

Minutes  
West Virginia University Faculty Senate  
Monday, May 11, 2015

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

Members Present:

Anderson, K.	Davari, A.	Hartley, D.	Montgomery-Downs, H.	Scott, D.
Bass, A.	Deshler, J.	Hauser, D.	Murphy, E.	Sowards, A.
Bastress, R.	DiBartolomeo, L.	Hileman, S.	Nutter, R.	Sperow, M.
Bergner, G.	Dietz, M.	Hornsby, G.	Orlikoff, J.	Srivastava, A.
Billings, H.	Donley, D.	Hostuttler, L.	Peace, G.	Stolzenberg, A.
Bonner, D.	Downes, M.	Ibrahim, M.	Petty, T.	Tou, J.
Boone, D.	Elmore, S.	Kirby, B.	Proudfoot, C.	Turton, R.
Brazaitis, M.	Famouri, P.	Kromar, R.	Prudhomme, J.	Utzman, R.
Brock, R.	Ferrara, L.	Li, B.	Reddy, R.	Vona-Davis, L.
Brooks, R.	Giacobbi, P.	Matak, K.	Reymond, R.	Walter, S.
Bryner, R.	Gilleland, D.	Maynor, L.	Riedel, B.	Waterson, R.
Campbell, L.	Graves, C.	Mays, M.	Rowlands, A.	Weed, S.
Clement, D.	Griffith, R.	McCusker, B.	Ruscello, D.	Weihman, L.
Connors, J.	Haines, K.	McTeer, M.	Ryan, K.	Wilcox, G.
Cronin, A.	Harner, J.	Merrifield, J.	Salm, A.	Yang, H.
Crosno, J.	Harris, T.	Miltenberger, M.	Sand-Jecklin, K.	

Members Excused:

Abate, M.	Cohen, S.	Fisher, S.	Johnstone, R.	Rose, T.
Ameri, S.	Cottrell, L.	Funk, A.	Kale, U.	Sherlock, L.
Attaallah, A.	Eschen, E.	Hutson, Z.	Kleist, V.	Valenti, M.
Bowen, E.	Etheredge, S.	Jackowitz, A.	Murray, P.	Vester, M.
Claycomb, R.	Fint-Clark, R.	Johnston, A.	Regier, M.	

Members Absent:

Atkins, C.	Davis, D.	Lofaso, A.	Perna, N.	Tippets, W.
Baldwin, C.	Finkel, M.	Lorimer, D.	Rishel, C.	Tveter, K.
Balian, A.	Jaczynski, J.	Mandich, M.	Rockett, I.	Whiteman, C.
Burnside, J.	Lively, M.	Mucino, V.	Sadler, J.	

Faculty Senate Officers Present:

DiBartolomeo, L.	Nutter, R.	Proudfoot, C.	Titolo, M.	Turton, R.
Griffith, R.	Orlikoff, J.	Stolzenberg, A.		

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, April 13, 2015 meeting.  
Motion carried.
3. President E. Gordon Gee reported the following:
  - The inaugural Mountaineer Send-off will take place at the coliseum at 7:00 p.m. on May 14. Graduating students and their families are invited to attend this farewell celebration. The president and the provost will each speak at six individual college commencement

ceremonies. He urged everyone to read about some of our graduates, including a 94-year-old veteran, at [chronicles.wvu.edu](http://chronicles.wvu.edu).

- Our students earned 4 Fulbright, 3 Boren and 2 Critical Languages Scholarships this year.
- Maryanne Reed has been named interim dean of the Eberly College of Arts and Sciences. Diana Martinelli will serve as acting dean of the Reed College of Media.
- As we have adjusted tuition rates, we have also invested in student success initiatives. Our Dream First campaign seeks to raise \$50 million for student scholarships.
- We have put together a 3% raise pool for our faculty and staff.
- We have been engaged in “bureaucracy busters,” and have established a committee chaired by Narvel Weese to cut bureaucracy and create savings to be redirected to the core mission of the University. They are finding ways to infuse technology into the ways we do business and are leading the transition from transaction-based approval to post-audit review. More than two dozen changes have been made to save the University time and money, with more to follow. He is also challenging Jennifer Orlikoff and Richard Turton to make the Faculty Senate more flexible and agile.

4. Provost Joyce McConnell reported the following:

- In addition to the 3% raise, we are exploring many other ways to provide affirmation to faculty. A faculty incentives and rewards committee was formed this year to engage in that process.
- For the first time, Health Sciences Center promotion and tenure files came to the university provost. This is a distinct way of making it clear that we are One WVU. She thanked everyone who served on the university P&T committee. One of the unexpected, great delights of her year was reading all P&T file.
- She attended the luncheon for the 2015 Foundation Scholars. She is proud of the extraordinary things these students have accomplished at such a young age.

5. Clay Marsh, Vice President and Executive Dean of Health Sciences, provided an update on the Health Sciences Center. West Virginia has one of the highest per capita expenditure rates on health care, and our health care outcomes are poor. He returned to WVU to contribute to tangibly improving the health of our citizens, elevating their lives, and to focus on bringing our state together to change our future.

6. Rob Alsop, Vice President for Legal, Government, and Entrepreneurial Engagement provided an update on what we have been doing from a state relations perspective and what we have planned for next year. Our priorities for the legislative session included convincing the legislature that they needed to continue to invest in higher education and in West Virginia University, and that they needed to allow us to move fast, control our own destiny, and be flexible.

7. Bill Schafer, Vice President of Student Life, provided an update on the Division of Student Life. The primary focus of student life is to provide experiences outside the classroom and to support programs inside the classroom that promote student success in retention and graduation. Two major projects he has been discussing since joining the University are Project 168 and the living/learning communities. Other areas he is reviewing include orientation, parents programs, housing facilities, updating the Mountainlair, diversity, and the Greek system.

8. Shane Lyons, Director of Intercollegiate Athletics and Associate Vice President, provided an update on the Athletic Department. His focus will be on graduation rates, fiscal responsibility, student athletes' rights, facilities, and the core values of academics, integrity, accountability, collaboration, innovation, and excellence.
9. Chair Orlikoff reported the following:
  - The chair-elect of the Faculty Senate for next year is Lena Maynor.
  - The second annual Lavender Graduation Celebration for member of the LGBTQ and allied community took place on May 2, 2015. President Gee, Provost McConnell, Bill Schafer, and David Fryson were all present for this emotionally touching event.
  - Two vendors will provide demonstrations of their eSEI platforms on May 12.
  - The Celebrate Expo, featuring activities and events related to teaching, technology, research, and wellness will be held from on May 9:00 a.m. to 3:30 p.m. in the Mountainlair Ballroom. Technology integration grants winners will be announced during lunch. There will be a session on GEF and LEAP outcomes.
  - She encouraged everyone to attend their college's graduation ceremony.
10. Jim Harner, Chair, Curriculum Committee, moved for approval of the following reports:
  - [Annex I](#), New Courses Report. Motion carried.
  - [Annex II](#), Course Changes Report. Motion carried.
  - [Annex III](#), Capstone Courses Report. Motion carried.
  - [Annex IV](#), Monthly Alterations Report. Accepted.
  - [Annex V](#), Course Title Guidelines. Motion carried.
11. Lena Maynor, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:
  - [Annex VI](#), GEC Actions. Motion carried.
  - [Annex VII](#), GEC Audits. Accepted.
  - [Annex VIII](#), GEC/GEF Moratorium. Approved.
12. Roy Nutter, ACF Representative. No report.
13. Robert Griffith, BOG representative, reported the following:
  - The BOG met on May 7-8. On May 7, they had lunch with a group of students who presented inventions they had made in the innovations lab, some of which they hope to patent.
  - The Board terminated the Master of Data Science Degree, and approved a new M.S. degree program in Forensic and Fraud Examination and a new Ph.D. degree program in Clinical and Translational Science.
  - The Board approved a resolution to authorize the Vice President for Administration and Finance to take necessary steps to move toward implementing a 40-hour work week.
  - The Board approved a tuition increase for 2015-2016.
  - The BOG approved a 3% raise pool. The raise pool is necessary to recruit and retain faculty.

