

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, April 12, 2010

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

Members Present:

Abate, M.	Brooks, C.	Harner, J.	Nath, C.	Stack, S.
Abraham, R.	Bryner, R.	Hartman, K.	Nestor, P.	Steranka, P.
Ahern, T.	Campbell, L.	Hash, K.	Oberhauser, A.	Stuchell, R.
Ameri, S.	Carpenter, R.	Hileman, S.	Olson, K.	Tallaksen, R.
Anderson, J.	Clark, B.	Huffman, V.	Parks, E.	Tuninetti, A.
Anderson, K.	Cottrell, L.	Iskander, W.	Peace, G.	Turton, R.
Atkins, C.	Davari, A.	Jackowitz, A.	Perone, M.	Urbanski, J.
Banta, L.	Davis, S.	Kale, U.	Perry, J.	Walker, E.
Bastress, R.	DiBartolomeo, L.	Kirby, B.	Petty, T.	Watson, J.
Behling, R.	Edwards, B.	Kleist, V.	Phillips, J.	Wenger, S.
Bergner, G.	Elmore, S.	Kuhlman, J.	Rafter, J.	Whiteman, C.
Bilgesu, I.	Famouri, P.	Latimer, M.	Rockett, I.	Wilcox, G.
Blaydes, S.	Fleming, S.	McCombie, R.	Ruscello, D.	Wilson, M.
Bonner, D.	Fredette, H.	McDiarmid, M.	Ryan, K.	Zimmerman, P.
Boyles, J.	Funk, A.	Meckstroth, R.	Schreurs, B.	
Brazaitis, M.	Graber, S.	Miltenberger, M.	Scott, H.	
Bredehoft, T.	Hall, D.	Mucino, V.	Spleth, J.	

Members Absent:

Branch, D.	Hazard, H.	Hunter, S.	Paul, S.	Siegrist, J.
Chetlin, R.	Hermosilla, P.	Hutson, Z.	Petronis, J.	Tower, L.
Comer, P.	Higgins, C.	Mancinelli, C.	Pierskalla, C.	
Connors, J.	Hogan, T.	Mandich, M.	Robbins, J.	
Cottrell, S.	Hornsby, G.	Miller, M.	Sherlock, L.	

Members Excused:

Chalupa, C.	Insch, G.	Plein, C.	Schwartz, S.	Woloshuk, J.
Hessl, A.	Jones, D.	Sand-Jecklin, K.	Walls, T.	

FS Officers:

Clark, N.	Griffith, R.	Nutter, R.	Stolzenberg, A.
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2. Chair Clark moved, and it was duly seconded, to approve the minutes from the Monday, March 8, 2010 Faculty Senate meeting. Motion carried.
3. Provost Wheatly reported that she was pleased to announce members of the Strategic Planning Council, who will serve as the “brain” of the planning exercises that will unfold during the remainder of the year. She said integrated planning will take place for the general University, the Health Sciences Center, Institute of Technology and Potomac State. A

methodology was discussed at last month's Faculty Senate meeting. The Provost met with the Staff Council, Student Government, senior leadership team, and the Council of Deans. She said the methodology used from the prior strategic planning included a partnership between upward administration and the Faculty Senate.

Professor Clark was asked to Chair the Strategic Planning Council which will include the following members:

Anjali Halabe, Ann Bailey Berry, Ann Chester, Beth Ann McCormick, Bojan Cukic, Bruce McClymonds, Cathy Jasper, Christopher Deskins, Donald E. Hall, George Spirou, Greg Rosencrance, James E. Brick, Jan Lauren Boyles, James T. (Jim) Anderson, Joyce McConnell, Kacie Kidd, Kenneth Showalter, Kerri Phillips, Kerry S. Odell, Laura Gibson, Laura Roth, Marjorie Fuller, Mark Cottrill, MaryBeth Mandich, Melanie A. Fisher, C. H. Mitch Jacques, Neely Mullen, R. Michael Parsons, Rae Matsumoto, M. Rehan Khan, Ruth Kershner, Scott M. Hurst, Shelia S. Price, Stephen Douglas, Stephen La Cagnin, Taylor Richmond, Tracy Morris, Tricia Petty, Vincent Vernet and Wendy L. King.

The Provost will work with Nigel Clark and Chris Colenda in starting the process.

Three workgroups will be implemented; one group will focus on Discovery and Innovation, led by Fred King, A&S; the second group will focus on Inclusivity, led by Sue-Day Perroots, Extended Learning; and third group will focus on international activity, led by Joy Saab, HR&E.

The Provost said in a few days she will fine tune the names of the workgroups, and if anyone would like to be involved, he/she should wait a few weeks because there will be plenty of work available as more workgroups are tasked.

The Strategic Plan will be presented in early fall for faculty discussion so by the end of the year, it will be submitted to the Board of Governors. A press announcement will be released tomorrow that will include the titles and backgrounds of the selected individuals.

4. Chair Clark said he read an article from the American Association of University Professors that said salaries rose 1.2% last year; he reported another source said they had dropped. He said there is confusing data because furloughs are not being counted and different pools of Universities are being consulted. The report did state that it was the lowest raise percentage for a period of time. Fourteen percent of institutions had reduced their contribution to faculty retirement. The Chair said the BOG met on Friday, and the outcome was for ratification of funding for projects and there is no report about tuition from the BOG.

There are two candidates for Faculty Senate chair-elect. At the last meeting, nominations were called from the floor and none were given. The 2 candidates are: Lesley Cottrell, Medicine and Marjorie McDiarmid, Law.

The current Faculty Constitution says the election will be conducted by a ballot and not a vote at a meeting because of two candidates. Ballots and a statement from both candidates were mailed to all senators today; the Chair urged all senators to vote.

5. Presentations were given by Faculty Senate candidates Lesley Cottrell and Marjorie McDiarmid.
6. Hugh Kierig, Director of Transportation and Parking, presented a draft of the PRT Master Plan. The PRT was authorized in 1966 by the Urban Mass Transportation Act as a demonstration project. The Federal Government was looking at a variety of transportation options that would be available for development and Morgantown was chosen for the Personal Rapid Transit. In 1975, it was opened as the first automated guideway system in the U.S. There are a total of 8.75 miles that survey 5 stations from downtown to Evansdale and Health Sciences campus. Transportation is provided for over 2 million passenger trips annually, which is double what the Mountain line service provides. PRT trips are approximately 30,000 per day. Service has been provided for 35 years providing over 113,000 hours of operation, 22 million miles of service with 78 million passengers. Mr. Kierig said the PRT is a public service transportation that provides service to WVU and the Morgantown community. It is the only public transit system in the world that provides a destination to destination service. Service issues developed early in the system, but leveled out from 1984 to 2000 and there have been service issues since that time. As part of the Master Plan, consultants were asked to think about the impact if the PRT went away. What would the requirements be if the PRT had to be supplemented with the bus service and then what would be the options for bus-rapid transit. The findings included an average of 34 buses to provide the same level of coverage.

Mr. Kierig addressed the following four components of the Master Plan: automatic train control system, vehicles, power distribution and station and guideway issues. He said expansion of the PRT system was reviewed, but would be quite expensive, so it was decided to focus on the refurbishment of the existing system through new technologies and new vehicles. An estimated cost was submitted for the improvements to update the system for another 35 years, which came to 93 million dollars in 2009 monies. He said there is a chance that 80% of federal grants would be available for the capital costs and the additional 20% could be secured through savings because of reduced maintenance and operating costs.

A public hearing will be held on May 5<sup>th</sup> for comments and the director said he will meet with the congressional delegation to begin the process to secure the 80% funding.

7. Profession Bilgesu moved for approval of the following SCC reports:
  - Annex I, New Courses and Course Changes. Motion carried.
  - Annex II, Bachelor of Arts Degree in Elementary Education. Motion carried.
  - Annex III, Changes in Environmental Protection Major. Motion carried.
  - Annex IV, Modifications to the Printing Management +2 Program. Motion carried.
  - Annex V, The Alteration Report was submitted for information.

8. Professor Kirby submitted Annex VI, GEC Audit Report, for information.
9. Professor Urbanski, Chair, Student Evaluation of Instruction Committee, said the SEI Committee modified four SEI questions so they could be used for on-line courses. He moved that the changes be approved. It was duly seconded. Motion carried.
10. Professor Nutter, ACF representative, responded to a question by Professor Famouri concerning the status of Senate Bill 480. Professor Nutter said it passed the House and the Senate, but when it went to the Governor's office, it did not pass.
11. It was moved and duly seconded to remove the discussion of the draft Constitution from the table. Motion carried.
12. Professor Kite, Chair, Constitution Committee, discussed changes to the current Constitution, and he moved that the changed be approved. Motion carried.
13. Professor Blaydes, Retired Faculty, requested a break down list of faculty to include full-time, tenure-track, clinical-track faculty and faculty equivalent. Associate Provost C.B. Wilson will send the list to Professor Blaydes.
14. Chair Clark said the amended Constitution will be distributed to the entire faculty assembly for review, and it will be voted on in fall 2010.  
  
