 662: Differentiating Instruction for English Language Learners with Disabilities	Education and Human Services	3		Overview of second language learning; characteristics and needs of individuals with disabilities when English is a second language; and evidence-based strategies for using universal design and differentiated instruction to plan, implement and evaluate instruction for K-12 students who have disabilities and are English Language Learners.	As population demographics change, a growing number of special educators must serve K-12 students with disabilities who are also English language learners. This course is designed as an elective course for graduate students in special education where prospective and practicing teachers do or may work with this population. The course will assist in providing a better understanding of student needs through the acquisition of evidence-based practices to support their learning. Dr. Hartley holds teaching certification in for special education and second English language learning. She has worked with students with disabilities who are second English language learners in two states, so she is uniquely qualified to develop and teach this course.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
SPED 671: Gifted and High Ability Learners in Inclusive Classrooms	Education and Human Services	3		Characteristics of gifted and high academic ability students that create opportunities and challenges for learning in general education classrooms; differentiated instructional strategies to tailor academic curriculum content to individual needs; design of project-based learning for individual and group instruction; collaboration strategies to coordinate work of gifted education specialists and general education teachers at the elementary and secondary levels.	Students who have been identified as gifted (as well as other high academic ability learners) spend most of their school day in regular classroom settings at both elementary and secondary grade levels. In these settings, they benefit from differentiated instruction that meets their academic learning needs, which may exceed what is offered in learning activities for the whole class. The role of gifted education specialists is changing to include providing support for such students in the regular classroom in cooperation with the general education teacher so they need to develop skills for designing and implementing strategies such as project-based learning, learning contracts, cooperative learning groups, and co-teaching models to be effective in meeting the needs of gifted and high academic ability students. This course is proposed as an elective in the Master's degree program in Gifted Education but can also be used as an elective in other graduate programs in special education or general education. The course does not increase the number of hours for the degree since students may take it to complete current elective requirements.
CS 589: Game Seminar	Engineering and Mineral Resources	1		A discussion of current topics in video game development.	This seminar is part of the recently approved certificate in Interactive Technologies and Serious Gaming. Specifically, the approved curriculum for the certificate requires that students take this 1-hour seminar three times.
ENGR 142: Engineering Seminar	Engineering and Mineral Resources	1		Faculty, alumni, graduate students, and industry representatives will provide presentations on various engineering research, career, and experience topics. Students will reflect and discuss the presentations on instructor monitored discussion boards.	This course is one of the required courses for the proposed minor "Engineering in Society". There currently isn't a course in which students obtain credit for participating in general engineering related seminars, currently only department specific seminar classes exist. Students who take this course will be exposed to topics related to a variety of engineering careers, ethics, and entrepreneurship. By incorporating a variety of presenters from diverse backgrounds students will be exposed to various views and ideas beyond that of a single instructor.
ENGR 143: Engineering Concepts	Engineering and Mineral Resources	3		Course covers engineering approaches to problem solving, design process, understanding technical communication, estimation, international standards and units, manufacturing processes and intellectual property, useful to students pursuing a career related to the engineering profession. Introduces the engineering disciplines and areas of application.	This course is one of the required courses for the proposed minor "Engineering in Society." This course will be required for students wishing to complete the Engineering in Society Minor. Currently there isn't a introductory level engineering class that is available to students outside of the Statler college, and the intro courses currently offered require a math co-req of calculus. The goal of this course is to educate non-engineering students about the basic concepts of engineering such as the different engineering disciplines, develop familiarity with technical documents, unit systems, and international standards. The course also will educate students on manufacturing processes and intellectual property, providing students with concepts of how an idea becomes a product that is sold. Basic calculations will be taught including using the computer tool Microsoft Excel.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
ENGR 210: Engineering Decision Making	Engineering and Mineral Resources	2	ENGR 143.	Examines engineering ethics, critical reasoning, and problem solving. Applies these ideas to questions, challenges, and issues in a variety of areas, including engineering applications. Covers important and controversial decisions made previously in the engineering field, and the related impacts and consequences.	This course is part of the core courses for the Proposed "Engineering in Society" Minor. The objective of this course is to educate non-engineering majors on the factors that are considered in making decisions related to engineering topics. There currently isn't any course offered at WVU that allows non-engineering majors to examine how to make engineering related decisions. Engineering Ethics, cost, and feasibility represent some of the factors that will be applied to making decisions. A strong focus will be on multidisciplinary teams and dynamics in such teams where people are from different backgrounds with different preconceptions.
ENGR 310: Energy Engineering	Engineering and Mineral Resources	3		An introduction to the basic principles governing energy use, energy sources, and the impact of energy production on the environment. Examines the amount of energy used by society, fossil fuels and alternative energy sources, and methods of energy production.	This course is one of the elective courses for the proposed minor "Engineering in Society". Energy is a topic that spans many disciplines, from business to engineering, this course is available to students outside of the Statler college to provide information about sources and consumers of energy, advantages and disadvantages, a basic level understanding of different energy technologies and the implications of each. The global impact of energy sources and technologies will be discussed and emerging energy topics will be analyzed. This course is proposed as a 300 level course due to the amount of individual research and the level of discussion expected. Energy can be viewed differently from business, environmental, and consumer perspectives and the diverse student population that this course appeals to should make for valuable class discussions and learning. Also this course will be offered as part of the new EQUAD major in cooperation with other colleges at WVU.
LAW 643: Taxation of Business Entities	Law	4	LAW 719.	A comparative survey of the federal income taxation of C corporations, S corporations, and partnerships.	This course is a survey of the basic concepts involved in all three primary regimes for taxing business: C corporations, S corporations, and partnerships. It provides a grounding in all three business tax regimes in a single course, instead of the two or three separate courses that were historically required. This will make the material more accessible to students interested in a general business practice as well as those pursuing a traditional tax practice. Taught in a comparative manner, the course will focus on developing the ability to advise new businesses on the advantages and disadvantages of each of the particular tax regimes. This focus addresses the needs of West Virginia's business community, which centers on entrepreneurship and small businesses.
LAW 688-C: Sem: Corporate Governance	Law	3		This seminar provides students an in-depth look at current laws and policies that affect corporate governance and corporate accountability systems.	This course examines corporate legal policies and their impact on today's regulatory regimes. It allows students to think critically about the structures that govern corporations. Students interested in a transactional or commercial practice will find this course of particular value, as it allows them to understand the choices that govern modern businesses and the prolific impact that corporations have on society. This will help students advise their clients on matters including: proxy fights, shared governance, executive compensation, and business & human rights issues. Approving the course as variable 2-3 credits permits instructor flexibility in introducing different topics and depth of study for any specific topic. Requirements and contact time would be modified as a function of credit hours and would be delineated through the course syllabus.