14. Elizabeth Dooley, Associate Provost for Academic Affairs, presented [Annex IX](#), Procedures for Academic Dishonesty, and [Annex X](#), Academic Dishonesty Form. The academic dishonesty procedures are being revised because Board of Governors' Policy, Student Academic Rights, and Policy 31, University Student Conduct and Discipline Policy, were revised. The policy revisions made a distinction between academic sanctions and student conduct sanctions, so that academic sanctions will no longer be imposed through a conduct board.
15. Chair Orlikoff moved for endorsement of the Syllabus Statement on Sale of Course Material, [Annex XI](#). Motion carried.
16. Chair Orlikoff moved for approval of the Preferred Name Policy, [Annex XII](#). Following a discussion of the wording of the policy, the chair withdrew the motion to permit other stakeholders to consider revisions.
17. Chair Orlikoff moved for confirmation of Roy Nutter's reappointment as Faculty Senate Representative to State Government. Motion carried.
18. Chair Orlikoff moved for confirmation of Chad Proudfoot and Matthew Titolo as parliamentarians. Motion carried.
19. New Business – None.
20. The meeting adjourned at 4:51 p.m. to reconvene on Monday, June 8, 2015.

Judy Hamilton  
Office Administrator

<p>To: Faculty Senate Executive Committee          From: Jim Harner, Chair, Senate Curriculum Committee          Date: April 27, 2015          Re: New Courses Report</p>					
Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
AGBI 386: Undergraduate Research Experience 1	Agriculture Natural Res & Dsg	1 to 2	At least sophomore standing and faculty permission.	Students will write a research proposal, conduct supervised research, and write a progress report. This course is the first of a two-course sequence that leads to a research-based capstone experience. Students must also complete AGBI 486 for this to serve as the Biochemistry Capstone course.	There is currently no Capstone experience for students in the Intercollegiate Undergraduate Biochemistry Program. This course will (with AGBI 486, also proposed) allow students to develop a proposal for a research based Capstone experience specific to Biochemistry. This is similar to the Biology Department's research based Capstone Experience sequence. This two-part research capstone will provide students with the experience needed to demonstrate knowledge of research skills in their chosen professions.
AGBI 486: Undergraduate Research Experience 2	Agriculture Natural Res & Dsg	2 to 4	AGBI 386 and faculty permission.	Continuation of a research-based Capstone Experience where students will conduct supervised research, present their research, and prepare a final report. This course is the second of a two-course research-based sequence and must be completed after AGBI 386 to count as the capstone experience.	No Capstone experience currently exists for students in the Intercollegiate Undergraduate Biochemistry Program. This course coupled with AGBI 386 (also proposed) will allow a research based Capstone Experience specifically for the Biochemistry students. This is similar to the Biology Department's research based Capstone Experience sequence. In AGBI 386 students will write a research proposal, conduct research, and write a progress report. In AGBI 486 students will conduct research, present their research in an oral or poster presentation, and write a final report.
GEOL 575: Imperial Barrel Competition	Arts and Sciences	3		The students will participate in the Imperial Barrel Award competition sponsored by the American Association of Petroleum Geologists (AAPG). They will evaluate a real-world petroleum basin using industry seismic and well data and will make a presentation to a panel of professional judges recommending an exploration strategy. Travel to the regional and national AAPG meeting may be required.	This course provides Geology graduate students hands-on experience in petroleum exploration using real-world data. It performs a function similar to the capstone courses in the undergraduate curriculum. The framework of the AAPG contest puts strict deadlines on their work, similar to those encountered in the business world. Students must present their results before an external panel, which will evaluate them relative to teams from other universities. This encourages a high level of commitment and performance. We have taught this class in the past 4 years as Geol491D,F,G and I, and we have found it to provide an unrivaled learning experience in the geology graduate curriculum. Participation in the Imperial Barrel competition is highly valued by industry recruiters.
SOCA 711: Writing in Quantitative Methods	Arts and Sciences	3	SOCA 615 & SOCA 616	This course provides students with the resources to write a polished quantitative paper that is suitable for submission to a peer-reviewed journal. The students will revise the paper they have completed as part of the requirements for SOCA 615/616, a research paper from a substantive course, or a paper that is a part of a research project or grant project.	The competitive nature of the job market for sociology PhDs, particularly those pursuing academic careers, requires students to have manuscripts submitted and/or published in academic journals. This can be hard to achieve given the demands of graduate school. The goal of this course is to facilitate student production of a publishable paper for second or third year sociology PhD students in order to give them an advantage on the job market. More specifically, the focus of the course is on writing and publishing a quantitative research paper. Many students struggle with communicating the results of both basic and advanced statistical analyses. While basic writing and interpretation strategies are covered in SOCA 615 and 616, these courses do not leave enough time to truly develop students' quantitative writing skills. A course devoted to writing about quantitative methods and data analysis will give our Ph.D. students a clear advantage on the academic and general job markets.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SOCA 725: Introduction to Evaluation Research Methods	Arts and Sciences	3	SOCA 620	This course serves as an introduction to evaluation methodology and to the evaluation tools commonly used to assess effectiveness of a wide variety of programs and policies.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 725, Evaluation Research Methods – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended for students who are carrying out applied studies or preparing for a research career in the government or private sectors.
SOCA 726: Ethnographic Investigation	Arts and Sciences	3	SOCA 620	This seminar offers training in theories and practical application of ethnographic methods. The focus is on understanding the types of questions best answered by ethnographic investigations, why such methods are appropriate, and hands-on training in various styles of ethnography. Students in the course will be expected to perform original ethnographic research using the concepts and tools gained in the course.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course - SOCA 726, Ethnographic Investigation - is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended for students who are carrying out qualitative studies or preparing for a research career in the government or private sectors.
SOCA 728: Content Analysis	Arts and Sciences	3	SOCA 620	Advanced introduction to the analysis of textual content for social insight; surveys classic approaches and recent advances in quantitative and qualitative content analysis; students design and execute projects that analyze textual data for social inference.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. This is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended primarily for students who are working on media and communication research, textual analysis, or training for a research career in the government or private sectors.
SOCA 730: Sociological Explanation	Arts and Sciences	3	SOCA 630	Addresses the development and application of sociological theory to empirical research questions. Includes the logic of theory, strategies and steps in constructing theories, and strengths and limitations of theories.	As an academic discipline, one of sociology's main contributions is to generate theories that help people better understand and evaluate the social world. To achieve this mission, the proposed PhD program in sociology will train students in both classic and contemporary social thought. SOCA 730 builds on the earlier course Classical Social Thought (SOCA 630), and introduces students to the work of contemporary social theorists. As the rationale of the course, students learn to compare and contrast theories, and thereby become adept at applying them to their ongoing empirical studies.
SOCA 760: Space, Place and Community	Arts and Sciences	3	SOCA 610	This course presents sociological based ideas about space, place and community, discussing the theoretical contributions in these areas, assessing the methodological contributions to the discipline and linking them all to sub-areas within community, including urban, rural, medical and environmental sociology.	This is the required course for sociology doctoral students who are concentrating in the area of Community. It is appropriate for other doctoral students in sociology and related programs. It is a graduate-level introduction to community and spatial sociology.
SOCA 780: Individual and Society	Arts and Sciences	3	SOCA 610	This course provides the foundation for understanding culture, as defined according to three main areas of inquiry: the study of how systems of ideas interact with, reproduce, and transform other social structures and social identities; the study of cultural products, including media; and analysis of the patterns of social interaction of groups of people.	The proposed PhD program in sociology is designed to provide training in three specialty areas of the discipline – crime, community, and culture. A baseline requirement for all PhD students is to demonstrate advanced knowledge of the canonical literature in their chosen area. In service of this objective, one required course has been developed in each of specialization areas. This course serves as a foundational course for students who are specializing in culture.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ACCT 501: Accounting/ Economic Decision Making	Business and Economics	3	Admission into the Master's of Professional Accountancy program.	This course exposes students to the theory and application within the accounting profession of the topics of corporate governance, economic theory, financial management, cost accounting, and strategic planning, particularly as it relates to decision making.	This course replaces the ECON 501 course that is no longer offered. The content of the new course will more closely follow the content specifications of the Uniform Certified Professional Accountancy Examination (CPA exam) for the Business Environment and Concepts (BEC) portion of the exam.
ACCT 711: Behavioral Accounting Research	Business and Economics	3		This is a doctoral-level course designed to familiarize students to various behavioral topics within the accounting literature. The goal of the course is to survey some of the major theories, issues, and empirical findings within the behavioral-accounting literature. This approach is designed to build a foundation upon which the student may consider their own areas research.	This is a doctoral-level required course necessary for the PhD program in Accounting. The goal of the course is to survey some of the major theories, issues, and empirical findings within the behavioral-accounting literature. This approach is designed to build a foundation upon which the student may consider their own areas of interest.