It was moved and duly seconded to send the Constitution language as summarized by Steve Kite to the faculty assembly for a vote. Motion carried.
15. Senators from the Morgantown campus will meet for an Executive Session immediately following today's Faculty Senate meeting.
16. The meeting adjourned at 4:25 p.m. to reconvene on Monday, May 10, 2010.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee  
Date: March 15, 2010  
Re: New Course and Course Changes

College of Creative Arts

New Courses:

Art

ART 217. Arts & Cultural Organizations. 3 Hr. An introduction to the types of non-profit arts and cultural organization and the field of arts administration. Coursework will focus on issues related to the performing and visual arts in the non-profit sector. (Effective Term: Fall 2010) (CIP 500101)

Rationale: This is a new introductory class for the arts administration minor in the Division of Art, College of Creative Arts. It will be a pre-requisite for the new "Arts Programming" course.

School of Medicine

New Course:

CCMD 778. Basic Medical Science Exam. 1 Hr. The Basic Medical Science Exam (BMSE) assesses second-year medical students' preparedness to sit for USMLE Step 1. USMLE Step 1 is part of the licensure process of becoming a physician and is a graduation requirement. (Effective Term: Spring 2011) (CIP 511401)

Rationale: In accordance with the directive from the WVU Provost's office that all graduation requirements be submitted as courses so that they are on the transcript, we send you this graduation requirement. The Basic Medical Science Exam (BSME) assessed the second-year medical students' preparedness to sit for the USMLE Step 1. The USMLE Step 1 is the first step in the licensure of becoming a physician and is a graduation requirement of the WVU School of Medicine. The BMSE is a comprehensive exam that assesses students' overall knowledge of the basic sciences critical to the practice of medicine. The exam is a standardized exam prepared by the National Board of Medical Examiners (NBME) which is also a partner in the preparation of the USMLE. Students must post a passing score at or above the 10th percentile, nationally, in order to receive an "S". Anything less than that will result in a "U" and students will not be allowed to sit for the USMLE Step 1 until after appropriate remediation. That essentially means that students cannot proceed to their third-year (clinical rotations) until after they have satisfactorily passed USMLE Step 1. The following directions will be given to students regarding this requirement:

1. The BMSE will be administered following the completion of all of the second-year curriculum.
2. The BMSE is an indicator of students' readiness for taking USMLE Step 1 and can provide valuable feedback on areas of study.
3. The BSME is required to be completed by all students and performance at the 10th percentile, nationally, is required to pass. Consequently, successful completion of this exam is a requirement for promotion and graduation.
4. According to the new WVU transcript policy, completion of this requirement will appear on transcripts as an "S" or a "U".
5. The WVU School of Medicine Committee on Academic and Professional Standards (CAPS) will review students' performance on the BMSE and may use it as a finding if a student is experiencing academic difficulty and prescribe the appropriate remediation.

Eberly College of Arts and Sciences

Course Change:

Counseling Psychology

From:

CPSY 782. Research Practicum in Counseling Psychology. 1-6 Hr. PR: Consent. The conduct of a descriptive or an experimental study. An overview of research design, statistical procedures, potential violations of ethical principles in the conduct of research.

To:

CPSY 782. Research Methods and Design. 3 Hr. PR: None. An overview of research methods & design, statistical procedures and potential violations of ethical principles in the conduct of research in Counseling Psychology. (Effective Term: Fall 2010) (CIP 420601)

Rationale: In our last APA accreditation review, we were told that our dissertations required greater theoretical and conceptual sophistication within psychological science and enhanced methodological sophistication.

To that end we are sharpening the focus of a currently required and an existing course for use in dissertation preparation to provide students with clear and specific models, methods and approaches to conducting research in Counseling Psychology. Quantitative, qualitative and mixed designs will be covered. Course continues to be required. Preparations of the first draft of the dissertation prospectus is one of the learning outcomes which will be a new utilization for this course. IRB submission will also be covered. As a methods course directed at dissertation preparation in our specific discipline, we feel we can be more effective in realizing the directives and advice from the APA.

New Courses:

Social Work

SOWK 400. Legal Issues in Social Work. 3 Hr. PR: SOWK 300, and SOWK 320, and SOWK 330. Explores legal and ethical issues and obligations affecting social workers and social work practice. (Effective Term: Summer I 2010) (CIP 440701)

Rationale: This course is a Social Work elective course that will be offered to Junior and Senior BSW students, who want to gain a fundamental understanding of the legal issues relevant to social work practice in the areas of constitutional law, family law, child welfare, and criminal law. This is one of several social work electives developed to address current social work practice issues and provide additional training in areas of students' interests.

SOWK 625. Social Work in Northern Ireland. 3 Hr. PR: SOWK 520 and SOWK 513 and SOWK 540 and SOWK 531 and SOWK 621 and SOWK 633. Travel course which examines issues related to Peace and Reconciliation in Northern Ireland. (Effective Term: Spring 2010) (CIP 440701)

Rationale: The course is relevant for students interested in studying and learning about the following areas: community organizing and development, direct practice particularly people/group processing in areas of conflict resolution, peace processing and maintenance, mental health – particularly in the

treatment of trauma, dialogue and deliberation and civic engagement. While not an exhaustive list, this course is fitting for students studying in disciplines such as social work, political science, communication studies, sociology, and other majors where an understanding of communication models for building community consensus and resolving intense community conflict is needed.

### Sociology

SOCA 354. Mesoamerican Archaeology. 3 Hr. Overview of the diverse environments, social organizations, and lives of people in prehispanic cultures; from early food foragers through the Olmec, Maya, Teotihuacan, Zapotec, and Aztec. Explores how we understand and apply the Mesoamerican past. (Effective Term: Spring 2010 ) (CIP 451101)

Rationale: This course addition is part of the anthropology curriculum's first major revision and coincides with anthropology's return as an Area of Emphasis (AOE) within the Sociology and Anthropology major. The AOE will consist of a general survey course at the 100 level and subfield survey courses at the 200 level. The courses that focus on regional cultures and research problems, often of interest to students across the curriculum, will now predominantly fall in the 300-level, where they will be accessible to students across the university, but also enable anthropology-oriented students (majors and minors) to build their case-history knowledge prior to taking advanced, 400-level, theoretically-oriented courses. This particular course will focus on the content-what is known-of Mesoamerican prehistory, but will work iteratively to demonstrate how that knowledge is built through archaeological inquiry. The addition of this course also creates a greater variety of significant, substantive courses for anthropology students to choose from, especially those with an orientation towards archaeology.

SOCA 450. Archaeology of Ancient States. 3 Hr. PR: SOCA 105; SOCA 258 or 300-level archaeology course or consent. Using case studies such as ancient Sumer, Egypt, Indus, China, Mesoamerica, the Andes, and North America, this course surveys the theories and debunks the myths surrounding the emergence (and collapse) of cities and complex societies. (Effective Term: Spring 2010) (CIP 451101)

Rationale: This course addition is part of the anthropology curriculum's first major revision and coincides with anthropology's return as an Area of Emphasis (AOE) within the Sociology and Anthropology major. The AOE will consist of a general survey course at the 100-level and subfield survey courses at the 200 level. The courses that focus on regional cultures and research problems, often of interest to students across the curriculum, will now predominantly fall in the 300-level, where they will be accessible to students across the university, but also enable anthropology-oriented students (majors and minors) to build their case-history knowledge prior to taking advanced, 400-level, theoretically-oriented courses.

This is an advanced 400-level course that mixes the history of ideas, theories, and archaeologically-derived case studies in order to evaluate the nature of social complexity, its collapse, and how we can best think about and study it. The course is designed for anthropology majors and minors, as well as advanced sociology and criminology students, as well as other interested students across the University, who wish to study the earliest roots of the form of social organization we still employ today. The course also greatly enhances the courses available to students at the most advanced level within the anthropology curriculum.

### College of Engineering and Mineral Resources

#### New Courses:

#### Civil Engineering

CE 542. Physicochemical Treatment. 3 Hr. PR: CE 347 or Consent. Engineering topics on water and wastewater treatment based on pollutant's physical and chemical characteristics will be presented, including human health concerns related to water, regulations, reactor theory, transport phenomena, and various treatment technologies. (Effective Term: Fall 2010) (CIP 140801)

Rationale: This course introduces recent development of theories and technologies for water and wastewater treatment.

CE 543. Water Quality Modeling & Analysis. 3 Hr. PR: CE 347 or Consent. Theories, methodologies and data analyses will be presented for water quality modeling in surface and groundwater, and for determining water quality distributions, trends, and compliance with regulatory standards. (Effective Term: Spring 2010) (CIP 140801)

Rationale: This course introduces current theories and methodologies for water quality modeling in surface waters and groundwater, and statistical methods for water quality data analyses.