Title	College	Credits	Prereq	Course Description	Curriculum Based Rationale
HPML 672: Global Health Policy	Public Health	3		Using a health equity and social justice perspective, students will examine the major health issues facing the global health community, including health disparities, and the international institutions and policies developed to address these global health challenges.	This course is an elective. This course provides students with fundamental and foundational knowledge about global health and international efforts to improve global health through both policy and infrastructure development.
HPML 681: Applied Health Care Leadership	Public Health	3		An exploration of topics related to the theory and practice of leadership and activities designed to develop effective leadership skills that can be applied in both the healthcare management profession and society in general.	This is an elective course in the Department of Health Policy, Management and Leadership for those interested in healthcare administration, specifically involving applied leadership. This course provides students with fundamental and foundational knowledge about management and leadership and how to be effective in driving results in various types of healthcare organizations. This course is required for students participating in the new Applied Public Health Management Area of Emphasis.
HPML 682: Managing Quality Improvement in Healthcare	Public Health	3		Introduces students to the latest healthcare quality and patient safety improvement thinking through didactic sessions, interactive exercises and case studies with direct relevance for public health practitioners, healthcare administrators or clinicians. Examines healthcare quality and patient safety from a strategic viewpoint to make healthcare administrators effective decision makers. Provides students necessary theoretical knowledge to obtain a Six Sigma green belt.	This is an elective course in the Department of Health Policy, Management and Leadership for those interested in healthcare administration, specifically involving quality management. This course provides students with fundamental and foundational knowledge about quality management approaches, perspectives, and methodologies used to determine the efficiency and effectiveness of operational procedures implemented within healthcare organizations. This course is required for students participating in the new Applied Public Health Management Area of Emphasis.
HPML 683: Ethical Leadership in Public Health	Public Health	3		Students will explore contemporary theory on both leadership and ethics and apply these to Public Health service.	This course is required for all students participating in the new Applied Public Health Management Area of Emphasis. The course presents fundamental aspects of leadership and ethics including the effects of organizational design, market forces, leadership and recruitment, and training on organizational ethics. Additionally, the course addresses how context changes the outcomes of leadership style and organizational ethics.

To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: February 23, 2015  
 Re: Course Change Report

Title	Prerequisites	College	Credits	Old Subject Code	New Subject Code	Curriculum Based Rationale
SPED 713: Designing Single Case Research		Education and Human Services	3	EDP (Educational Psychology)	SPED (Special Education)	This application requests a change in the prefix for this graduate course from EDP to SPED. The Department of Educational Psychology no longer has faculty qualified to teach this course and has agreed to transfer it to the Department of Special Education which has faculty members who have extensive training and experience in this area. A letter from the Chair of the Department of Learning Sciences and Human Development is attached documenting their support of this transfer. The Department of Special Education agrees to support this course and schedule it at times needed by all programs that currently include it as a requirement. There has been NO change to the title, course description and content of the course - ONLY the prefix is being changed. The special education faculty member listed on the syllabus has appropriate qualifications and taught the course in Fall 2014 under the EDP prefix.



To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: 2/23/2015  
 Re: New Capstones Report

		How will students demonstrate each of the following abilities:			Capstone Components:	
Title	College	Gather material independently, as needed:	Think critically about and to integrate the theoretical and/or practical knowledge they have acquired throughout their undergraduate careers.	Reflect on the ethical (or societal) issues that are implicit for projects and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
EDHS 489: Capstone Project: Multidisciplinary Studies in Education and Human Services	Education and Human Services	To prepare a professional presentation and paper, the student will be required to identify a focus topic and conduct a library and online search to identify relevant sources in the professional literature to support key points and provide citations and references. These courses will be shared with the instructor and fellow students at the end of the semester.	As the focus for the professional presentation and paper, the student will be required to identify a problem of professional practice and explain how and why that topic has some relationship to each of the three minor area disciplines to demonstrate the ability to integrate the knowledge from the various courses in each of the minor areas.	In preparing the professional paper, the student will be required to discuss the legal, ethical, social and practical issues related to the problem of practice and suggest strategies for addressing these issues in a manner proposed to solve the problem.	The student will complete the project in stages: 1) identify the problem of practice; 2) after instructor approval, provide an outline of the contents of the paper and presentation with a list of literature sources; 3) following instructor feedback, prepare a 5 page professional paper with literature citations and references that represents original work.	Once the professional paper has been prepared, the student will complete and present the professional presentation by: 1) prepare presentation notes, slides and handout(s) for use in class; 2) deliver in class a 15 minute professional presentation using slides and handout(s); 3) review and critique the professional presentations of peers.

WVU School of Public Health  
Curriculum Committee

Program Change Approval Form

Department: Social and Behavioral Sciences

Program: Undergraduate/Bachelor's in School Health Education

Initiated by: Michael Mann

Date of Proposal: 12-1-14

Effective Date of Program Changes: 1-1-16

Summary of Changes

The proposed substitutions in the current Bachelor's in School Health Education plan of study includes:

Replacing:

Our previous 5-Adult certification with a PreK-Adult certification

Removing:

CHPR 172 First Aid/CPR

CHPR 320 Drug & Alcohol Abuse Prevention

Adding:

CHPR 450 Contemporary Issues in School Health

CHPR 480 Supervised Field Experience in School Health

Increasing:

CHPR 301 Elementary Health Program from 2 credit hours to 4 credit hours

CHPR 302 Secondary Health Program from 3 credit hours to 4 credit hours

Corrections to Curriculum Summary Sheet:

EXPH 365 Exercise Physiology – Part of the Physical Education Program, not School Health Ed.