ACCT 712: Archival Accounting Research	Business and Economics	3	Admission to PhD program and STAT 511 or equivalent.	This doctoral-level course is designed to familiarize students to various capital markets topics within the accounting literature. The goal of the course is to survey some of the major theories, issues, and empirical findings within the archival literature. This approach is designed to build a foundation upon which the student may consider their own areas of interest.	This is a doctoral-level course required for the PhD program in Accounting, and is designed to introduce students to archival research as a distinctive method used within the body of accounting empirical research. The goal of the course is to survey some of the major theories, issues, and empirical findings within the capital markets / archival literature within accounting. This approach is designed to build a foundation upon which the student may consider their own areas of interest for future research.
GSCM 360: Supply Chain Analytics	Business and Economics	3	PR: GSCM 350 with a grade of C- or better, GSCM 355 with a grade of C- or better.	A survey of the broad spectrum of mathematical modeling methodologies available to supply chain analysts for solving supply chain problems.	This course is required for the new program in Supply Chain Management (SCM). It will support the following general learning goals: 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 Analytics is necessary for the SCM program, because it will provide students with a key technical competence that will allow them to apply 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 lead supply chain improvement projects, to function in supply chain teams, and to perform or lead supply chain activities.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SPED 561: Individualizing Academic Instruction for Special Needs	Education and Human Services	3		Planning, implementing and evaluating modifications to core academic curriculum in reading/literacy, mathematics, science and social studies; developing unit plans and lesson plans using Differentiated Instruction and Universal Design for Learning; designing individualized learning activities and instructional materials to teach academic content.	This course is focused on designing individualized academic instruction. for students with disabilities and special needs in inclusive classrooms. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.
SPED 562: Designing Supportive Learning Environments for Special Needs	Education and Human Services	3		Designing and arranging learning environments that support diverse learners and promote inclusion of students with disabilities; using classroom settings, schedules, activities, and expectations to create a positive classroom climate and promote engagement in learning by students with and without special needs; using positive behavior supports to manage individual and group behaviors in the classroom.	This is focused on creating inclusive classroom environments that support appropriate behavior and engaged learning by students with disabilities.. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SPED 563: Co-Planning/Co-Teaching for Inclusion for Special Needs	Education and Human Services	3		Developing successful working relationships with teacher colleagues, implementing models of professional collaboration and consultation in school settings; implementing models of co-teaching in classroom environments; coordinating planning and teaching activities for co-taught lessons; applying conflict management and problem resolution strategies to facilitate collaboration in inclusive schools.	This is focused on coordinating activities of general and special education teachers for students with disabilities and special needs in inclusive classrooms. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.
SPED 564: Initial Professional Practice for Special Needs	Education and Human Services	1		Mentored initial classroom practice in applying evidence-based practices for students with disabilities related to individualized instruction, classroom and behavior management, and collaboration and consultation; guided self-assessment of and reflection on entry-level performance related to state teaching standards to inform professional development.	This course is an entry-level guided practice experience for practicing special educators in implementing the 5 professional standards with support from school system staff and university personnel as part of a mentoring/induction program or professional development activity. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SPED 565: Promoting Academic Learning and Achievement for Special Needs	Education and Human Services	3		Designing, planning and implementing evidence-based practices and specialized instructional strategies for students with disabilities; conducting curriculum-based assessments to monitor student progress and evaluate achievement of learning outcomes in the core academic curriculum in reading/literacy, mathematics, science and social studies.	The course is focused on the design, delivery and evaluation of specialized instruction and the use of assessment to monitor progress and assess outcomes for students with disabilities. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selectin of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certificatin but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as parat of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.
SPED 566: Individualizing Behavior Interventions for Special Needs	Education and Human Services	3		Developing and conducting functional behavior assessments to target inappropriate behaviors exhibited by students with disabilities; designing and implementing individualized Behavior Intervention Plans to promote student engagement and manage inappropriate behaviors in the classroom; collecting and interpreting data to assess effectiveness of Behavior Intervention Plans.	This course is focused on assessment of and intervention for problem behaviors demonstrated in classroom settings by individual students with disabilities. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SPED 567: Collaborating for Effective Educational Programs for Special Needs	Education and Human Services	3		Legal and education foundations of special education services, including eligibility, placement, individual education programs, and collaborative program; strategies for developing partnerships with families and collaborating with professionals from education and related services disciplines; team-based strategies for developing individualized education programs planning for transition into adulthood.	This course is focused on strategies for, communication, collaborating and teaming with parents and professionals in the delivery of educational programs and services for students with disabilities. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.
SPED 568: Advanced Professional Practice in for Special Needs	Education and Human Services	2		Mentored advanced classroom practice in applying evidence-based practices for students with disabilities related to individualized instruction, classroom and behavior management, and collaboration and consultation; formal professional assessment of end-of-year performance related to state teaching standards to inform planning for future professional development.	This course is an advanced-level guided practice experience for practicing special educators in preparing for and being evaluated on the 5 professional standards (extended version) with support from school system staff and university personnel as part of a mentoring/induction program or professional development activity. It is one of a group of post-BA courses developed through a collaborative effort of the WVU Department of Special Education and the West Virginia Department of Education (WVDE). The content across courses is focused on skills that novice and experienced teachers need to be successful in providing effective educational programs to students with disabilities. Each course was designed by a cadre of experienced special education teachers familiar with conditions in West Virginia schools in cooperation with a senior WVU faculty member in special education. The courses will be offered to practicing teachers throughout all 55 school systems in West Virginia through an agreement with the WVDE with selection of participating teachers determined by each school system. The courses do not constitute a program leading to teaching certification but are designed as a support system for personnel newly hired on permit to acquire skills for success in the classroom, complement induction and mentoring programs for new teachers, or assist experienced teachers in meeting professional development requirements. They will only be available for enrollment on a non-degree basis and not as part of a graduate degree program so they are listed at the 500 level to distinguish them from the department's other graduate courses. Courses may be taken individually or in combination with others as needed by each individual.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BMEG 315: Transport Phenomena in Biological Systems	Engineering Mineral Resources	4	(BIOL 235 or BIOL 117) and MATH 261	Develop fundamental relationships for momentum and mass transfer from microscopic and macroscopic balance equations and the application to biological systems that include biochemical reactions, inter-phase transport, and transient phenomena.	This is a required course for the newly approved Biomedical Engineering program. This course had been developed as a two semester course, but with the addition of the new laboratory course (BMEG 350), this course has been truncated from 6 hours to 4 hours. This change is required to meet ABET requirements for the curriculum. Modifications to the approved curriculum will be submitted.
UGST 402: Portfolio Development Process	University College	1		This course will provide the necessary guidance needed in order to both identify and reflect on vast and varied work experiences for prior learning credit. Through discovery, learning, and reflection, the expectation is that the student would be equipped with a sound understanding to begin the process of developing a prior learning assessment tool that meet satisfactory standards.	This course is a support course for the development of a prior learning assessment tool used specifically for the RBA degree. The portfolio is a process of analyzing prior learning. It is more than a document, it is an opportunity for the students to explore past skills and knowledge and learn to synthesize past learning toward application for credits. Often, it is in this course that we refresh writing skills, assist with career choice and offer suggestion for future courses. The course can be taken twice by students who are really struggling to return to school after many years and want the extra guided help in developing narratives and critically thinking about prior learning or by students who would like to write a narrative form more than the one discipline required in the course. The portfolio experience is a foundation to the capstone course taken at the end of the curriculum. The capstone allows you to leave the degree program with a collection of the knowledge and skill gained through the entire degree experience. Specifically, the portfolio course looks at prior learning and the capstone adds to the prior learning and helps the student see the entire learning process as a fluent and comprehensive general education degree. The capstone will be a review of the full curriculum and the portfolio in the capstone will be designed for future use in career advancement, graduate school, or personal use.
WVUE 192: First Year Experience: Athletes	University College	1		Exploring academic experiences through meaningful contexts for Student Athletes. The course will cover a range of academic components needed to achieve academic success, and provide the opportunities necessary for a successful transition to West Virginia University	Student Athletes come to West Virginia University with varying degrees of academic competence. Through class participation and self realization, students will be exposed to the learning outcomes listed below. This class will deliver additional academic and major exploration content along with pertinent athletic eligibility and NCAA standards information. Students will earn 1 hour of credit for class engagement, including participation in discussion, writing assignments and out of class assignments. Students will also work with the staff of The Office of Student Athlete Development to meet their academic and developmental needs