### P.I. Reed School of Journalism

#### New Courses:

#### Integrated Marketing Communications

IMC 622. Multicultural Marketing. 3 Hr. PR: IMC 610. Students learn concepts and strategies for marketing products and services to subcultures within the U.S. The significance of and future of multicultural marketing are also discussed. (Effective Term: Spring 2010) (CIP 090401)

IMC 624. Cause Marketing. 3 Hr. PR: IMC 610. Largely through a careful examination of case studies, students will be introduced to the history and uses of causes marketing, as well as the future of the practice. (Effective Term: Spring 2010) (CIP 090401)

IMC 627. Social Marketing. 3 Hr. PR: IMC 610. This course explores the social marketing process from research to evaluation. Students discuss social marketing campaigns and examine applications of commercial marketing techniques and principles to social marketing. (Effective Term: Spring 2010) (CIP 090401)

Rationale: In Spring 2009, we did a test run of the Social Marketing courses under the experimental code of 627. Because the courses were well received by students, we would like to officially add these IMC courses to our curriculum.

#### Journalism:

JRL 445. International Media I. 1-3 Hr. PR: Consent. A combination of classroom theory and practical application of the function of media in an international setting. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally several times. We want to make it a permanent course that we offer on a semi-regular basis because we must give our students the ability to work anywhere in the world.



JRL 446. International Media II. 1-6 Hr. PR: Consent. Centers around a trip that involves the study of media in the country students are visiting. Usually a continuation of International Media I. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally several times. We want to make it a permanent course that we offer on a semi-regular basis because we must give our students the ability to work anywhere in the world.

JRL 456. West Virginia Uncovered. 3 Hr. PR: Consent. Student teams will work with the instructor and editors at a regional publication to report and produce multimedia news-feature packages. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally for the last three semesters as part of the larger West Virginia Uncovered project in which we're helping community newspapers around the state adjust to the digital age. We want to make it a permanent course because we intend for the project to become a permanent part of the SOJ.

JRL 545. International Media I. 1-3 Hr. PR: Consent. A combination of classroom theory and practical application of the function of media in an international setting. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally several times. We want to make it a permanent course that we offer on a semi-regular basis because we must give our students the ability to work anywhere in the world.

JRL 546. International Media II. 1-6 Hr. PR: Consent. Centers around a trip that involves the study of media in the country students are visiting. Usually a continuation of International Media I. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally several times. We want to make it a permanent course that we offer on a semi-regular basis because we must give our students the ability to work anywhere in the world.

JRL 556. West Virginia Uncovered. 3 Hr. PR: Consent. Student teams will work with the instructor and editors at a regional publication to report and produce multimedia news-feature packages. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally for the last three semesters as part of the larger West Virginia Uncovered project in which we're helping community newspapers around the state adjust to the digital age. We want to make it a permanent course because we intend for the project to become a permanent part of the SOJ.

### Visual Journalism

VISJ 321. Media Design. 3 Hr. PR: JRL 318. An introduction to the design of newspapers, magazines and Internet publications. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This is a course we have offered experimentally several times and we want to make it permanent as part of our visual journalism program. It's a required class for students earning a VISJ area of emphasis, so we need to make it permanent.

**Bachelor of Arts Degree in Elementary Education**  
**College of Human Resources & Education, West Virginia University, 2/12/10**

**Request:** We are seeking the re-establishment of our Bachelor of Arts Degree in Elementary Education in the College of Human Resources & Education at West Virginia University.

**Effective Date:** Immediately, with an expected admittance date of summer semester, 2010.

**CIP Code:** 13.0101

**Principal Contact:**

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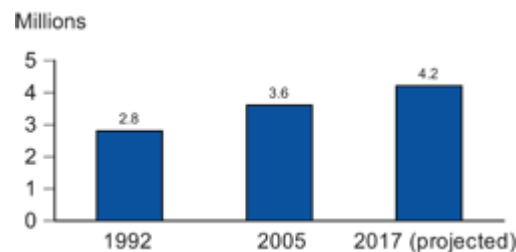
**Brief Summary Statement**

West Virginia University College of Human Resources and Education presently delivers a nationally recognized teacher education program in which students graduate with a Bachelor of Arts Degree in Multidisciplinary Studies and a Masters of Arts Degree in Elementary Education at the end of a five year period. This five-year teacher education program utilizes the professional development school model and is well respected and noted throughout West Virginia and the surrounding states for preparing highly qualified candidates for the classroom, so we have no desire to replace our five-year program. However as the flag ship institution in the state, we believe we need to make available to students the option of obtaining a Bachelor of Arts Degree in Elementary Education from West Virginia University.

**Need**

There will be an increased need for teachers in the coming years, as these figures indicate.

**Figure H. Actual and middle alternative projected numbers for elementary and secondary teachers: Selected years, 1992–2017:**



SOURCE: U.S. Dept. of Education, NCES, Common Core of Data surveys, various years; Private School Universe survey, various years; and Elementary and Secondary Teacher Model.

The total number of elementary and secondary teachers increased 27 percent between 1992 and 2005, a period of 13 years; and is projected to increase an additional 18 percent between 2005 and 2017, a period of 12 years, in the middle alternative projections.

According to the latest report from the West Virginia Department of Education: [[http://wvde.state.wv.us/certification/data/personneldata/2008\\_Personnel\\_Data\\_Report.pdf](http://wvde.state.wv.us/certification/data/personneldata/2008_Personnel_Data_Report.pdf)], The number of West Virginia teachers age 55 and older has increased from 5,526 in 2005 to 6,642 in 2008, all of whom could retire at any time. Furthermore, the West Virginia Department of Education concludes that 788 educators were recently educated in the state and only 61.5 percent of open teaching positions were filled by professional educators. Additionally 1,189.5 Elementary Education positions were posted in 2008.

We believe that the Bachelor of Arts degree in Elementary Education will serve those individuals who want to become teachers but cannot commit to five years obtaining their education. In addition, the downturn in the economy has made it more difficult for families to pay the costs associated with a postsecondary education. Having only master level teacher preparation programs is unrealistic when the “new millennials” are seeking programs that place them into the job market at the end of three to four years. A Bachelor of Arts program in Elementary Education will satisfy that market demand.

While the specific request is to establish the Bachelor of Arts Degree in Elementary Education, we are cognizant of the ever-increasing need for qualified teachers in West Virginia and the nation. Therefore, we want to explore more expedient ways to provide preservice teachers with the preparation they need by incorporating a focus on diversity and globalization from the beginning of the program and utilizing technologies more expansively. Economically, our state is in need of qualified teachers and our teacher candidates have requested the possibility of a shorter pathway to certification. We believe we can do this by compressing our 128 credit hour undergraduate program into 9 successive semesters, resulting in 3 years of on-campus residency.

It is our desire to provide pre-service teachers with a rich, intensive preparation program filled with learning opportunities designed to provide them with the skills and knowledge they will need to teach effectively in today’s—and tomorrow’s classrooms. We believe future teachers need to understand how world politics, diverse cultures, geography, natural resources, environment, the economy and societies influence the learning of young people. Content standards will be assessed expediently to recognize the knowledge base each future teacher brings to the program connecting the necessary skills for teaching with a deep-rooted understanding of what must be taught. This intensive program will provide a broad understanding of world regions and societies and an in-depth knowledge of pedagogy and human learning. We realize that what we are proposing involves high expectations but, without pushing ourselves, without discovery, our education system will cease to meet the needs of our society.

The College of Human Resources and Education at West Virginia University is gearing up to prepare educators for a global world. Responding to the immediate state and national needs for teachers prepared with 21<sup>st</sup> Century skills and knowledge, the College is requesting to re-establish its Bachelor of Arts Degree in Elementary Education focused on providing a broad understanding of world regions and societies and an in-depth knowledge of pedagogy and human learning. We will plan to begin in summer, 2010. To accomplish this, the program includes three clinical experiences: one rural, one urban, and one international. Clinical rotations, utilized so that college faculty may visit top classrooms with their students, allow immediate discourse regarding best practices. Technology will be used extensively throughout the program. The goal? We plan to prepare world ready educators, strong scholars eager to take charge of today’s classrooms.

### Resources

The College of Human Resources & Education has received special initiative funding over three years to support program development and special initiatives. The resources needed for re-establishing the Bachelor of Arts in Elementary Education will be supported by this funding. We expect this program to be self-supporting by the end of the special initiative funding due to the entrepreneurial funding returns from summer semesters. This money will allow us to pay the faculty needed for the implementation of this program.

There has been tremendous faculty interest in this program from across the college. A volunteer group of 50+ faculty met in early fall semester, 2009, to begin planning the implementation of this program. Representatives from this group committed their time every two to three weeks to gather and continue the planning to meet the start date of summer, 2010. This group is committed to making this a successful program.