HN&F 171 Human Nutrition – Part of the GEC requirements, not School Health Education

Rationale

We are adjusting our program to offer a PreK-Adult certification instead of a 5-Adult certification in order to better align our certification with our partners in Physical Education (who offer a PreK-Adult certification) and to improve the job prospects/competitiveness of our students. Further, since our students have been taking coursework that includes elementary

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Date: 9-2-11

school health programming since 2006, we believe that this work should apply toward actual certification in that area. Also, when comparing ourselves to other school health programs, we have found that it is much more common for these programs to be offered at the PreK-Adult certification level than our current 5-Adult offering. Finally, Pre-K and elementary health education are a critically important part of the school health continuum of services. Research is clear that earlier educational interventions contribute more strongly to children's lifelong health and quality of life outcomes, than similar interventions offered at older ages. Helping our students be prepared and certified to make this difference as early as possible can only help improve the health and wellbeing of West Virginia's children.

Feedback from our student teachers, their coordinating teachers, and our partners in the PETE program suggests that our students would benefit from increasing the field experience portion of our program that is specific to teaching health education. In response to this consistent feedback, we are adding a supervised field experience that will be conducted a semester prior to their student teaching. We are removing our first aid/CPR course because a) this is no longer a requirement for certification, and b) because interested students can take an 8-hour course in the community that covers the same material in order to receive that certification. As a result, we believe these hours are better spent providing additional hours of field experience. Further, we believe this change is in keeping with the guidance provided by the West Virginia state legislature and our accrediting body, both of which require students to have extensive supervised field experience prior to beginning the student teaching portion of the curriculum.

Additionally, we are transitioning from a 3-hour Drug and Alcohol Abuse Prevention course to a 3-hour Contemporary Issues in School Health. Making this change allows us to emphasize a wider range of pressing child, adolescent, and school health topics in depth instead of just substance abuse. This means that in addition to drug and alcohol abuse prevention, our students can also pursue a deeper understanding of teen parenting, injury prevention, and school drop out – all current and important child and adolescent health problems in West Virginia. Adding this course is a critical step in our efforts to increase both the breadth and depth of our curriculum in these priority areas.

This proposal also increases the credit hours of our CHPR 301 Elementary Health Program and CHPR 302 Secondary Health Program. CHPR 301 will be increased from 2 credit hours to 4 credit hours. This change will allow for the inclusion of materials related to the new PreK portion of the program and an additional brief clinical experience related to teaching school health in PreK-4<sup>th</sup> grade settings. CHPR 302 will be increased from 3 credit hours to 4 credit hours in order to add a brief clinical experience related to teaching school health in the middle and high school settings. Nationally, these courses are most commonly offered as 4 credit hour classes, because they utilize an integrated approach to covering content, pedagogy, and practice together that requires more course time than a traditional lecture class.

Finally, we are cleaning up our Curriculum Summary Sheet as some of the courses in this document were inadvertently miscategorized. EXP 365 Exercise Physiology was mistakenly included on the Curriculum Summary sheet and is actually part of the Physical Education Program. Additionally, HN&F 171 is part of the joint programs GEC requirements and not a specific or sole requirement of the school health program.

Impact
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Since we are substituting two 3-hour courses for two 3-hour courses, there will be no impact on the program beyond the change in emphasis. Although we are increasing two courses by a total of three hours (CHPR 301 by 2 hours and CHPR 302 by 1 hour), our program is offered jointly with PETE who is in the process of reducing their portion program by the corresponding number of hours. This means there will be no impact on our students. Additionally, both CHPR 172 and CHPR 320 will remain active courses, just not as part of this academic program.

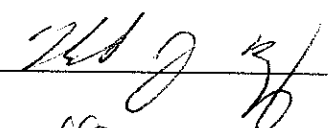
Attachments
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Attachment A: Pre-Post Program Changes Summary

Approval
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Department Chair:

Printed Name: Keith Zullic

Signature/Date: 

Curriculum Committee Chair:

Printed Name: Michael Mann

Signature/Date:  1-8-15

Academic Dean:

Printed Name: Thomas C Hulsey

Signature/Date:  1-12-15

\*\*\*Note: This proposal was approved by the Professional Education Coordinating Council (PECC) on December 8<sup>th</sup>, 2104.

# **Attachment A: Pre-Post Program Changes Summary** **WVU CURRICULUM SUMMARY SHEET w/Proposed Changes Marked**

Date Reapproved:

September 2011

**Institution Name:** West Virginia University  
**Specialization Name:** Health Education ~~5-Adult~~ **PreK-Adult:** To be completed with Physical Education  
**Program:** Bachelors  
**Major Code:** (PE) 6822 **Area of Emphasis Code:** None  
**Form Completed by:** Michael J. Mann  
**EPPAC Approval Date** May 16, 2006

## **Detail of Proposed Changes**

~~Strikethrough~~ = Deletion, **Bold** = Addition, *Italics* = Name, Number, or Credit Hour Change

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CHPR 250	<i>Course Name Change to "Foundations of School Health," Previously "History &amp; Philosophy of Health Education."</i>	<i>3</i>
CHPR 170	Health of the Individual	3
CHPR 271	<i>Course Name Change to "Health in the School Community," Previously "Health in the Community."</i>	<i>3</i>
CHPR 172	<del>First Aid and Emergency Care</del>	<del>2</del>
CHPR 301	Elementary School Health Program	<i>Change to 4 Previously 2</i>
CHPR 302	Secondary School Health Program	<i>Change to 4 Previously 3</i>
CHPR 305	Disease Across a Lifespan	3
CHPR 320	<del>Drug &amp; Alcohol Abuse Prevention</del>	<del>3</del>
CHPR 450	<b>Contemporary Issues in School Health</b>	<b>3</b>
CHPR 480	<b>Supervised Field Experience in School Health</b>	<b>4</b>
<i>Change to CHPR 485 Previously CHPR 400</i>	Health Education Student Teacher Seminar	2
EXPH 365	Exercise Physiology (Part of PETE major)	3
<del>OR</del>		
BIOL 235	<del>Human Physiology</del> (Not in catalog under PETE or SHED)	
HN&F 171	<del>Introduction to Human Nutrition</del> (Part of program GEC, not SHED specific)	<del>3</del>
PSYC 241	Introduction to Human Development (Program GEC, but SHED specific)	3
	<b><i>TOTAL HOURS</i></b>	<b><i>33</i></b>
	<b><i>TOTAL HOURS</i></b>	<b><i>32</i></b>