To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: April 27, 2015  
 Re: Course Changes Report

<b>OTH 408: Physical Impairment and Fxn 3</b>		
<b>Field</b>	<b>Old</b>	<b>New</b>
Course Long Title	Tests/Measures-Occupatnl Thrpy	Physical Impairment and Fxn 3
Course Short Title	Tests/Measures-Occupatnl Thrpy	Physical Impairment and Fxn 3
Course Description	Presentation of tests and measures used by occupational therapists in the assessment of various conditions. Emphasis will be placed on the clinical and functional evaluation of clients within the domain of occupational therapy practice.	Study of chronic neurological diseases and the functional implications on occupation. Emphasis is placed on evaluation and OT treatment in areas of performance skills, occupations and participation. Students complete the capstone client care experience.
Course Catalog Prerequisites	OTH student status.	OTH student status, OTH 304, and OTH 401.
Course Is Capstone	No	Yes
Course Curriculum Based Rationale		The professional language used to describe the effects of illness on the human and occupation has been updated necessitating the change in title of the course. The content has also been updated to address the new accreditation standards imposed by ACOTE the accrediting body for the occupational therapy program. This is the final step in the realignment of the physical disability content in the curriculum. The capstone experience is being moved to this course because the course is the final clinical treatment course before the student embarks on a 3 onth clinical rotation.

<b>SOCA 721: Qualitative Methods</b>		
<b>Field</b>	<b>Old</b>	<b>New</b>
Course Code	SOCA 513	SOCA 721
Course Number	513	721
Course Description	Provides students with supervised field experiences in interviewing, participant observation, and other methods of qualitative data gathering, analysis, and presentation.	Provides students with tools to critically evaluate and design qualitative research projects. Focuses on philosophical foundations and researcher/subject roles, considerations associated with data collection, and data analysis methods.
Course Catalog Prerequisites	Intended for majors only.	SOCA 620

Field	Old	New
Course Curriculum Based Rationale		<p>A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 721, Qualitative Methods – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended for students who are carrying out qualitative studies or preparing for a research career in the government or private sectors.</p>

<p>To: Faculty Senate Executive Committee                  From: James Harner, Chair, Senate Curriculum Committee                  Date: 4/27/2015                  Re: New Capstones Report</p>						
		<b>How will students demonstrate each of the following abilities:</b>			<b>Capstone Comments:</b>	
<b>Title</b>	<b>College</b>	<b>Gather material independently, as needed:</b>	<b>Think critically about and to integrate the theoretical and/or practical knowledge they have acquired throughout their undergraduate careers:</b>	<b>Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:</b>	<b>How is the written component of the Capstone Experience completed?</b>	<b>How is the oral component of the Capstone Experience completed?</b>
AGBI 486: Undergraduate Research Experience 2	Agriculture Natural Res & Dsg	Students will have been expected to conduct independent literature searches in the process of preparing their research proposal and final report.	Prior knowledge will be necessary in the process of preparing a research proposal to answer a specific research problem. Also, students will be expected to prepare a final report in a manuscript style that will include a Discussion section where they will need to compare their results to published results and speculate on how their work will contribute to the overall research problem.	The impact of their work will be part of the final paper Discussion section, as well as addressed during the presentation of their research.	The written components of the Capstone experience will include a research proposal and progress report during the prerequisite course (AGBI 386) and a final report, written in scientific manuscript form, during the second semester course (AGBI 486).	The oral component of the Capstone Experience will be completed with a research presentation. This can be in either an oral or poster format (assuming the poster presentation involves the student being present at the poster to interact with their audience) at a scientific meeting, or on-campus research symposium.
OTH 408: Physical Impairment and Fxn 3	Medicine	When provided a client history the student must look up and gather information regarding the client's diagnosis, past medical history as well as gather information on the evaluation and assessment they wish to complete to prove that the choices made are appropriate given the clients' medical, social, and occupational history.	Students must develop a 60 minute evaluation and treatment plan that incorporates the basic theoretical tenants of occupational therapy and integrate this with practical knowledge that will provide a meaningful service to the client.	Students are required to make treatment recommendations and referrals to services that are appropriate for their client given the clients current issues, socioeconomic background, cultural and ethnic backgrounds. Students must make choices that reflect ethical considerations around ability to pay, appropriate care, and privacy.	Students are required to complete several pieces of written documentation as part of the capstone experience. They must fill out an evaluation form as well as create a professional level daily treatment note that reflects the professions standards for documentation.	Students have several oral components to the capstone experience. They have to meet with the instructor of the course prior to the evaluation/treatment session where they have to discuss with the instructor their plans for the session and justify their choices. During the session the student must interview and interact with the client for 60 minutes maintaining appropriate professional communication standards. After the conclusion of the experience the students must verbally report the results of their session during a "mock" team meeting attended by a professor and their peers.

**To: Faculty Senate Executive Committee**  
**From: Matthew Valenti, SCC Chair Elect**  
**Date: 4/27/2015**  
**RE: Alterations Report**

**Action: New Subject Code.****Effective Term: Spring 2016**

<b>Subject Code</b>	<b>Action</b>	<b>Rationale</b>
UTCH	Create new subject code	The prefix UTCH is to categorize those courses unique to the externally funded UTeach Program. These courses should have a unique prefix given the unique nature of the program and new degree pathway so that students in other certification pathways don't get confused and register for a course by mistake.

**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>
ACCT 321	Change course prerequisite.	ACCT 321. Intro - Accounting Systems. 3 Hours. PR: ACCT 202 and admission to the College of B&E. Accounting software for record keeping, financial analysis, and accounting policy evaluation, with emphasis on the accounting cycle.	ACCT 321. Intro - Accounting Systems. 3 Hours. PR: ACCT 202, CS 101, ECON 202, (ENGL 102 or ENGL 103), (ECON 225 or STAT 211) with a minimum grade of C- in each; (MATH 150 with a minimum grade of C- or MATH 154, MATH 155 or MATH 156 with a minimum grade of D-). Accounting software for record keeping, financial analysis, and accounting policy evaluation, with emphasis on the accounting cycle.	Prerequisite courses are necessary for foundational knowledge to succeed in Intro - Accounting Systems and higher level Accounting courses.
ADV 455	Change course prerequisite.	ADV 455. Creative 2. 3 Hours. PR: STCM 215 and STCM 315 and VISJ 210, and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print, digital broadcast mobile and other media.	ADV 455. Creative 2. 3 Hours. PR: (STCM 215 or ADV 215) and STCM 315 and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print, digital broadcast mobile and other media.	Changed the following prerequisite information: Added "or ADV 215" as this course is considered an equivalent course to STCM 215 in the major. Deleted requirement for JRL 210 or JRL 225, as students will have had JRL 225 prior to enrolling in STCM 315 under the new College major requirements. Therefore, that listing is now superfluous.