#### Admissions

A faculty committee will make admissions decisions based on the following minimum criteria: ACT 26, SAT 1200, 3 character references, goals statement, 3.0 high school GPA. Faculty will conduct admissions interviews for the top ranking applicants to make final admissions decisions. Students bringing high school leadership experiences and study in a foreign language will be considered as preferred candidates for this program. We intend to admit 30 to the first summer cohort. A second cohort will be admitted the following summer. By the third summer, we expect to have 90 students in three cohorts.

#### Curriculum

We plan to use the existing successful curriculum already established in our elementary certification programs. The difference is that we are not granting a master's degree with this program. The curriculum consists of existing courses, equaling 128 credit hours over 9 semesters. These courses currently meet the WVU undergraduate GEC requirements, NCATE requirements for Elementary Education, and West Virginia State Department of Education requirements for certification. These requirements and the organizations guiding them [West Virginia University, National Council for Accreditation of Teacher Education, West Virginia Department of Education, Association for Childhood Education International] have been long recognized by our other certification programs and are considered a well established content route to certification which has been used successfully for years.

#### Assessment

Assessment of this program is being designed to begin prior to the entry of the first cohort. An external evaluator has been commissioned to design a multi-pronged evaluation of this program including qualitative and quantitative data. We will want to track student data (formulative and cumulative), employment rates, and retention rates, with attention to quality programming. These data will inform program revisions as needed. We plan to emulate the importance of research-based decisions by building assessment into the life of the program from the beginning. The Regional Educational Laboratory has been commissioned to create a multi-pronged approach to our research of this program. The initial plan for study has already been developed and submitted to the college as a result of a meeting and follow up interviews with the members of the planning committee.

**DRAFT 2/1/10****BA Elementary Education****Request to Re-establish the Bachelor of Arts Degree in Elementary Education****Content Courses For Certification**

<b><u>GEC Objectives</u></b>			<b><u>Credit Hours</u></b>
English 101	[GEC 1]	Composition and Rhetoric	3
English 102	[GEC 1]	Composition and Rhetoric	3
Mathematics 126	[GEC 2]	College Algebra	3
Mathematics 232		Number and Algebra for Teachers	3
Mathematics 233		Measurement and Geometry for Teachers	3
Physical Science		[Approved electives must be from two different areas of Chemistry, Astronomy, Geology, and/or Physics.]	7/8
Biology 101/103	[GEC 2]	General Biology & Laboratory	
<u>OR</u>			
Biology 102/104	[GEC 2]	General Biology & Laboratory	
<u>OR</u>			4
Biology 105/106	[GEC 2]	Environment Biology & Laboratory	
History 179	[GEC 3]	World History to 1500	
<u>OR</u>			3
History 180	[GEC 3]	World History Since 1500	

Psychology 101 [GEC 4]	Introduction to Psychology	3
EDUC 200 [GEC 4; Writing Course]	Professional Inquiry-Education	3
English [GEC 5]	Approved Elective in World Literature	3
Music 182	Music in the Elementary School	
<u>OR</u>		3
Art 103	Materials and Procedures	
Education 100	Orientation: <b><u>[Cohort Section in place of UNIV 101]</u></b>	1
Psychology 241 [GEC 6]	Introduction to Human Development	
<u>OR</u>		3
CDFS 110 Families Across the Lifespan		
Special Education 304 [GEC 6]	Special Education in Contemporary Society	3
Special Education 360	Differentiated Instruction for Special Needs	3
History [GEC 7]	United States History Course [100-200 levels]	3
Sociology &		
Anthropology 105 [GEC 8 or 9]	Introduction to Anthropology	
<u>OR</u>		3
Political Science 103 [GEC 8 or 9]	Global Political Issues	
Geography 102 [GEC 8 or 9]	World Regions	3

**Total Undergraduate Content Credits: 60/61**

**DRAFT 2/1/10****BA Elementary Education****Request to Re-establish the BA Degree in Elementary Education [Continued]****Teacher Education Courses****Credit Hours**

Education	100	Education Colloquium	[Listed previously]
Education	200	Professional Inquiry in Education	[Listed previously]
Education	301	Learning in Educational Settings I	3
Education	311	Practicum I/Technology Applications	1
Education	312	Practicum II/Technology Applications	1
Education	400	Instructional Design and Evaluation	3
Education	410	Practicum III/ Technology Applications	2
Education	401	Managing and Organizing Learning Environments	3
Education	411	Practicum IV/ Technology Applications	4
C&I	414	Promoting Creative Experience in Elementary Classrooms	3
Education	430	Math Methods for Elementary Teachers	3
Education	440	Elementary-Early Childhood Science Methods	3
Education	450	Issues & Methods for Elementary Social Studies	3
Education	460	Foundations of Language and Literacy	3
Education	461	Promoting Literacy Connections	3
Special Ed.	304	Special Education in Contemporary Society	[Listed previously]
Special Ed.	360	Differentiated Instruction for Special Needs	[Listed previously]
Reading	422	Reading in the Content Areas	3
Elective		Approved Course	3
Elective		Approved Course	3

C&I	492	Professional Field Experience	4
C&I	497	Research	6
C&I	490	Teaching Practicum	6
C&I	491	Professional Field Experience; Student Teaching	7
<b><u>Teacher Education Subtotal</u></b>			<b>67</b>
<b><u>Grand Total Undergraduate:</u></b>			<b><u>127/128</u></b>



**Distinctions Between Two Pathways to Elementary Certification**

**Bachelor of Arts in Elementary Education**

**Five Year Program**

<p>1. A student can be eligible for certification after completing an undergraduate program: A Bachelor of Arts Degree in Elementary Education. [These are <u>currently existing</u> courses used for elementary certification in the 5 year and master's certification programs.]</p>	<p>1. A student can be eligible for certification after completing an undergraduate degree in Multidisciplinary Studies and a Master of Arts Degree in Elementary Education.</p>
<p>2. Each student will have 4 sets of clinical field rotations: <b>rural, urban, international, &amp; local</b> [professor and student visits to master teachers' classrooms and block scheduling of team clinical time in local schools with carefully selected master teachers].</p> <p><b><u>Field Experience Hours:</u></b>  EDUC 311: Practicum I/Technology Applications  1 Credit Hour [30 hours]  EDUC 312: Practicum II/Technology Applications  1 Credit Hour [30 hours]  EDUC 410: Practicum III/Technology Applications  2 Credit Hours [60 hours]  EDUC 411: Practicum IV/Technology Applications  4 Credit Hours [120 hours]  C&amp;I 490: Teaching Practicum  6 Credit Hours [180 hours]  C&amp;I 492: Professional Field Experience  4 Credit Hours [120 hours]</p> <p><b><u>Student Teaching:</u></b>  C&amp;I 491: Professional Field Experience: Student Teaching  7 Credit Hours [210 hours]</p> <hr/> <p align="right"><b><u>Total : 750 Hours</u></b></p>	<p>2. Each student has field experiences in one <b>Professional Development School.</b></p> <p><b><u>Field Experience Hours:</u></b>  EDUC 311: Practicum I/Technology Applications  1 Credit Hour [30 hours]  EDUC 312: Practicum II/Technology Applications  1 Credit Hour [30 hours]  EDUC 410: Practicum III/Technology Applications  2 Credit Hours [60 hours]  EDUC 411: Practicum IV/Technology Applications  4 Credit Hours [120 hours]</p> <p><b><u>Student Teaching:</u></b>  EDUC 612: Professional Internship  12 Credit Hours [360 hours]</p> <hr/> <p align="right"><b><u>Total: 600 Hours</u></b></p> <p>[Plus extra hours associated with contracts and action research as individually designed.]</p>
<p>3. Clinical placements are made by the <b>Program Coordinator at WVU</b> in cooperation with the clinical sites.</p>	<p>3. Clinical placements are made by the <b>Teacher Education Coordinator (public school personnel)</b> at the Professional Development School.</p>
<p>4. This program uses courses which meet the <b>WVU General Education Curriculum</b> requirements.</p>	<p>4. This program uses courses which meet the <b>WVU General Education Curriculum</b> requirements.</p>

5. This program uses courses which meet the recommendations of the <b>National Council for Accreditation of Teacher Education</b> .	5. This program uses courses which meet the recommendations of the <b>National Council for Accreditation of Teacher Education</b> .
6. This program uses courses which meet the guidelines for the <b><i>Global 21</i></b> curriculum designed by the West Virginia State Department of Education.	6. This program uses courses which meet the guidelines for the <b><i>Global 21</i></b> curriculum designed by the West Virginia State Department of Education.
7. This program has pedagogy courses scheduled <b>simultaneously</b> to allow team teaching in interdisciplinary content.	7. This program has regularly <b>sequenced</b> courses in pedagogy, some occurring simultaneously, some sequentially.
8. This program will use regular program faculty and carefully selected adjuncts as instructors.	8. This program will use regular program faculty and carefully selected adjuncts as instructors.
9. This program begins in the summer and is delivered in <b>9 consecutive semesters</b> , using each summer, resulting in 3 calendar years.	9. This program is delivered in <b>fall and spring semesters only</b> , in consecutive years, with summers open for students to take extra courses.
10. This program has an external assessment and review designed by the Regional Educational Laboratory.	10. This program just underwent an external review by 3 professors associated with Professional Development School work.