## **WV State Certification Requirements:**

- PRAXIS CORE ACADEMIC SKILLS TEST FOR EDUCATORS: Composite Test #5751 (Individual tests are: Reading, #5712; Writing #5722; Mathematics # 5732. [NOTE: May be waived if you have already completed a master's degree OR if you scored 26 on the ACT OR if you scored 1125 or 1170(revised) on the SAT.]
- Praxis II #5551 Health Education test [NOTE: Successful completion of this assessment is required prior to student teaching; scores must be received prior to the first day of student teaching.]
- Praxis II #0624, new, fall, 2011, Principles of Learning and Teaching (PLT) [NOTE: Successful completion of this assessment is required prior to applying for a WV teaching license. Receiving a passing score on this assessment is not required for WVU program completion for graduation.]

## **Disclaimer:**

Curriculum summary sheets and checklists are subject to change due to program changes and changes made in state certification requirements.

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 Printed: 1/8/15 7:48 AM

Date: 9-2-11

# WVU CURRICULUM SUMMARY SHEET-Updated to Reflect Changes Above

Date Reapproved:

September 2011

Institution Name: West Virginia University

Specialization Name: Health Education PreK-Adult: To be completed with Physical Education

Program: Bachelors

Major Code: (PE) 6822 Area of Emphasis Code: None

Form Completed by: Michael J. Mann

EPPAC Approval Date May 16, 2006

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CHPR 170	Health of the Individual	3
CHPR 250	Foundations of School Health	3
CHPR 271	Health in the School Community	3
CHPR 301	Elementary School Health Program	4
CHPR 302	Secondary School Health Program	4
CHPR 305	Disease Across a Lifespan	3
CHPR 450	Contemporary Issues in School Health	3
CHPR 480	Supervised Field Experience in School Health	4
CHPR 485	Health Education Student Teacher Seminar	2
PSYC 241	Introduction to Human Development	3
	<b>TOTAL HOURS</b>	<b>32</b>

**WV State Certification Requirements:**

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**To:** Faculty Senate Executive Committee  
**From:** Matthew Valenti, SCC Chair Elect  
**Date:** 2/5/2015  
**Re:** Monthly Alterations Report

**Action: New Subject Code.****Effective Term: Summer 2015**

Subject Code	Action	Rationale
SHED	Create New Subject Code	Prefix is for <u>S</u> chool <u>H</u> ealth <u>E</u> ducation programs within the WVU School of Public Health, which are currently designated by the "CHPR" prefix. The new prefix will make it easier for students and potential employers to identify those courses that are education related in the course schedule and on transcripts.

**Action: Course Alterations (Minor Changes).****Effective Term: Summer 2015**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
FIN 510	Change PR.	FIN 510. Investments & Portfolio Mang. 3 Hours. PR: FIN 500. The course provides theoretical understanding of how financial decisions are made under uncertainty. The topics include the securities market environment, modern portfolio theory, risk analysis, bond and stock valuations, and derivative securities.	FIN 510: Investments & Portfolio Mang. 3 Hours. PR: BADM 532. The course provides theoretical understanding of how financial decisions are made under uncertainty. The topics include the securities market environment, modern portfolio theory, risk analysis, bond and stock valuations, and derivative securities.	BADM 532 has replaced FIN 500 in the MBA program.
JRL 225	Change course description.	JRL 225. Media Tools & Applications. 3 Hours. This lecture/lab course covers fundamental principles and practices of multimedia content gathering and editing in preparation for upper-level courses at the School of Journalism.	JRL 225: Media Tools & Applications. 3 Hours. Intended for College of Media majors and Interactive Media Design minors, this lecture/lab course covers fundamental principles and practice of multimedia content gathering and editing in preparation for upper-level courses with the College of Media.	Updating description text to reflect new College name and a new joint minor that requires the course
JRL 386	Change PR.	JRL 386. Beginning Video Reporting. 3 Hours. PR: JRL 335. Reporting, writing and producing stories for television news using digital video technology; emphasis on visual storytelling, editorial decision making, and ethical and legal considerations. (Lab fees will be assessed for this course.).	JRL 386: Beginning Video Reporting. 3 Hours. PR: JRL 335 or TVJ 319. Reporting, writing and producing stories for television news using digital video technology: emphasis on visual storytelling, editorial decision making, and ethical and legal considerations. (Lab fees will be assessed for this course.)	Added an equivalent course to the prerequisite list (owing to recent course name changes).
JRL 426	Change PR.	JRL 426. Investigative Reporting. 3 Hours. PR: JRL 318 or JRL 386. Reporting on the agencies, structures, and programs that make society work, including circuit court and police. (Lab fees will be assessed for this course.).	JRL 426: Investigative Reporting. 3 Hours. PR: JRL 318 or JRL 386 or TVJ 386. Reporting on the agencies, structures, and programs that make society work, including circuit court and police. (Lab fees will be assessed for this course.)	Added a course as a possible prerequisite equivalent (owing to recent course name changes).
JRL 445	Change PR.	JRL 445. International Media 1. 1-3 Hours. PR: Consent. A combination of classroom theory and practical application of the function of media in an international setting.	JRL 445: International Media 1. 1-3 Hours. PR: JRL 215. A combination of classroom theory and practical application of the function of media in an international setting.	Changed the prerequisite to allow all College students who have passed our media writing course to register without delays caused by obtaining instructor consent.