BMS 715	Change course description.	BMS 715. Molecular Genetics. 1-3 Hours. This course emphasizes general principles of molecular biology (DNA and RNA) of prokaryotes and eukaryotes and of molecular genetics and incorporates a literature-based journal club.	BMS 715. Molecular Genetics. 1-3 Hours. This course emphasizes general principles of molecular biology (the progression of information from the gene to the production of the active protein or the active RNA) and incorporates a literature-based journal club.	Name and description better reflects the course content.
BMS 732	Change course title and description.	BMS 732. Cardiovasc/Respirat Biol. 3 Hours. This course covers specific topics related to cardiovascular and respiratory biology with emphasis on endothelium-dependent control, permeability, and vascular remodeling of the microcirculation and pulmonary diseases and mechanics.	BMS 732. Intro to Physiology & Disease. 3 Hours. This course provides students with an introduction to cellular and molecular physiology. It enables students to investigate normal and pathologic pathways and examine common diseases and injuries that alter organ systems. Students considering any research path directed toward human health and disease will find that this course provides a foundation in the study of human form and function.	The first term of the Biomedical Sciences first year curriculum has been modified to better prepare students for subsequent terms. This course alteration (title change and description_ is being put in place to provide better descriptors of an already established second term course.
EDUC 411	Change course prerequisite and title.	EDUC 411. Practicum 4/Technlgy App-CAP. 4 Hours. PR: EDUC 410 and SPED 460 and SPED 461. Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large drops in an assigned public school site.	EDUC 411. Practicum 4: Technology Application. 4 Hours. CONC: EDUC 410 and (SPED 460 or SPED 461). Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large drops in an assigned public school site.	Changing the requisites from PR to CONCR will accommodate students in both the 5 and 4 year programs and support their developed course sequences. Note that the requisites are not content related to the course, but rather, they are a program sequence gatekeeper. Without this change, staff must enter scheduling overrides so students may register for their respective classes. Removing CAP from title by registrar's request.

EXPH 451	Change course prerequisite.	EXPH 451. Application of Aquatic Therapy. 3 Hours. PR: Junior standing and consent. Design and implementation of aquatic exercise prescriptions to meet rehabilitation goals. Aquatic therapy techniques will be demonstrated and practiced.	EXPH 451. Application of Aquatic Therapy. 3 Hours. PR: Junior standing and EXPH 450 and consent. Design and implementation of aquatic exercise prescriptions to meet rehabilitation goals. Aquatic therapy techniques will be demonstrated and practiced.	EXPH 451 requires base knowledge in aquatic therapy that is acquired in EXPH 450.
EXPH 452	Change course prerequisite.	EXPH 452. Aquatic Therapy Facility Manag. 3 Hours. PR: Junior standing and EXPH 451 and consent. Facility design, water chemistry, water safety, and aquatic programming for special populations including rehabilitation, community re-entry, and wellness programs in a comprehensive continuum of care.	EXPH 452. Aquatic Therapy Facility Manag. 3 Hours. PR: Junior standing and consent. PR or CONC: EXPH 450. Facility design, water chemistry, water safety, and aquatic programming for special populations including rehabilitation, community re-entry, and wellness programs in a comprehensive continuum of care.	It is necessary for the students registered for this course to have the content from EXPH 450 prior to or in conjunction with EXPH 452. EXPH 452 utilizes information from EXPH 450 as a building block for projects and lecture information.
FIN 735	Change course prefix.	ECON 735. Portfolio Theory. 3 Hours. PR: ECON 701 and ECON 702. Basics of decision making under risk. Portfolio choice under various utility and returns specifications. Asset allocation over time.	FIN 735. Portfolio Theory. 3 Hours. PR: ECON 701 and ECON 702. Basics of decision making under risk. Portfolio choice under various utility and returns specifications. Asset allocation over time.	Change of the designation from Economics to Finance. With the new PhD in Business Administration (Finance), the financial economics track in the Economics PhD program is being consolidated into the Finance department. The course is not changing, only the course designation.
FIN 736	Change course prefix and prerequisite.	ECON 736. Asset Pricing. 3 Hours. PR:ECON 735. Theories of the determination of prices and returns in financial markets. Properties of general static and intertemporal asset pricing models and determinants of equilibrium returns in specific general equilibrium models.	FIN 736. Asset Pricing. 3 Hours. PR: FIN 735 or ECON 735. Theories of the determination of prices and returns in financial markets. Properties of general static and intertemporal asset pricing models and determinants of equilibrium returns in specific general equilibrium models.	Change of the designation from Economics to Finance. With the new PhD in Business Administration (Finance), the financial economics track in the Economics PhD program is being consolidated into the Finance department. The course is not changing, only the course designation. Changing prerequisites to allow either ECON 735 or FIN 735, since ECON 735 is also being given the FIN designation.

HTOR 376	Change course prerequisite.	HTOR 376. Hospitality/Tourism Leadership. 3 Hours. This course provides a basic understanding of lodging, food service, and tourism industries by tracing the growth and development of each industry with a focus on management and leadership in these industries.	HTOR 376. Hospitality/Tourism Leadership. 3 Hours. PR: MATH 150, MATH 154, MATH 155, or MATH 156. A grade of C- or better in ACCT 202, CS 101, ECON 202, ECON 225, and ENGL 102. This course provides a basic understanding of lodging, food service, and tourism industries by tracing the growth and development of each industry with a focus on management and leadership in these industries.	The College of Business and Economics will begin direct admitting select students (meeting certain HS GPA and SAT/ACT scores) into the majors offered by the College. It is the College's belief that CS 101, ENG 102 and MATH 150 (or 154, or 155 or 156) are required for concepts taught within the major. The pre-requisites are being added to this course because it is the first course in the sequence of upper division Management courses. CS 101: Intro to Computer Applications is a foundation course for all business applications. ENG 102: Composition and Rhetoric provides an important foundation for research based writing assignments in the core courses. MATH 150 (or 154, or 155 or 156) is for developing analytical and problem solving skills emphasized in Management courses such as MANG 434 Business Research Methods. It is essential that students take the above pre-requisites prior to taking these, among other, upper division courses.
IMC 620	Change course prerequisite.	IMC 620. Research Methods. 3 Hours. PR: IMC 610 and IMC 611. Focuses on data analysis in marketing research. Emphasizes core statistical techniques, the application of statistical software, and the interpretation of statistical outputs. Ethical issues in marketing research are also discussed. SPSS software is required.	IMC 620. Research Methods. 3 Hours. PR: IMC 610. Focuses on data analysis in marketing research. Emphasizes core statistical techniques, the application of statistical software, and the interpretation of statistical outputs. Ethical issues in marketing research are also discussed. SPSS software is required.	To ensure student choice and flexibility within the IMC curriculum we have removed one of two prerequisites for this course. An assessment of learning outcomes contained within IMC610 was determined to be sufficient to prepare students for IMC620.

IMC 625	Change course prerequisite.	IMC 625. Advanced Creative Concepts. 3 Hours. PR: IMC 610 and IMC 615. Emphasizes the creative aspects of executing an IMC strategy including visual branding, verbal branding, creative direction, and art direction. Focuses on conceiving, developing, expressing, and executing a coherent visual identity using a comprehensive IMC strategy.	IMC 625. Advanced Creative Concepts. 3 Hours. PR: IMC 610. Emphasizes the creative aspects of executing an IMC strategy including visual branding, verbal branding, creative direction, and art direction. Focuses on conceiving, developing, expressing, and executing a coherent visual identity using a comprehensive IMC strategy.	To ensure student choice and flexibility within the IMC curriculum we have removed one of two prerequisites for this course. An assessment of learning outcomes contained within IMC610 was determined to be sufficient to prepare students for IMC625.
IMC 626	Change course prerequisite.	IMC 626. B2B Direct Marketing. 3 Hours. PR: IMC 610 and IMC 616. Covers objectives, strategies, and tactics for business-to-business (B2B) direct marketing management, placing particular emphasis on B2B direct marketing implementation and its integration into an IMC campaign.	IMC 626. B2B Direct Marketing. 3 Hours. PR: IMC 610. Course builds upon the basics of Direct Marketing developed in IMC 616. Students will learn to apply those concepts and techniques in the world of Business-to-Business IMC Direct Marketing. Some assignments allow the students to apply the strategies and tactics to their present employment.	To ensure student choice and flexibility within the IMC curriculum we have removed one of two prerequisites for this course. An assessment of learning outcomes contained within IMC610 was determined to be sufficient to prepare students for IMC626.
IMC 628	Change course prerequisite.	IMC 628. Applied Public Relations. 3 Hours. PR: IMC 610 and IMC 618. Provides practical knowledge and hands-on experience in public relations. Students develop and produce PR tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters, and special events for a chosen client.	IMC 628. Applied Public Relations. 3 Hours. PR: IMC 610. Provides practical knowledge and hands-on experience in public relations from both the client and agency perspective. Students develop and produce PR tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters, and special events for a chosen client.	To ensure student choice and flexibility within the IMC curriculum we have removed one of two prerequisites for this course. An assessment of learning outcomes contained within IMC610 was determined to be sufficient to prepare students for IMC628.