**Bachelor of Arts in Elementary Education****Sample Sequence of Study; 8 Semesters**

<u>Summer</u>	<u>Fall [16]</u> ENGL 101 [3] CDFS 110 [3] or Psych 241 [3] PSYC 101 [3] MATH 126 [3] GEOG 102 [3] EDUC 100 [1]/[UNIV 101]	<u>Spring [16]</u> BIOL 105/106 [4] ENGL 102 [3] HIST 179 [3] SOCA 105 [3] EDUC 200 [3]
<u>Summer [8]</u> EDUC 301 [3] RDNG 403 [3] EDUC 311 [1] EDUC 312 [1]	<u>Fall [19]</u> PHYS 101 [4] EDUC 400 [3] SPED 304 [3] MATH 232 [3] ART 103 OR MUSC 182 [3] EDUC 430 [3]	<u>Spring [18]</u> EDUC 440 [3] EDUC 450 [3] RDNG 422 [3] MATH 233 [3] SPED 360 [3] C&I 490 [3]
<u>Summer [14]</u> EDUC 401 [3] C&I 491 [4] C&I 490 [3] C&I 492 [4]	<u>Fall [18]</u> GEOL 101/102 [4] HIST Choice [3] ENGL LIT. Choice [3] EDUC 410 [2] C&I 414 [3] C&I 491 [3]	<u>Spring [19]</u> EDUC 460 [3] EDUC 461 [3] Elective [3] EDUC 411 [4] C&I 497 [6]

**Total for Bachelor of Arts in Elementary Education: 128 Credit Hours**

October 20, 2009

## ***MEMORANDUM***

**TO:** Denny Smith  
**FROM:** Barton Baker  
**RE:** Changes in Environmental Protection Major

The faculty in the Division of Plant and Soil Sciences desire to make changes in the Environmental Protection Major. A Curriculum Change Document which provides the details and rationales for the changes is attached. These proposed changes are an effort on the part of faculty to keep the major current with WVU course offerings and to implement changes warranted by assessment data. If possible, we would like to have action taken on our request this semester so that if approved, the changes can be implemented in the fall term 2010. Should you have questions please contact my office.

Attachment

**WEST VIRGINIA UNIVERSITY**  
**DIVISION OF PLANT & SOIL SCIENCES**  
**DAVIS COLLEGE OF AGRICULTURE, NATURAL RESOURCES & DESIGN**

**CURRICULUM CHANGE DOCUMENT**

The Division of Plant & Soil Sciences is proposing several changes to the curriculum for the B.S. in Agriculture Degree – major in Environmental Protection. These proposed changes result, in part, from analysis and discussion by faculty of recent curriculum assessment data obtained from students currently enrolled in the program. Some of the proposed changes result from the addition of previously approved courses which are relevant to the program or deletion of courses which are no longer taught or judged unnecessary. Finally, some of the proposed changes result from input received from prospective employers of students in the Environmental Protection major.

A brief summary of the proposed changes is described below. For comparison purposes, course checklists for the current and newly proposed curricula are attached.

Proposed Changes:

1. General updating of the curriculum to include new courses (e.g., AEM 408, AEM 445, ENTO 450, ENVP 415, PPTH 409, PLSC 453, PLSC 491, RESM 420, RESM 440, RESM 480) and deletion of courses (e.g., ARE 410, BIOL 221, CE 443, FOR 210, GEOG 205, and GEOG 305).
  - RATIONALE FOR CHANGE: Several new and relevant courses have become available since the last revision of the curriculum. Also, some courses in the curriculum are no longer offered.
  
2. One category of elective courses (“Environmental Protection Electives”) in the current curriculum has been removed. Some of these courses have been moved to the “Areas of Emphases Course” category or eliminated from the curriculum. One course (ARE 220) has been moved to GEC Objective #4.
  - RATIONALE FOR CHANGE: The removal of the “Environmental Protection Electives” simplifies the curriculum. Also, some of the courses seemed more appropriately designated as “Areas of Emphases Courses” (e.g., AGBI 410, ENVP 355, and FOR 326).

3. Four courses (AGEE 110, RESM 440, RESM 480, and WMAN 150) have been added to the “Required Agriculture Courses” category.
  - RATIONALE FOR CHANGE: Based on assessment data and input from prospective employers, these courses have been deemed essential to basic/required background training for students in majoring in Environmental Protection

Please find attached to this document:

- Current “Curriculum Course Checklist” (as revised in 2006)
- Proposed “Curriculum Course Checklist”
- Proposed “Sample Plan of Study”
- Current and proposed “Catalog Descriptions”
- Sign-off signatures from instructors who teach newly proposed required courses (indicating agreement to accommodate Environmental Protection students)

**APPROVAL SIGNATURES:**

*Approved by*

Division Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Division Director \_\_\_\_\_ Date \_\_\_\_\_

College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Associate Dean \_\_\_\_\_ Date \_\_\_\_\_

Sept 2006

**B.S. IN AGRICULTURE DEGREE  
 PLANT AND SOIL SCIENCE PROGRAM  
 ENVIRONMENTAL PROTECTION MAJOR  
 DIVISION OF PLANT AND SOIL SCIENCES  
 DAVIS COLLEGE OF AGRICULTURE, FORESTRY & CONSUMER SCIENCES**

NAME \_\_\_\_\_

DATE ENROLLED IN HIGHER EDUCATION \_\_\_\_\_

STUDENT NUMBER \_\_\_\_\_

ANTICIPATED GRADUATION DATE \_\_\_\_\_

	Hrs.	Grade	
			<b>AGRICULTURE (45 Hrs.) See Note Below</b>
<b>Communication (GEC Obj. #1)</b>			<b>REQUIRED AGR COURSES (30 Hrs.)</b>
<b>(6 Hrs.)</b>			<b>ARE COURSE</b> _____ (3) _____
ENGL 101	3	_____	<b>AGRN 202, 203</b> _____ (4) _____
ENGL 102	3	_____	<b>A&amp;VS 251</b> _____ (4) _____
<hr/>			<b>ENVM 341</b> _____ (4) _____
<b>Basic Math and Science (Includes GEC Obj. #2)</b>			<b>ENVP 460W</b> _____ (3) _____
<b>(22 Hrs.)</b>			<b>PLSC 206</b> _____ (4) _____
CHEM 115	4	_____	<b>Must choose two of the following three courses</b>
CHEM 116	4	_____	<b>GEN 371</b> _____ (4) _____
CHEM 231	4	_____	<b>ENTO 404</b> _____ (4) _____
GEOL 101 and GEOL 102	3/1	_____	<b>PPTH 401</b> _____ (4) _____
<b>or</b>			<hr/>
GEOL 110 and GEOL 111	3/1	_____	<b>ENVIRONMENTAL PROTECTION ELECTIVES</b>
MATH 126	3	_____	<b>(15 Hrs. from at least 2 areas)</b>
STAT 211	3	_____	<b>AGBI 410</b> _____ (3) _____
<hr/>			<b>ARE 220</b> _____ (3) _____
<b>The Past and Its Traditions (GEC Obj. #3)</b>			<b>ARE 383</b> _____ (3) _____
Elective _____	3	_____	<b>ARE 410</b> _____ (3) _____
<hr/>			<b>BIOL 361</b> _____ (4) _____
			<b>CE 443</b> _____ (3) _____

<b>Contemporary Society (GEC Obj. #4)</b>	CS 101 or AGEE 110 _____ (4/3) _____
ENVP 155 _____ 3 _____	ENVP 355 _____ (3) _____
_____	FOR 210 _____ (3) _____
<b>Artistic Expression (GEC Obj. #5)</b>	FOR 326 _____ (2) _____
Elective _____ 3 _____	GEN 371 _____ (4) _____
_____	GEOG 205 _____ (3) _____
<b>The Individual in Society (GEC Obj. #6)</b>	GEOG 230 _____ (3) _____
AGRL 111 _____ 1 _____	GEOG 305 _____ (3) _____
Elective _____ 3 _____	GEOG 350 _____ (4) _____
_____	PHYS 101 _____ (4) _____
<b>American Culture (GEC Obj. #7)</b>	PHYS 102 _____ (4) _____
Elective _____ 3 _____	POLS 338 _____ (3) _____
_____	<b>WRITING REQUIREMENT</b>
<b>Western Culture (GEC Obj. #8)</b>	Met with ENVP 460
Elective _____ 3 _____	_____
_____	<b>Free Electives (15 Hrs.)</b>
<b>Non-Western Culture (GEC # 9)</b>	_____
Elective _____ 3 _____	_____
_____	_____
_____	_____