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
JRL 459	Change PR.	JRL 459. Multimedia News Publication. 3 Hours. PR: Consent. In this lab/workshop-style class, students will produce stories and multimedia packages for publication and broadcast.	JRL 459: Multimedia News Publication. 3 Hours. PR: Any 300-level College of Media course and advisor/instructor consent. In this lab/workshop-style capstone class for journalism majors, students will produce stories and multimedia packages for publication and broadcast.	Added a 300-level College of Media course prerequisite and updated the course catalog description to reflect the fact that this is a capstone course. Prerequisite change is required to accommodate recent changes to the major.
MATH 154	Change PR.	MATH 154. Calculus 1b with Precalculus. 4 Hours. PR: A grade of C or better in MATH 153. Introduction to applications of derivatives, antiderivatives, and definite integrals.	MATH 154: Calculus 1b with Precalculus. 4 Hours. MATH 153 with a minimum grade of C-. Introduction to applications of derivatives, antiderivatives, and definite integrals.	Updated catalog prerequisite with C- instead of C for Math 153 to match BANNER.
MATH 156	Change PR.	MATH 156. Calculus 2. 4 Hours. PR: A grade of C or better in MATH 154 or MATH 155. Techniques of integration, application of the definite integral, polar coordinates, indeterminate forms, and infinite series.	MATH 156: Calculus 2. 4 Hours. PR: A minimum grade of C- in MATH 154 or MATH 155. Techniques of integration, application of the definite integral, polar coordinates, indeterminate forms, and infinite series.	Updated catalog prerequisite with C- or better instead of C or better for Math 154 and Math 155 to match BANNER.
MATH 232	Change PR.	MATH 232. Number & Algebra-Teachers. 3 Hours. PR: MATH 126A or MATH 126B or MATH 126C or MATH 150 or MATH 153 or MATH 155 with a C or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers and algebra to illuminate conceptual understanding and enhance problem solving techniques. The use of technology is infused throughout the course.	MATH 232: Number & Algebra-Teachers. 3 Hours. PR: A minimum grade of C- in MATH 126A or MATH 126B or MATH 126C or MATH 150 or MATH 153 or MATH 155. (Open to pre- service elementary education majors only.) Use of properties of real numbers and algebra to illuminate conceptual understanding and enhance problem solving techniques. The use of technology is infused throughout the course.	Changed C to C- in prerequisites to match BANNER.
MATH 233	Change PR.	MATH 233. Measurement/Geometry-Teachers. 3 Hours. PR: MATH 232 with a grade of C or better. (Open to pre- service elementary education majors only.) Use of properties of real numbers, algebra, measurement and geometry to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.	MATH 233: Measurement/Geometry-Teachers. 3 Hours. PR: MATH 232 with a minimum grade of C-. (Open to pre- service elementary education majors only.) Use of properties of real numbers, algebra, measurement and geometry to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.	Updated prerequisite from C to C- to match BANNER.
MATH 251	Change PR.	MATH 251. Multivariable Calculus. 4 Hours. PR: A grade of C or better in MATH 156. Introduction to solid analytic geometry, vector algebra, and calculus of several variables.	MATH 251: Multivariable Calculus. 4 Hours. PR: MATH 156 with a minimum grade of C-. Introduction to solid analytic geometry, vector algebra, and calculus of several variables.	Updated prerequisite from C to C- to match BANNER.
MATH 261	Change PR.	MATH 261. Elementry Differential Equatns. 4 Hours. PR: A grade of C or better in MATH 251. Ordinary differential equations, Laplace transforms, partial differential equations, Fourier series, and applications.	MATH 261: Elementry Differential Equatns. 4 Hours. PR: MATH 251 with a minimum grade of C-. Ordinary differential equations, Laplace transforms, partial differential equations, Fourier series, and applications.	Updated prerequisite from C to C- to match BANNER.



<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
UGST 151	Change course prefix.	ORIN 151. Career Exploring and Planning. 2 Hours. Exploration of careers and college majors with special emphasis on individual interests, abilities, and values. Most beneficial to freshman/sophomores, also for juniors and seniors who are uncertain of career paths.	UGST 151: Career Exploring and Planning. 2 Hours. Exploration of careers and college majors with special emphasis on individual interests, abilities, and values. Most beneficial to freshman/sophomores, also for juniors and seniors who are uncertain of career paths.	This modification is a prefix change and does not effect the curriculum-based rationale for the course. Typo in the description corrected.
UGST 252	Change course prefix.	ORIN 252. The Job Search: Career Series. 2 Hours. Planning a career, job research, resumes, letter writing, pre- and post-interviewing strategies, Internet searches; success on job, job changes. Recommended junior/senior year.	UGST 252: The Job Search: Career Series. 2 Hours. Planning a career, job research, resumes, letter writing, pre- and post-interviewing strategies, Internet searches; success on job, job changes. Recommended junior/senior year.	This edit is to change the course prefix from ORIN to UGST and does not effect the curriculum-based rationale for the course.

**Action: Course Alterations (Minor Changes).****Effective Term: Fall 2015**

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
ART 121	Change course title.	ART 121. 2D Visual Foundation. 3 Hours. The course provides an introduction to the fundamental principles and concepts of two-dimensional image making with an emphasis on color theory and design. Through creative assignments students develop abilities and visual awareness emphasizing the basics of color perception, form, proportion and rhythm.	ART 121: Visual Foundations 1. 3 Hours. The course provides an introduction to the fundamental principles and concepts of two-dimensional image making with an emphasis on color theory and design. Through creative assignments students develop abilities and visual awareness emphasizing the basics of color perception, form, proportion and rhythm.	The name change indicates that this course is the initial class for studio art majors, covering basic visual skills that are continued in ART 122 "Visual Foundations 2". The former names of ART 121 "2D Visual Foundations" and ART 122 "3D Visual Foundations" implied a separation of each course by work on flat surfaces versus working in three-dimensions. Following trends in art education, this is no longer the case. The curriculum for ART 121 covers beginning-level visual skills applicable to working in both two- and three-dimensions and ART 122 extends those skills. The proposed new names more accurately reflect the material covered in each course and clarify the beginning curriculum required for art majors.
ART 122	Change course title.	ART 122. 3D Visual Foundation. 3 Hours. The course incorporates projects involving abstract and representational ideas in three dimensions and investigates the basic concepts of line, plane, volume, form, mass, texture, composition and time.	ART 122: Visual Foundations 2. 3 Hours. The course incorporates projects involving abstract and representational ideas in three dimensions and investigates the basic concepts of line, plane, volume, form, mass, texture, composition and time.	The name change indicates that this course builds on ideas and methods from 2D Visual Foundations (which has a concurrent alteration to change its name to "Intro to Visual Foundations").