JRL 215	Change course prerequisite.	JRL 215. Media Writing. 3 Hours. PR: Minimum GPA of 2.0 and a student in the School of Journalism. Introduction to the fundamental reporting and storytelling skills that are the foundation of all media writing: print, radio, television, public relations, advertising and social media.	JRL 215. Media Writing. 3 Hours. PR: Minimum GPA of 2.0. Introduction to the fundamental reporting and storytelling skills that are the foundation of all media writing: print, radio, television, public relations, advertising and social media.	Deleted that students must be admitted to the School of Journalism, as we have University College students who enroll in the course if they have the required GPA. Slightly altered the descriptive text by replacing "School of Journalism" with "College of Media" and adding our second major "strategic communications" to the text.
JRL 335	Change course prerequisite.	JRL 335. Video/Audio News Writing. 3 Hours. PR: Admission to School of Journalism and JRL 215. Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics. (Lab fees will be assessed for this course.).	JRL 335. Video & Audio News Writing. 3 Hours. PR: JRL 215. Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics. (Lab fees will be assessed for this course.)	Deleted prerequisite that stated "Admission to the School of Journalism," as JRL 215 is sufficient as the prerequisite and our name has changed.
JRL 412	Change course prerequisite.	JRL 412. Sport Journalism. 3 Hours. PR: ADV 201 or ADV 215 or PR 215. Develops critical thinking skills in reporting and writing stories. Students examine the value of sport journalism; the way sport functions in society, and gain an understanding of ethics in sport journalism.	JRL 412. Sport Journalism. 3 Hours. PR: ADV 201 or ADV 215 or PR 215 or STCM 215 or JRL 215. Develops critical thinking skills in reporting and writing stories. Students examine the value of sport journalism; the way sport functions in society, and gain an understanding of ethics in sport journalism.	Altered prerequisite to include the option of STCM 215, a relatively new course that is considered a course equivalent to ADV 215 and PR 215 in the major.
JRL 432	Change course prerequisite.	JRL 432. Social Media Strategy. 3 Hours. PR: JRL 101 and (PR 215 or ADV 201 or ADV 215). This online course examines how social media channels can be utilized to meet the goals of corporate, non-profit, political and issue based outreach messaging.	JRL 432. Social Media Strategy. 3 Hours. PR: JRL 101 and (PR 215 or ADV 201 or ADV 215 or STCM 215). This online course examines how social media channels can be utilized to meet the goals of corporate, non-profit, political and issue based outreach messaging.	Added "or STCM 215" to the prerequisites, as this relatively new course is considered interchangeable with PR 215 and ADV 215 within the major.

JRL 441	Change course prerequisite.	JRL 441. Internship. 3 Hours. PR: Journalism majors only and foundation courses in one of the sequences. Full-time employment for a minimum of 10 weeks under a signed contract detailing the terms of the experience. (Graded pass/fail.)	JRL 441. Internship. 3 Hours. PR: College of Media majors only and foundation courses in one of the sequences. Full-time employment for a minimum of 10 weeks under a signed contract detailing the terms of the experience. (Graded pass/fail.)	Changed the language from "Journalism majors only" to "College of Media majors," as strategic communications (Advertising and PR) students also take this course when completing internships for credit.
JRL 442	Change course prerequisite.	JRL 442. Practicum. 1-2 Hours. Journalism majors only. PR: Foundation courses in one of the sequences. Students must have a signed contract detailing terms of the learning experience. 8 to 20 hours per week for a minimum of 10 weeks while taking other courses. (Graded on a pass/fail basis.)	JRL 442. Practicum. 1-2 Hours. College of Media majors only. College of Media majors only. PR: JRL 215, JRL 225, and consent. Students must have a signed contract detailing terms of the learning experience. 8 to 20 hours per week for a minimum of 10 weeks while taking other courses. (Graded on a pass/fail basis.)	Changed catalog description to "College of Media majors only" from "Journalism majors only," as strategic communications majors within the College also are eligible to enroll in this course. Clarified what is meant by "foundation courses in one of the sequences".
MINE 627	Change course prerequisite.	MINE 627. Advanced Coal Preparation. 3 Hours. PR: MINE 327 or consent. Coal preparation design and analysis. Fine coal column flotation, agglomeration, and dewatering. Biotechnology and others for HAPs removal. Coking and coal utilization. Instrumentation for process control.	MINE 627. Advanced Coal Preparation. 3 Hours. PR: MINE 427 or consent. Coal preparation design and analysis. Fine coal column flotation, agglomeration, and dewatering. Biotechnology and others for HAPs removal. Coking and coal utilization. Instrumentation for process control.	MINE 327 is an old course number for MINE 427. MINE 327 has been converted to MINE 427 some years ago. MINE 327 has been deactivated from the catalog recently. The correct prerequisite course for MINE 627 is MINE 427.

NSG 704	Change course prerequisite and description.	NSG 704. Health Care Leadership. 3 Hours. PR: NSG 711. Critical analysis of leadership in the health care setting with development of skills needed to organize care and lead practice change.	NSG 704. Health Care Leadership. 3 Hours. Critical analysis of leadership in an organizational setting, with development of skills needed to enact the leadership role.	Change in catalog description and removal of prerequisite so that the course will be appropriate for students in both the PhD in Nursing and Doctor of Nursing Practice (DNP) programs. Previously the course was only in the DNP program, with an emphasis on advanced practice nurses assuming leadership roles in health care agencies. The changes in course description expands the setting to include other settings appropriate to advanced practice nurses, including nurse educators and nurse researchers.
PR 333	Change course prerequisite.	PR 333. Web Development. 3 Hours. PR: STCM 215. Using the web in PR campaigns, hand-coding HTML, design concepts, layout, hyperlinks, images, tables, web production software, establishing and maintenance of web server account, uploading files.	PR 333. Web Development. 3 Hours. PR: STCM 215 or PR 215. Using the web in PR campaigns, hand-coding HTML, design concepts, layout, hyperlinks, images, tables, web production software, establishing and maintenance of web server account, uploading files.	Added "or PR 215" to the prerequisites because it is considered interchangeable with STCM 215 in the major.
PR 410	Change course prerequisite.	PR 410. IMC for Public Relations. 3 Hours. PR: JRL 101 and PR 215. Describes the essential role of public relations in integrated marketing communication. Examines successful IMC campaigns and "the campaign mindset" as it applies to employee relations, government affairs, reputation management, corporate social responsibility, and more.	PR 410. IMC for Public Relations. 3 Hours. PR: JRL 101 and PR 215 or STCM 215. Describes the essential role of public relations in integrated marketing communication. Examines successful IMC campaigns and the campaign mindset as it applies to employee relations, government affairs, reputation management, corporate social responsibility, and more.	Added "or PR 215" to the prerequisites because it is considered interchangeable with STCM 215 in the major.
PR 458	Change course prerequisite.	PR 458. Health Public Relations. 3 Hours. PR: PR 422 or consent. In-depth research, study, and development of active PR campaigns in the healthcare field. Students serve as the PR agency for a healthcare-related organization.	PR 458. Health Public Relations. 3 Hours. PR: STCM 421 or consent. In-depth research, study, and development of active PR campaigns in the healthcare field. Students serve as the PR agency for a healthcare-related organization.	Changed the PR 422 prerequisite to STCM 421, as PR 422 has been deactivated and STCM 421 replaces it within our curriculum.