AREAS OF EMPHASES (18 Hrs. in one of the following areas of emphasis, including a capstone course)

**Pest Management**

**Soil and Water Conservation**



ENVP/ENTO 412 Capstone _____ (4) _____	AGRN/ENVP 425 Capstone _____ (3) _____
AGRN 315 _____ (3) _____	AGRN 410 _____ (3) _____
AGRN/ENVP 451 _____ (3) _____	AGRN 415 _____ (3) _____
BIOL 221 _____ (4) _____	AGRN 417 _____ (4) _____
ENTO/PPTH 470 _____ (4) _____	AGRN/ENVM/ENVP 420 _____ (3) _____
ENTO 404 _____ (4) _____	AGRN 430 _____ (3) _____
ENTO 410 _____ (4) _____	AGRN/ENVP 451 _____ (3) _____
ENVM 401 _____ (4) _____	AGRN 454 _____ (3) _____
PPTH 401 _____ (4) _____	AGRN/ENVP 455 _____ (3) _____
	BIOL 362 _____ (4) _____
<b>NOTE: This degree requires a total of 45 hours in agriculture. STAT 211, GEOL 101 and 102 or 110 and 111, and CS 101 are accepted as part of the required hours in agriculture. Required courses can <u>NOT</u> be double counted to meet restrictive electives and emphases requirements.</b>	CE 347 _____ (3) _____
	CE 441 _____ (3) _____
	ENVM/ENVP 401 Capstone _____ (4) _____
	FHYD 444 _____ (3) _____
	FMAN 251 _____ (2) _____
	GEOL 321 _____ (3) _____
	GEOL 365 _____ (3) _____
	GEOL 463 _____ (3) _____
	WMAN 150 _____ (3) _____
<b>Total Credits 128</b>	

Proposed Changes to Curriculum – Draft October 2009

**B.S. IN AGRICULTURE DEGREE**  
**ENVIRONMENTAL PROTECTION MAJOR**  
**DIVISION OF PLANT AND SOIL SCIENCES PROGRAM**  
**DAVIS COLLEGE OF AGRICULTURE, NATURAL RESOURCES, & DESIGN**

NAME \_\_\_\_\_

STUDENT # \_\_\_\_\_

<b><u>GENERAL EDUCATION CURRICULUM (GEC)</u></b>			<b><u>REQUIRED AGR COURSES (39 Hrs.)</u></b>		
	<b><u>Hrs.</u></b>	<b><u>Grade</u></b>		<b><u>Hrs.</u></b>	<b><u>Grade</u></b>
<b><u>GEC Obj. #1. Communication (6 Hrs.)</u></b>			AEM 341. General Microbiology (4) _____		
ENGL 101. Composition and Rhetoric	(3)	_____	AGEE 110. Microcomputer Appl. in Agr Ed.	(3)	_____
ENGL 102. Composition and Rhetoric	(3)	_____	AGRN 202 & 203. Prin. Soil Sci. & Lab	(4)	_____
<b><u>GEC Obj. #2. Basic Math and Science (22 Hrs. Required)</u></b>			A&VS 251. Principles of Animal Science	(4)	_____
CHEM 115. Fundamentals of Chemistry	(4)	_____	ENVP 460W. Env. Impact Assessment	(3)	_____
CHEM 116. Fundamentals of Chemistry	(4)	_____	PLSC 206. Principles of Plant Science	(4)	_____
CHEM 231. Organic Chem. Brief Course	(4)	_____	RESM 440. Foundations of Applied GIS	(3)	_____
GEOL 101 & 102. Planet Earth	(3/1)	_____	RESM 480. Environmental Regulation	(3)	_____
<b>or</b>			WMAN 150. Prin. Conservation Ecology	(3)	_____
GEOL 110 & 111. Env. Geoscience	(3/1)	_____	<b>Must choose two of the following three courses. If all three are taken, credits for the third course will count toward the Area of Emphasis.</b>		
MATH 126. College Algebra	(3)	_____	ENTO 404. Principles of Entomology	(4)	_____
STAT 211. Elem. Statistical Inference	(3)	_____	GEN 371. Principles of Genetics	(4)	_____
<b><u>GEC Obj. #3. The Past and Its Traditions</u></b>			PPTH 401. General Plant Pathology	(4)	_____
ARE 220. Intro Env. And Resource Econ.	(3)	_____	<b><u>WRITING REQUIREMENT (met with ENVP 460)</u></b> _____		
<b><u>GEC Obj. #4. Contemporary Society</u></b>			_____		
ENVP 155. Elements of Env. Protection	(3)	_____	<b><u>FREE ELECTIVES (15 Hrs.)</u></b>		
			_____		

<b><u>GEC Obj. #5. Artistic Expression</u></b>		_____	_____
Elective _____	(3)	_____	_____
<b><u>GEC Obj. #6. The Individual in Society</u></b>		_____	_____
AGRL 111. Professions in Agriculture	(1)	_____	_____
Elective _____	(3)	_____	_____
<b><u>GEC Obj. #7. American Culture</u></b>		_____	_____
Elective _____	(3)	_____	_____
<b><u>GEC Obj. #8. Western Culture</u></b>		_____	_____
Elective _____	(3)	_____	_____
<b><u>GEC Obj. # 9. Non-Western Culture</u></b>		_____	_____
Elective _____	(3)	_____	_____

**AREAS OF EMPHASES (24 Hrs. in one of the following areas of emphasis, including a capstone course)**

**Pest Management**

**Soil and Water Conservation**

ENVP/ENTO 412. Pest Mgmt. (Capstone)	(4)	_____	AEM/ENVP 401. Env. Micro. (Capstone)	(4)	_____
AGBI 410. Introductory Biochemistry	(3)	_____	AGRN/ENVP 425. Env Soil Mgmt. (Capstone)	(3)	_____
AEM/ENVP 401. Env. Microbiology	(4)	_____	AGBI 410. Introductory Biochemistry	(3)	_____
AEM 445. Food Microbiology	(3)	_____	AEM 408. Applied Water Microbiology	(3)	_____
AGRN 315. Turfgrass Mgmt.	(3)	_____	AEM/AGRN/ENVP 420. Soil Microbiology	(3)	_____
AGRN/ENVP 451. Prin. Weed Control	(3)	_____	AEM 445. Food Microbiology	(3)	_____
ENTO/PPTH 470. Forest Pest Mgmt	(4)	_____	AGRN 410. Soil Fertility	(3)	_____
ENTO 450. Insect Ecology	(3)	_____	AGRN 415. Soil Survey & Land Use	(3)	_____
ENVP 355. Env. Sampling & Analysis	(3)	_____	AGRN 417. Soil Genesis & Classification	(4)	_____
ENVP 415. Hazardous Waste Training	(3)	_____	AGRN 430. Soil Physics	(3)	_____
FOR 326. Remote Sensing	(2)	_____	AGRN/ENVP 451. Prin. Weed Control	(3)	_____
			AGRN 454. Forage Crops	(3)	_____

PLSC 453. Organic Crop Production	(3)	_____	AGRN/ENVP 455. Reclamation of Dist. Soil	(3)	_____
PLSC 491. Professional Field Experience	(Up to 6)	_____	CE 347. Intro Env. Engineering	(3)	_____
POLS 338. Environmental Policy	(3)	_____	CE 441. Public Health Engineering	(3)	_____
PPTH 409. Nematology	(3)	_____	CE 445. Properties of Air Pollutants	(3)	_____
<hr/>			ENVP 355. Env. Sampling & Analysis	(3)	_____
<b>Total Credits 128</b>			ENVP 415. Hazardous Waste Training	(3)	_____
			FHYD 444. Watershed Mgmt	(3)	_____
			FOR 326. Remote Sensing	(2)	_____
			GEOL 321. Geomorphology	(3)	_____
			GEOL 365. Environmental Geology	(3)	_____
			GEOL 463. Physical Hydrogeology	(3)	_____
			PLSC 491. Professional Field Experience	(Up to 6)	_____
			POLS 338. Environmental Policy	(3)	_____
			RESM 420. Aquaculture Management	(3)	_____
			WMAN 446/BIOL 362. Limnology	(4)	_____

## SAMPLE PLAN OF STUDY

## ENVIRONMENTAL PROTECTION CURRICULUM, B.S.IN AGRICULTURE DEGREE

## FRESHMAN YEAR

Fall Semester	Credits	Spring Semester	Credits
AGRL 111	1	AGEE 110	3
CHEM 115	4	CHEM 116	4
ENGL 101	3	ENVP 155	3
MATH 126	3	FREE ELECTIVE	3
GEOL 101,102 OR 110,111	4	GEC ELECTIVE	3
	15		16

## SOPHOMORE YEAR

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
AGRN 202, 203	4	ARE 220	3
A&VS 251	4	PLSC 206	4
GEC ELECTIVE	3	CHEM 231	4
FREE ELECTIVES	3	STAT 211	3
ENGL 102	3	WMAN 150	3
	17		17

## JUNIOR YEAR

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENTO 404/PPTH 401/GEN 371	4	RESM 480	3
AEM 341	4	GEC ELECTIVE	3
RESM 440	3	AREA OF EMPHASIS	3
AREA OF EMPHASIS	3	AREA OF EMPHASIS	3
GEC ELECTIVE	3	FREE ELECTIVE	3
	17		15

## SENIOR YEAR

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENTO 404/PPTH 401/GEN371	4	ENVP CAPSTONE	3/4
ENVP 460	3	AREA OF EMPHASIS	3
AREA OF EMPHASIS	3	AREA OF EMPHASIS	3
AREA OF EMPHASIS	3	FREE ELECTIVE	3
FREE ELECTIVE	3	GEC ELECTIVE	3
	16		15/16

TOTAL HOURS = 128/129

Note: This Plan of Study assumes that the student arrives with the math skills to do college Chemistry and Math. Freshman unable to pass the MATH QRA placement exam should consider summer courses such as CHEM 110 or Math Workshop prior to their Freshman year.