**Action: Course Alterations (Minor Changes).****Effective Term: Spring 2016**

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
CHEM 310	Change PR.	CHEM 310. Instrumental Analysis. 3 Hours. PR: CHEM 215 and physical chemistry. Lectures and demonstrations. Fundamentals of instrumental methods applied to chemical analyses: electrochemistry, spectroscopy, mass spectrometry, and chromatography. (2 hr. lec., 1 hr. demonstration.).	CHEM 310: Instrumental Analysis. 3 Hours. PR: (CHEM 215 or CHEM 118) and (CHEM 341 or CHEM 346). Lectures and demonstrations. Fundamentals of instrumental methods applied to chemical analyses: electrochemistry, spectroscopy, mass spectrometry, and chromatography. (2 hr. lec., 1 hr. demonstration.).	Chem 310 is a required course taken by B.S. chemistry majors and B. S. biochemistry majors who are pursuing the ACS track. In order to fulfill the curriculum requirements established by the American Chemical Society (ACS) for an approved bachelor of science degree in chemistry or biochemistry, the degree curriculum must include a lecture course covering modern topics of instrumental analysis.

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
CHEM 341	Change PR.	CHEM 341. Physical Chem: Brief Course. 3 Hours. PR: (CHEM 116 with a grade of C or better or CHEM 215 for chemistry majors) and MATH 156 and (PHYS 102 or PHYS 112.) Beginning physical chemistry covering the subjects of chemical thermodynamics, chemical dynamics, and the structure of matter. (3 hr. lec.) (Students may not receive credit for CHEM 346 and 348 and for CHEM 341.).	CHEM 341: Physical Chem: Brief Course. 3 Hours. PR: ((CHEM 116 with a minimum grade of C- and CHEM 215) or CHEM 118) and MATH 156 and (PHYS 102 or PHYS 112). Beginning physical chemistry covering the subjects of chemical thermodynamics, chemical dynamics, and the structure of matter. (Students may not receive credit for CHEM 346 and 348 and for CHEM 341.)	Chem 341 is a one-semester lecture course taken by B.A. chemistry majors and provides them with a survey of thermodynamics, chemical kinetics, and quantum chemistry. The requested change in the listed prerequisites is because the department allows students who complete Chem 117 and 118 to use these two courses to replace Chem 115, 116, and 215, as noted in the on-line undergraduate catalog for chemistry. Consequently, the chemistry prerequisite for Chem 341 is actually either completion of Chem 118 or completion of Chem 116 (with a C) and Chem 215.
CHEM 342	Change PR.	CHEM 342. Experimental Physical Chem. 1 Hour. PR: (CHEM 341 or CHEM 346) and CHEM 215 and (CHEM 235 or CHEM 231). Laboratory work in physical chemistry designed to accompany CHEM 341. (One 3 hr. lab.).	CHEM 342: Experimental Physical Chem. 1 Hour. CONC: Chem 341. Laboratory work in physical chemistry designed to accompany CHEM 341. (One 3 hr. lab.)	Chem 342 - Experimental Physical Chemistry is the laboratory course associated with Chemistry 341 - Physical Chemistry: Brief Course. Students who enroll in Chem 341 lecture are expected to enroll in Chem 342 lab during the same semester, as noted in the four-year plan for the BA chemistry degree program provided in the on-line undergraduate catalog for chemistry. Consequently, the requested prerequisite change will enable qualified students to enroll concurrently in Chem 341 and Chem 342.
FIN 525	Change PR.	FIN 525. Derivative Securities. 3 Hours. PR: FIN 510. This course will extend the student's knowledge of derivatives markets for commodities and financial instruments. Particular attention will be given to the use of financial derivatives for risk management.	FIN 525: Derivative Securities. 3 Hours. This course will extend the student's knowledge of derivatives markets for commodities and financial instruments. Particular attention will be given to the use of financial derivatives for risk management.	All students in the MS Finance program have met the Investments standard with many coming at the undergraduate level, not from the MBA FIN 510.

**Deactivations**

ORIN 151	Changed to UGST 151 in this report.
ORIN 252	Changed to UGST 252 in this report.

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
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To: Faculty Senate Executive Committee  
From: Lena Maynor, Chair, GEC Oversight Committtee  
Date: February 23, 2015  
Re: GEC Actions

The GEC Oversight Committee met on February 2, 2015 and recommends the following courses for Faculty Senate approval:

<b>Title</b>	<b>Course Types</b>	<b>Objectives</b>
AGEE 102: Educational colloquium in AGEE	New GEC	6F. The Individual in Society
ENGL 213: Creative Writing:Poetry	New GEC	5. Artistic Expression

To: Faculty Senate Executive Committee  
 From: Lena Maynor, Chair, GEC Oversight Committee  
 Date: February 23, 2015  
 Re: GEC Audits

The GEC Oversight Committee met on February 2, 2015 and passed the following courses for GEC audit:

<b>Title</b>	<b>Audit Type</b>	<b>GEC Objectives</b>
MATH 129: Pre-Calculus Mathematics	GEC Audit	2A. Basic Math & Scientific Inquiry
MUSC 114: Music in the Modern Age	GEC Audit	4. Contemporary Society 5. Artistic Expression
PHYS 102: Introductory Physics	GEC Audit	2B. Basic Math & Scientific Inquiry
PLSC 206: Principles of Plant Science	GEC Audit	2C. Basic Math & Scientific Inquiry
SOCA 235: Race and Ethnic Relations	GEC Audit	4. Contemporary Society 7. American Culture
ARHS 111: World Architecture 1	Deleting GEC Objective	5. Artistic Expression 8. Western Culture
ENGL 139: Contemporary African Literatur	Deleting GEC Objective	5. Artistic Expression 9. Non-Western Culture

## **Draft Proposal for Internal grants programs at WVU**

President Gee has charged all units with becoming more efficient, with retaining and rewarding our best and brightest faculty, and with enhancing WVU's national reputation and relevance to the State. The following changes to the internal grants programs at WVU are suggested to accomplish these goals.

The current amount of funding in these programs overall is \$735,000.