PSYC 363	Change course prerequisite.	PSYC 363. Personality Theory. 3 Hours. PR: (PSYC 202 or PSYC 231 or PSYC 232 or PSYC 241 or PSYC 251 or PSYC 293) and at least junior standing. Theoretical and empirical readings in a survey of major perspectives in personality theory, including dynamic, cognitive, humanistic, and behavioral.	PSYC 363. Personality Theory. 3 Hours. PR: PSYC 202 and at least junior standing. Theoretical and empirical readings in a survey of major perspectives in personality theory, including dynamic, cognitive, humanistic, and behavioral.	Students need PSYC 202 (Research Methods) in order to adequately complete the course materials.
PT 760	Change credit hours.	PT 760. Clinical Education 3. 8 Hours. Students practice full-time for sixteen weeks under the direction of licensed physical therapists and participate in rural health projects.	PT 760. Clinical Education 3. 2 or 6 Hours. Students practice full-time for sixteen weeks under the direction of licensed physical therapists and participate in rural health projects.	This course is a 16-week series of clinical internships for Doctor of Physical Therapy students that begins in mid-April and runs through the summer term. However, students were registering for all 8 credits during the summer term. This alteration request is being made to correct this problem. Instead, students will register for 2 credits in the spring and 6 credits in the summer.
PT 780	Change credit hours and prerequisite.	PT 780. Clinical Education 4. 8 Hours. PR: PT 720 and PT 750 and PT 760. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists.	PT 780. Clinical Education 4. 8 Hours. PR: PT 760. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists.	PT 780 is an internship course that students take in their final semester of the DPT professional curriculum. PT 750 was removed as a prerequisite because PT 750 is no longer being taught and was deactivated in 2012. PT 760 was retained as the sole prerequisite since it is the internship course that precedes PT 780 in the curriculum.
STCM 315	Change course prerequisite.	STCM 315. Strategic AD/PR Writing. 3 Hours. PR: STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers. (Also listed as ADV 315 and PR 324.).	STCM 315. Strategic AD/PR Writing. 3 Hours. PR: STCM 215 or ADV 215 or PR 215 and JRL 215. This class provides exposure to the kinds of writing required in advertising and public relations careers. (Course is equivalent to ADV 315 & PR 324.)	Changed prerequisite to include STCM 215's course equivalents ("or ADV 215 or PR 215") and to include JRL 215, which is the required writing course to enter the major and upper-division courses.

STCM 421	Change course prerequisite and title.	STCM 421. AD and PR Research. 3 Hours. This course focuses on in-depth examination of the multi- faceted world of advertising and public relations research, and the array of complex tools used to produce meaningful results. (Also listed as ADV 421, PR 422, and STCM 521.).	STCM 421. AD/PR Audience Ins/Analysis. 3 Hours. PR: STCM 315 or ADV 315 or PR 324. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. (Also listed as ADV 421, PR 422, & STCM 521.)	Changed prerequisite to allow for previous courses that are considered equivalents. Slight update to title.
THET 200	Change course title and prerequisites.	THET 200. Sophomore Practicum. 1 Hour. Assigned theatre projects as an introduction to the elements of theatrical production. (May be repeated for 4 credit hours.).	THET 200. Production Practicum. 1 Hour. PR: THET 104 or THET 106 or consent. Assigned theatre projects as an introduction to the elements of theatrical production. (May be repeated for 4 credit hours.)	As part of the curriculum review the School of Theatre & Dance recently completed, changing the title of this practicum from "Sophomore Crew" to "Production Practicum" better reflects current pedagogical practices in the use of practicums for the School's BA and BFA degree programs. Furthermore, the addition of the THET 104 or 106 prerequisite ensures that the students have received the necessary fundamentals prior to taking this practicum course.
THET 300	Change course description, prerequisites, credits, and number repeatable hours.	THET 300. Practicum. 1-3 Hours. (May be repeated for a maximum of 6 credit hours.) Participation in scheduled theare productions.	THET 300. Practicum. 1 Hour. PR: THET 104 or THET 106 or consent. Assigned independent production projects supervised by a faculty mentor. (May be repeated for 4 credit hours.)	As part of the curriculum review the School of Theatre & Dance recently completed, changing the credit hours to a fixed one hour will make this Practicum course better compliant with the School's THET 200, THET 300, THET 400 practicum sequence. Moreover, the course is now fixed at 1 credit hour to better reflect that actual contact hours the student receive. By reducing the number of hours the course may be repeated, the student will need to improve skills and techniques to move onto THET 400 more quickly.

THET 400	Change course title, description, prerequisites, and number repeatable hours.	THET 400. Theatre Perform Rehearsal Lab. 1 Hour. PR: Theatre major and consent. Participation in assigned theatre projects. Appreciation of creativity and performance techniques in theatre. (May be repeated for max. 9 credit hours.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	THET 400. Advanced Production Practicum. 1 Hour. PR: THET 200 or consent. Assigned advanced production projects that are supervised by a faculty mentor. (May be repeated for 6 credit hours.)	As part of the curriculum review the School of Theatre & Dance recently completed, changing the title from "Theatre Perform Rehearsal Lab" to "Advanced Production Practicum" better reflects current pedagogical practices in the use of practicums for the School's BA and BFA degree programs. This change better reflects the variety of projects students may complete for this course beyond rehearsals and performances. It also corrects eliminates the spelling error. The addition of the THET 200 prerequisites ensures that students have the necessary fundamentals prior to taking this course. Reducing number of times repeatable from 9 to 6 because students may only take 1 unit per semester, only require 2-4 units for graduation, and will not normally be in the program beyond 6 semesters after meeting the prerequisite.
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#### Deactivations

FRCH 472	No longer offering Vendee Study Abroad Program.
ECON 447	This is a specialty course designed and only taught by one faculty member who has now retired. It is unlikely to be taught again in the foreseeable future.
ECON 452	This is a specialty course that was designed and taught only by one faculty member who left WVU a couple of years ago. It has not been taught for several years and is unlikely to be taught again in the foreseeable future.
ECON 446	This is a specialty course that was last taught back in 1985. It is unlikely to be taught again in the foreseeable future.
ECON 735	Course prefix changed in this report.
ECON 736	Course prefix changed in this report.

## Course Title Guidelines

The following guidelines were developed to facilitate selection of appropriate course titles and to establish principles and practices to maintain uniformity in course titles at WVU. Course titles provide readers with a brief, general description of the subject matter covered in the course. Accrediting and governance entities, other academic institutions, current and prospective students, prospective employers and a variety of other individuals outside of the University review course titles. Accordingly, titles should be comprehensible to the general public. Full course titles are published in the University Catalogs while abbreviated course titles (i.e. transcript titles) are utilized in university academic records and systems.

- All courses must have a full, unabbreviated title that represents the content of the course.
- Full course titles that exceed 30 characters in length (including spaces and punctuation) must also have an abbreviated title (transcript title) that meets the 30-character limit.
- Course titles should be unique to a single course unless the course is cross-listed.
- Numbers appearing in course titles are represented using Arabic (not Roman) numerals.
- Delivery format should not be included in a course title.
- When creating the transcript title, words should be abbreviated so that they may be easily deciphered. Authors should be careful not to use abbreviations that result in unintentional innuendos or offensive phrases. Articles should be deleted prior to abbreviating essential words in the title. Not all words in the long title must be included in the transcript title, although the abbreviated title should reflect the course title as accurately and completely as possible so that the abbreviated title is not confused with a different course/topic.
  - Example: Statistics for Educational Psychology could become Stats for Educational Psych or Educational Psych Statistics, but should NOT be abbreviated to Statistics.
- To avoid confusion with Flexible Title courses, the format of permanent course titles should avoid following the format of Flexible Title courses. Permanent course titles should not begin with any of the following: Advanced Topics (ADTP), Directed Study (Dir St), Honors (HNRS), Seminar (Sem), or Special Topics (SPTP).
  - Example: Sem: Holocaust Film is a title that matches the way a flexible title would be represented. Holocaust Film Seminar or Seminar in Holocaust Film are acceptable course titles.
- Courses offered for Orientation to (subject/field), Teaching Practicum, Professional Field Experience, Independent Study, Senior Thesis, Research, Thesis or Dissertation, or Graduate Colloquium should use the established Common Course numbers and titles as indicated in the University Catalogs.