**Other curriculum options that enhance career qualifications include:**

A Minor in a relevant field (Geology, Resource Economics, Wildlife Conservation, etc.)

USDA Soil Scientist Certification: 30 hours in biological, physical or earth science, including at least 15 hours in soils courses such as AGRN 410, 415, 417, 420, 425, 430 & 455.

USDA Soil Conservationist Certification: 30 hours in natural resources or agricultural disciplines including at least 12 hours from soils, crops, or plant science, with at least 3 hours in soils and 3 hours in crop or plant science.

ENVP 415 Hazardous Waste Training. Equivalent to OSHA 40-hour HAZWOPER course.

Information on academic requirements for other professional certifications may be obtained at: <http://www.agronomy.org/certifications/> or <http://www.naep.org/>

**Current Catalog Description**

**Environmental Protection**

This option prepares students for careers in areas which safeguard the quality of the environment. The curriculum consists of two elements: interdisciplinary training in a broad array of environmental protection sciences, and a specialization in either pest management or soil and water conservation. Students work with their advisor to select courses from both the environmental protection electives and the specialization electives that match their individual interests and career goals. Recent graduates in this option are employed by municipal, state, and federal governmental agencies; consulting firms, especially those specializing in land reclamation, water quality, or pest management; and companies associated with natural resource industries.

**Math and Science Requirements** CHEM 115, 116, 231; MATH 126; STAT 211; GEOL 101, 102 or 110, 111\*.

**Required College Courses** AGRL 111, ARE Course; AGRN 202, 203; A&VS 251, AEM 341; ENVP 155, 460; PLSC 206; choose two of the following courses: GEN 371, ENTO 404, PPTH 401.

**Environmental Protection Electives** (15 hours from at least two areas) AGBI 410; ARE 220, 383, 410; BIOL 361; CE 443; CS 101\*; or AGEE 110; ENVP 355; FOR 210, 326; GEN 371; GEOG, 205, 305, 350; PHYS 101, 102; POLS 355.

**Pest Management Specialization Capstone** ENVP/ENTO 412 plus 14 hours from the following: AGRN 315, AGRN/ENVP 451; BIOL 221; ENTO/PPTH 470; ENTO 404, 410; AEM 401; PPTH 401.

**Soil and Water Conservation Specialization Capstone** ENVP/AGRN 425 plus 15 hours from the following: ENVP/AGRN 455; AGEE 460, 461; AGRN 410, 415, 417, 430, 451, 454, 455; BIOL 362; CE 347, 441; AEM 401; AEM/AGRN/ENVP 420; FHYD 444; FMAN 251; GEOL 321, 365, 463; WMAN 350.

**\*Note:** The B.S. in agriculture requires 45 hours in agriculture courses. The total hours may be met by taking the required college courses and by taking college courses offered under environmental protection

electives, free electives, or one of the specializations. STAT 211; GEOL 101 and 102, or 110 and 111; and CS 101 are accepted as part of the required 45 hours in agriculture courses.

### **Proposed New Catalog Description**

#### **Environmental Protection**

This option prepares students for careers in areas which safeguard the quality of the environment. The curriculum consists of required courses providing interdisciplinary training in a broad array of environmental protection sciences, and an area of emphasis in either pest management or soil and water conservation. Students work with their advisor to select courses from the area of emphasis electives that match their individual interests and career goals. Recent graduates in this option are employed by municipal, state, and federal governmental agencies; consulting firms, especially those specializing in land reclamation, water quality, or pest management; and companies associated with natural resource industries.

**Required Courses.** AEM 341; AGEE 110; AGRL 111; AGRN 202, 203; ARE 220; A&VS 251; CHEM 115, 116, 231; ENVP 155, 460; MATH 126; PLSC 206; RESM 440, 480; STAT 211; WMAN 150; and GEOL 101, 102 or 110, 111; and two of the following courses: GEN 371, ENTO 404, PPTH 401.

**Pest Management Specialization.** ENVP/ENTO 412 (Capstone) plus 20 hours from the following: AGBI 410; AEM/ENVP 401; AEM 445; AGRN 315, AGRN/ENVP 451; ENTO/PPTH 470; ENTO 450; ENVP 355, 415; FOR 326; PLSC 453, 491; POLS 338; PPTH 409.

**Soil and Water Conservation Specialization.** AEM/ENVP 401 or AGRN/ENVP 425 (Capstone) plus 20/21 hours from the following: AGBI 410; AEM 408,445; AEM/AGRN/ENVP 420; AGRN 410, 415, 417, 430, 454; AGRN/ENVP 451, 455; CE 347, 441, 445; ENVP 355, 415; FHYD 444; FOR 326; GEOL 321, 365, 463; PLSC 491; POLS 338; RESM 420; WMAN 446/BIOL362.

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

From: Garth E. Thomas Jr.  
WVU Tech Associate Campus Provost

Date: November 2, 2009

RE: Modifications to the Printing Management +2 Program

The recent separation of the Community and Technical College from WVU Tech has spurred the need to revise the Printing Management +2 program that had been offered as a collaborative effort between the Business Management program and the Printing Technology program. The advisory board for the Printing Management program has also been urging that the management component of the program be strengthened. These two influences have resulted in the replacement of the narrowly focused printing management courses with broader scope management courses. The students will obtain a stronger background in management theory and practice to supplement the technology background they have obtained from their associate degrees.

The attached program sheet shows the courses that are required to complete the program. While the total hours shown for the program is 94, it is expected that students entering with a two-year technology degree will have completed 25 – 30 hours of the core requirements. Since the program will no longer offer printing specific courses, students are expected to have gained the necessary technical background in their two-year program. Entering students will be required to have an associate degree in printing technology, graphic design, or other related area.

The proposed changes will require no new courses. All of the courses being added to the program are already being taught in the management program at WVU Tech. The five Printing Management courses will be dropped from the program. A separate memorandum is attached to request removal of these courses from the STAR catalog.

In addition to strengthening the program academically, the changes will also produce cost savings for WVU Tech. It will not be necessary to contract with Bridgemont Community College for the printing management courses, saving instruction costs. The replacement courses are already being offered for other management programs, and their inclusion in this program will improve the utilization of those courses. From a financial standpoint the changes will result in a reduction in costs. There will be no need to hire until the student population in the program increases to a point where the increased tuition and fees can support additional faculty.





## Printing Mgmt +2

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course Designation	Core Curriculum Requirements	Core Curriculum Content Areas	Semester Complete	Credit Hours	Grade Earned	Transfer Credit Other Info
ENGL 101	English Composition I	Objective #1		3		
ENGL 102	English Composition II	Objective #1		3		
MATH 123	Finite Math I	Objective #2		3		
Elective (Core)	SCI Laboratory Science 1 <sup>st</sup>	Objective #2		4		
Elective (Core)	SCI Laboratory Science 2 <sup>nd</sup>	Objective #2		4		
CS 101	Intro. to Computer Applications	Objective #2		4		
Elective (Core)	The Past and its Traditions	Objective #3		3		
ECON 201	Principles of Microeconomics	Objective #4		3		
Elective (Core)	Artistic Expression	Objective #5		3		
PSYC 101	Introduction to Psychology	Objective #6		3		
Elective (Core)	American Culture	Objective #7		3		
ECON 202	Principles of Macroeconomics	Objective #8		3		
Elective (Core)	Non-western Culture	Objective #9		3		
ENGL 305	Technical Writing	Writing Objective		3		
UNIV 101	First Year Experience			1		