*Note that all recommendations herein will need to be discussed with the appropriate senate committees before finalizing.*

In consultation with the Senate Research grants committee leadership, senate leadership, the provost office and the VPR office, we propose the following:

- Moving the application for all programs to an on-line form and simplifying the actual application. For instance, we currently ask for a complete budget, including costs supplied by the department or other sources. This would be changed to only justifying the costs requested from this funding mechanism. Also, the application will be formatted so as to automatically notify department chairs and deans upon submission of the application.
- All of the money in each individual program would be combined into one central fund.
- Move to a funding system in which the committees function as an advisory group to a central committee that makes the final allocation decisions. This allocation committee would be the assistant and associate VP for research, the chair and chair-elect of the senate grants committee and the chair and chair-elect of the senate service committee. The purpose of this committee is to allow flexibility within any year as to total amount of funds going into any one program. This way of allocating funds will allow the greatest "bang for the buck" in terms of advancing the mission of WVU while enhancing the careers of individual faculty.
- There would be one due date for all programs (suggested first Friday in Oct.) All funding recommendations would be due to the central committee by Nov 20<sup>th</sup> and final funding allocations will be decided by that committee by Nov 30<sup>th</sup>.
- Each committee would rank order all grant applications (see below for development and travel funds). They would recommend a point at which they would not fund proposals even if funding was unlimited. The central allocation committee would then make final funding determinations.

- A small amount of funds would be held back each year for faculty opportunities that come up that are of an extraordinary nature but were unknown at the due date. Application to this fund would require a letter of recommendation from the dean that this is truly an extraordinary opportunity, with the dean committing matching funds to the request. All such requests are funded at the sole discretion of the central allocation committee (suggested amount in year one \$15,000 to be adjusted yearly if needed).
- It is suggested that the chair position be rotated each year between an individual whose primary interest is in fundamental science research and one whose interest is largely in the arts and humanities. This will insure input from both areas on the central committee from year to year. It is also suggested that the Faculty Senate continue their current efforts to place people on the committee that represent a wide variety of colleges across the University.

#### **Faculty travel/development:**

- Faculty travel and faculty development funding will be combined. As such, there will be only one application for faculty development/travel, due at the same time as the other grants.
- Ideally this fall application will cover activities between Sept 1 and Aug 30<sup>th</sup>.
- Funding recommendations will be yes or no
- The central committee will work to fund all “yes” applications; depending on other funding requests in the pool, they may be able to full fund each request or have to divide up the amount left by applicants and share equally
- Maximum request is \$1500
- Because there is one due date, the proposal is for either travel completed or travel planned. If planned travel does not occur, money will revert back into the central pool.
- Because of workload equity and all applications being submitted at once, we recommend that review of faculty travel/development applications be moved to the community engagement committee (service committee) which currently has a low workload relative to the faculty senate research committee.

#### **Senate Research Grants**

- A name change to “Research and Scholarship Advancement Fund (RSA grants)” is suggested to reflect the strategic investment on the part of the university as well as to enhance the prestige of the award, making it clear it is a competitive program.
- Maximum salary increased from \$8,500 to \$10,500.

- Eliminate the additional funding for travel to present work – this is actually an expected outcome of scholarly work; in addition, it is near impossible to track if the additional funds were actually used for this purpose.
- Matching funds from departments or deans cannot be start-up funds.
- Given University priority on the Mountains of Excellence and our land-grant mission, some funding should be placed towards those aims. It is suggested that an enhancement of \$2,000 is available to faculty who (a) propose projects relevant to the Mountains and/or (b) have a community outreach component (this would be similar to the enhancements available if there is a college match or if the project is multidisciplinary).
- If a faculty member fails to turn in a final report or fails to fulfil the terms of the funding within an additional year (coordinated through the AVPR), they will be banned from receiving funding from any program administered under this funding mechanism until the obligations are fulfilled. Final reports should include a brief report of expended funds to track and make sure all funds awarded are actually being expended for the stated project.

## **New Program Suggestions**

### Academic Conference Funding

- One of the goals of WVU is to become more visible on a national/international level. Although the primary vehicle for accomplishing this is individual faculty accomplishments, a complimentary approach is to bring outstanding scholars within an area that we claim expertise in to our campus for a focused academic mini-conference or to host regional, national, or international scientific meetings. The end goal of such mini-conferences would be to produce a significant scholarly work in terms of an edited book, monograph, or special edition or section of a peer reviewed journal or other creative output (script for a play, a play, a musical composition or recording, juried exhibit, etc.) that would not have been possible without the in-person conference. The goal of hosting an academic conference could be the same, but could also include increased visibility and reputation of the institution by serving as the host institution.
- Suggested amount in the program is \$50,000 with a maximum of \$10,000 available to any one project. Preference will be given to projects with matching internal or external funding.



- The senate research grants committee will review these grants; depending on number of submissions all members may be asked to review all proposals or they will be assigned a primary and two secondary reviewers. Funding recommendations would be forwarded to the central committee.

### **Appendix: Detailed Information on Internal Grant Programs**

#### **Senate Research grants: (2010, 2011, 2012, 2013):**

All faculty were invited to submit an update, of which 6 did; the summary numbers include outputs subsequent to the original reports.

In 2010 there were 13 grants awarded. There were five reports originally turned in. I was able to obtain another 1. Two people left the university and declined to submit a report. Five other current WVU faculty have refused to submit a report despite being asked to on three occasions. Total amount awarded was \$160,000.

	Scholarship (2 reports)	Seed (4 reports)
peer reviewed publications/ chapter		5
Books - done	1	
Books – in progress	2	
other significant scholarly work (plays, CDs, exhibits)		
conference presentations grant submissions (% of them awarded)	1	3
NSF		1 (0%)
NIH		
NEH	1 (100%; same PI)	
Other federal		4 (0%)
State		
Foundation	1 (100%; same PI))	1 (0%)

3 of the 4 seed grants applied for funding.

In 2011 the amount available for funding increased to \$250,000 and 24 faculty were supported. Two have left the university (one was able to be contacted but did not respond and the other we were unable to locate) and only two other current WVU faculty have not submitted a final report despite repeated attempts to obtain a final report.

	Scholarship (12 reports)	Seed (8 reports)
peer reviewed publications/ chapter	6	6
Books - done	2	
Books – in progress	1	
other significant scholarly work (plays, CDs, exhibits, recitals)	10	
conference presentations	7	5
grant submissions (% of them awarded)		
NSF		2 (100%, 500K, 550K; 1 PI)
NIH		
NEH	1 (100%)	
Other federal		4 (0%)
State		
Foundation		6 (0%)
Other internal	1 (100%)	1

4 of the 8 seed grants applied for funding

2012: The amount available for the program was again \$250,000. Seventeen faculty were supported and all but one turned in a final report (several attempts were made to obtain the report).

	Scholarship (4 reports)	Seed (12 reports)
peer reviewed publications/ chapter	3	8
Books - done	1	
Books – in progress	1	
other significant scholarly work (plays, CDs, exhibits)		
conference presentations	5	29
grant submissions (% of them awarded)		

NSF		5 (60%; 1.4 mil, 300K, 175K; 2 PIs)
NIH		3 (67%; 220K, 220K; 2 PIs)
NEH		
Other federal		
State		
Foundation	1 (0%)	4 (25%)
Other internal		

8 of the 12 seed grants applied for funding.

2013: The amount of funds was increased substantially again this year to \$400,000. Twenty-four faculty were supported and final reports are due in August 2014.

Summary: Total funding for federal funding with indirect costs (IDC) is \$3,315,000. Out of the 24 seed grant reports, all of the federal funding was obtained by five people, with four of those being in 2012; fifteen of the twenty-four seed grants applied for funding (63%), with a total of 31 grants applied for. The success rate for funding was 5/15 or 33% if we look at people submitting; if we look at percent of applications funded, it is 8/31 or 26%. Since applying for funding was a required output of the grant, it is important to have consistent follow-up with the PI as well as the department chair and dean. In the scholarship category, although not required, four people submitted external grants, with a 75% success rate.

### **Public Service Grants**

In 2011 there were 7 grants supported for \$50,000; in 2012 there were 10 projects supported for \$70,000. Six of the grants went to Extension faculty (40%). The projects that were supported were far reaching across the State and ranged from youth development and STEM education, to health disparities, to best practices in agriculture and hunting, to economic development. All faculty but two turned in a final report and 36% of the projects involved a presentation, publication, or applied for external funding (one project); almost all of the projects developed either written or electronic materials directly relevant to or for the project. One of the reports was not turned in because the faculty member left WVU before undertaking the project, however he took his summer salary before he left (which is what the funds were allocated for).

### **Travel (Domestic and International) and Faculty Development (including international supplements) Grants**

Faculty development and travel grants (2012-2013): There were 294 travel grants and 274 faculty development grants supported. There were 5 people who received two or three faculty development grants; 57 who received a travel and faculty development grant; and 29 who received both for the exact same trip (30%). The vast majority of faculty development is going for travel to professional academic conferences for “attending a professional development session at conference” (74%).

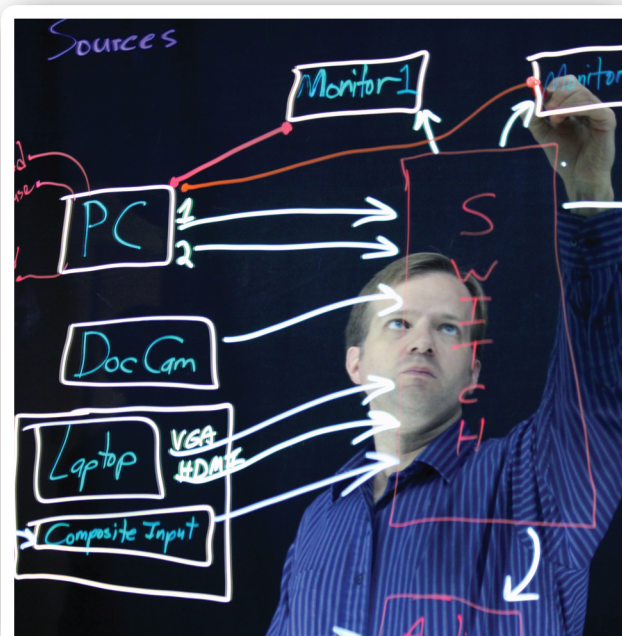
In terms of faculty development grants, many are being used as grants to travel to either the same conference as the travel grant money or to attend an additional conference, with no thorough plan being presented on how attendance will advance a faculty member’s career in terms of specific professional development activities.

# Open House

## Tuesday, March 17 | 10am to 2pm

### Evansdale Library (G01)

Academic Innovation is holding an open house in its new Teaching and Learning Commons Sandbox on the ground floor of the Evansdale Library.



*Roger Neptune demonstrates how a Lightboard enables faculty to write on the “board” without turning their backs to students in online or videotaped lectures.*

**Visit the Teaching and Learning Commons space in Evansdale Library (G01) to:**

Experience the new Teaching and Learning Sandbox;

Talk to instructional designers about new approaches to teaching;

Explore new instructional tools (including a 3-D printer and Lightboard prototype);

View new media applications in courses.

The Sandbox is a research and development space for faculty, graduate students and staff to assess and test emerging learning technologies. The Teaching and Learning Commons exemplifies an evidence-based, scholarship approach that incorporates research, exploration, and innovation.

# celebrate

Teaching Learning Research

## Save the Date

**Wednesday, May 13, 2015 | Mountainlair, 9am - 3:30pm**

What better way to end the year! You're invited to come **Celebrate** with us at our 2nd annual event with sessions designed to:

- Enhance your teaching;
- Experience the latest instructional technologies;
- Network for research collaboration;
- Enjoy fun and energizing wellness activities.

*New Addition: A special track will be presented to help prepare graduate students for faculty job searches.*

There will also be post-event professional development sessions and open houses on May 14 and 15 with one-on-one consultations available to address your specific needs.

**Celebrate** is co-sponsored by the Office of the Provost and Academic Innovation's Teaching and Learning Commons. We also wish to thank Information Technology Services, WVU Libraries, and the WVU Research Office for ongoing assistance and collaboration with this event.

Watch for updates to the schedule at  
[TLCommons.wvu.edu/Celebrate](http://TLCommons.wvu.edu/Celebrate)