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Course Designation	Business Core Course Requirements	Semester Complete	Credit Hours	Grade Earned	Transfer Credit Other Info
ACCT 201	Principles of Accounting I		3		
ACCT 202	Principles of Accounting II		3		
ACCT 331	Managerial Accounting		3		
BCOR 320	Legal Environment of Business		3		
BCOR 350	Principles of Marketing		3		
BCOR 360	Operations/Quantitative Business Methods		3		
BCOR 370	Managing Individuals and Teams		3		
BCOR 460	Contemporary Business Strategy		3		
FIN 325	Financial Management I		3		
MANG 330	Human Resource Management Fundamentals		3		
MANG 360	International Business		3		
MANG 375	Business Simulation		3		
MANG 386	Business Statistics		3		
MANG 422	The Individual and the Organization		3		
MKTG 380	Integrated Promotions		3		
MKTG 485	Global Marketing		3		

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### Proposal

**Delete the following: PMGT 310, PMGT 401, PMGT 402, PMGT 403, and PMGT 420**

**Add the following: MANG 360, MANG 375, MKTG 380, and MKTG 485**

MANG 360	<b><u>International Business</u></b> (3-0) (BCOR 370) The course focuses on management challenges associated with business activity across national boundaries. Topics include the scope and pattern of international business, international management and the multinational enterprise, and management of international political relationships.
MANG 375	<b><u>Business Simulation</u></b> (3-0) (ACCT 331, BCOR 350, and BCOR370, and FIN 325) Business games that provide students with simulated real-world managerial decision-making experiences. The simulation provides students with the opportunities to make decisions that cross over functional lines.
MKTG 380	<b><u>Integrated Promotions</u></b> (3-0) (BCOR 350) An analysis of the promotional mix options; advertising; personal selling; and sales promotion, and the integration of these options into the marketing mix.
MKTG 485	<b><u>Global Marketing</u></b> (3-0) (BCOR 350) Evaluation and analysis of marketing strategies in a global environment; examination of the relationships between international buyer behavior and the elements of the marketing mix.

PMGT 310	<b><u>Multimedia Presentations</u></b> (3-0) The course is designed as an introductory level course in multimedia basics using a combination of interactive scripting, high quality photo capturing, and art manipulation that will be used to create effective management presentations.
PMGT 401	<b><u>Printing Estimation I</u></b> (3-0) Printers' mathematics. Paper stock: sizes, basic and substance weights, finishes, grades. Elements of cost estimating; classes of composition and presswork and bindery operation.
PMGT 402	<b><u>Printing Estimation II</u></b> (3-0) (PMGT 401) Continuation of PMGT 401. Cost centers in the commercial plant; using computers to estimate costs; planning economical printing production.
PMGT 403	<b><u>Printing Plant Management</u></b> (3-0) Organization, supervision, and operation of all printing plant departments; industrial relations; management problems and practices; methods of cost and production control; independent documentary research; problems in equipment and personnel selection; plant site selection and layout.
PMGT 420	<b><u>Printing Management Seminar</u></b> (1-0) (Senior Standing) Course to be completed during the last semester on campus.

## Memorandum

**To:** Faculty Senate Executive Committee

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

**Date:** 15 March 2010

**RE:** Monthly Alterations Report

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

ECON	225	520601	<p><b>Action:</b> Add Math 150, 153, 154 and remove MATH 124 as pre-requisites.</p> <p><b>Old:</b> ECON 225. Elementary BUS/ECON Statistics. 3 Hr. PR: Sophomore standing and (Math 126 with grade of “C” or better) or (Math 129 with grade of “C” or better) or Math 155 or Math 156 or Math 124. Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economic examples . (Equivalent to STAT 211).</p> <p><b>New:</b> ECON 225. Elementary BUS/ECON Statistics. 3 Hr. PR: Sophomore standing and (Math 126 with grade of “C” or better) or (Math 129 with grade of “C” or better) or (Math 153 with grade of “C” or better) or (Math 154 with grad of “C” or better) or Math 150 or Math 155 or Math 156. Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economic examples . (Equivalent to STAT 211).</p>	<p><b>Rationale:</b> Students who had completed higher level mathematics courses (example: Math 150) than the old prerequisites were forced to be permitted into the class because the prerequisite checker did not include those courses. This will just correct a glitch in the system and save on student and staff time.</p>	201008
CPSY	783	420601	<p><b>Action:</b> Change course name and description.</p> <p><b>Old:</b> CPSY 783. Counseling Psychology Supervision Models. I. 3 Hr. Pr: CPSY 701 and CPSY 780 and at least one semester of CPSY 770 or qequiv., and Consent. Overview of assumptions and techniques of counseling supervision models. Training activities include simulated and actual demonstrations of each of the supervision models and critique of their assumptions, advantages, and constraints.</p> <p><b>New:</b> CPSY 783. Consultation &amp; Supervision. I. 3 Hr. Pr: CPSY 701 and CPSY 780; one semester of CPSY 770 or qequiv., consent. Assumptions and techniques of consultation/supervision includes demonstrations of the models and relevant critical analysis.</p>	<p><b>Rationale:</b> Our national accrediting body (APA) requires this domain as part of doctoral training in professional psychology. The 2009 edition of the accreditation guidelines states: To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: consultation and supervision... It was specifically noted in our 2004 accreditation review that although the supervision component was fine: the consultation element of the program</p>	201008

				<p>was not clearly articulated. We devised a new syllabus to address this lack and upon review, the APA found it to be acceptable.</p> <p>We are now compliant with the accrediting body in providing coursework to cover this area of professional practice and the name change is desired for the consistency and clarity of this domain requirement.</p>	
MINE	331	142101	<p><b>Action:</b> Add CE 321 as pre-requisite alternative.</p> <p><b>Old:</b> MINE 331. Mine Ventilation. 3 Hr. PR: MINE 205 and MAE 331. Engineering principles, purposes, methods, and equipment applied to the underground environmental control including ventilation, illumination, and dust and noise control.</p> <p><b>New:</b> MINE 331. Mine Ventilation. 3 Hr. PR: MINE 205 and (MAE 331 or CE 321). Engineering principles, purposes, methods, and equipment applied to the underground environmental control including ventilation, illumination, and dust and noise control.</p>	<p><b>Rationale:</b> CE 321 Fluid Mechanics for Civil Engineers is added as a prerequisite alternative for MINE 331 Mine Ventilation course for MINE-CE dual major students. For MINE major students, the prerequisite remains to be MAE 331 Fluid Mechanics. MAE 331 and CE 321 both provide the fundamental knowledge to successfully complete mine ventilation. By having such fundamental knowledge before hand, the instructor can concentrate the teaching efforts on specialized knowledge required for ventilation engineering.</p>	201008
MUSC	380	500901	<p><b>Action:</b> Change course name and description.</p> <p><b>Old:</b> MUSC 380. Instrumental Methods and Materials. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, and administration of K-12 instrumental music programs. Bi-weekly laboratory.</p> <p><b>New:</b> MUSC 380. Instrumental Methods/Tech Apps. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, and administration of K-12 instrumental music programs and application of instructional technology. Bi-weekly laboratory.</p>	<p><b>Rationale:</b> The requested course alteration reflects the increasing focus on instructional technology in this course.</p>	201008
MUSC	381	500901	<p><b>Action:</b> Change course name and description.</p> <p><b>Old:</b> MUSC 381. Choral Music Methods and Materials. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, and administration of K-12 choral music programs. Bi-weekly laboratory.</p> <p><b>New:</b> MUSC 381. Choral Music Methods/Tech Apps. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, and administration of K-12 choral music programs and application of instructional technology. Bi-weekly laboratory.</p>	<p><b>Rationale:</b> The requested course alteration reflects the increasing focus on instructional technology in this course.</p>	201008

MUSC	382	500901	<p><b>Action:</b> Change course name and description.</p> <p><b>Old:</b> MUSC 382. General Music Methods and Materials. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, and curriculum for elementary general music programs. Weekly practicum (arranged).</p> <p><b>New:</b> MUSC 382. General Music Methods/Tech Apps. 3 Hr. Pr: For music education majors, successful completion of all pre-professional requirements. Methods, materials, curriculum, and technology applications for elementary general music programs. Weekly practicum (arranged).</p>	<p><b>Rationale:</b> The requested course alteration reflects the increasing focus on instructional technology in this course.</p>	201008
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**Action: Course Drops**

**THET 110** **500501**  
**Old:** THET 110. *Stagecraft*. 4 hr.

**THET 111** **500501**  
**Old:** THET 111. *Costuming*. 4 hr.

\*To be made effective 201101 term to ensure time for replacement courses to be officially accepted by the Faculty Senate.

**Memorandum**

Date: March 15, 2010

To: Senate Executive Committee

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

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

The GEC Oversight Committee met on March 1<sup>st</sup> and passed the following courses for GEC Audit:

**GEC Successful Audits:**

CS 101, Intro to Computer Applications (Obj. 2C & 4)

HN&F 126, Society and Food (Obj. 4 & 8)

**GEC Objectives:**

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