To: Faculty Senate Executive Committee  
From: Lena Maynor, Chair, GEC Oversight Committee  
Date: April 27, 2015  
Re: GEC Actions

The GEC Oversight Committee met on April 6, 2015 and recommends the following course for Faculty Senate approval:

Title	Course Type	GEC Objectives
WVUE 192: First Year Experience: Athletes	New GEC	6F. First Year Seminar

To: Faculty Senate Executive Committee  
From: Lena Maynor, Chair, GEC Oversight Committee  
Date: April 27, 2015  
Re: GEC Audits

The GEC Oversight Committee met on April 6, 2015 and passed the following course for GEC audit:

Title	Audit Type	GEC Objectives
LING 101: Introduction To Language	GEC Audit	4. Contemporary Society 6. The Individual in Society

Successful transition from the current General Education Curriculum (GEC) to the new General Education Foundations (GEF) will require:

1. the development and approval of new course criteria;
2. changes in applications and instructions for new course and audit proposals;
3. transitioning GEC application and audit forms in the Curriculum Inventory Management (CIM) system;
4. development of an infrastructure for global GEF assessment; and
5. education of faculty whose courses populate the GEF.

Additionally, departments, schools, and colleges may need to make program changes to prepare for the implementation of the GEF. In order to ensure that each element needed for successful GEF implementation is in place prior to Fall 2016, we propose a moratorium on review of new GEC course applications and audits from June 1, 2015 to January 1, 2016. Any course submitted in CIM as a new GEC course or GEC course audit that has the Dean's approval in the CIM workflow by June 1, 2015 will be allowed to continue through the GEC approval/audit process. Any course that has not received Dean's approval for a GEC submission will not be processed further in CIM. Beginning January 1, 2016, all new applications and audits must be submitted using the new GEF forms in CIM and must meet new GEF criteria for approval. Following the moratorium, new course applications will only be approved for GEF designation and no new GEC course applications will be accepted.

Any course with GEC or GEF designation as of June 1, 2015 will keep its designation during the moratorium.

Exceptions to the moratorium are courses participating in the June 2015 GEF workshop and GEC/GEF courses unique to divisional campuses.

This moratorium will not affect the CIM course submissions not related to GEC/GEF approval or audit.

## Procedures for Academic Dishonesty – Academic remedies and referral to the Office of Student Conduct

Upon identification of an allegation of academic dishonesty, and/or to begin the process of issuing a penalty, the following steps must be followed:

### STEP 1: DISCOVERY LEVEL

1. A faculty member or course instructor notifies the student in writing of the academic dishonesty charge and impending sanctions within five (5) business days of discovering the infraction.
2. The student schedules a meeting with the faculty member or course instructor to discuss the academic dishonesty charge and to review all relevant materials.
3. If the faculty member or course instructor determines that the academic dishonesty charge is supported, the faculty member or instructor will complete the Academic Dishonesty Form (ADF) found on the Office of Provost's website and will advise the student of the academic sanction to be imposed. The academic sanction must be limited to classroom resolutions, including but not limited to change in assignment or test grade, repeating or revising the assignment, make-up testing, change in course grade, up to an F or other classroom resolutions within the discretion of the instructor. If the sanction is an unforgivable failure (UF) or program dismissal, the faculty member or course instructor shall recommend that the college dean or designee impose the UF or program dismissal. The college dean or designee shall determine whether the penalty is commensurate with the charge.
4. If the faculty member or course instructor determines in his or her judgment that the academic dishonesty rises to a level of significance warranting potential suspension or dismissal from the institution (expulsion), the faculty member or course instructor must first consult with his or her dean or dean's designee. The college dean or designee shall determine if the charge warrants potential suspension or expulsion. If the college dean agrees with the instructor's determination, the matter shall be referred to the Office of Student Conduct which shall undertake student disciplinary proceedings consistent with WVU BOG Policy 31 and the Campus Student Code. If the matter is referred to the Office of Student Conduct, all proceedings under this Academic Dishonesty Procedure will be stayed until the conclusion of the Student Conduct Proceedings. If the disciplinary proceedings under the Campus Student Code result in a finding that the student is not responsible as charged, the case is closed and no further academic dishonesty proceedings may occur. If, however, the student is found responsible under the Campus Student Code and all appeals under that procedure have been either exhausted or waived, in addition to the disciplinary sanctions imposed under the Campus Student Code, the matter will also be referred back to this academic dishonesty process, which shall recommence at the juncture at which the process was previously discontinued (instructor, chair, dean, or provost's level) when referred to the Office of Student Conduct for imposition of academic dishonesty sanctions only, consistent with the finding of responsibility under the Campus Student Code. Once a finding of responsibility has been determined under the Campus Student Code, the jurisdiction of the Academic Dishonesty Procedure shall be limited to imposing academic sanctions alone (under Policy 15), and no further evaluation of responsibility may be undertaken.
5. The faculty member or course instructor completes the [Academic Dishonesty Form](#) found on the [Office of the Provost website](#). The student must sign and date the Academic Dishonesty Form and indicate whether he/she accepts or rejects responsibility for both the charge and the sanction; or in the case of a matter already adjudicated under the

Campus Student Code, the student may reject only the academic sanctions imposed subsequent to the finding of the Student Conduct Board. The faculty member or course instructor sends signed copies to the department chair or designee, college or school dean or designee, and the Office of Student Conduct.

6. If the student accepts both the academic dishonesty charge and the sanction, the case is closed and the academic sanction is imposed.
7. If the student does not accept the academic dishonesty charge and/or sanction, he or she may appeal to the department chair (or equivalent).
8. If the sanction is exclusion from class and the student appeals to the department chair (or equivalent), the student shall be allowed to attend and participate in class until the case is determined.
9. If the sanction is unforgivable failure (UF), and if the student accepts both the academic dishonesty charge and penalty, the instructor shall recommend that the college dean or designee impose the UF on the student's permanent record. The dean shall determine if the UF is commensurate with the charge. The case is closed.

#### STEP 2: DEPARTMENT CHAIR LEVEL<sup>1</sup> (HSC may forward the appeal to the Academic and Professional Standards Committee.)

1. If the student does not accept the faculty member or course instructor's determination of academic dishonesty and/or sanction, the student may appeal the faculty member or course instructor's decision in writing, providing supporting documents to the department chair (or equivalent) within five (5) business days of the course instructor along with the completed Academic Dishonesty Form.
2. The department chair (or equivalent) meets with the student and the instructor independently. The chair (or equivalent) assesses all evidence and makes a final determination, notifies the student within ten (10) days by email or certified mail, and completes the next section of the Academic Dishonesty Form. If the recommended sanction is an unforgivable failure (UF) or program dismissal, the chair (or equivalent) in consultation with the college dean or designee shall determine whether the penalty is commensurate with the charge. Copies of the signed Academic Dishonesty Form shall be distributed to the student, instructor, the college dean, and the Office of Student Conduct.
3. If the student accepts both the academic dishonesty charge and the sanction, the case is closed and the academic sanction is imposed.
4. If the department chair (or equivalent) determines in his or her judgment that the academic dishonesty rises to a level of significance warranting potential suspension, or expulsion from the University, and the case has not otherwise already been referred to the Office of Student Conduct, the department chair (or equivalent) must first consult with his or her dean or deans designee. The college dean or designee shall determine if the charge warrants potential suspension or expulsion. If the college dean agrees with the chair's determination, the matter shall be referred to the Office of Student Conduct which shall undertake student disciplinary proceedings consistent with WVU BOG Policy 31 and the Campus Student Code.
5. If the student does not accept the academic dishonesty charge and/or sanction, he or she may appeal to the college dean.

#### STEP 3: THE COLLEGE DEAN LEVEL

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<sup>1</sup> All subsequent levels of this procedure are subject to the provisions regarding reference to the Office of Student Conduct, as described in Step 1, paragraphs 4 and 5.

1. If the student does not accept the department chair's (or equivalent's) determination of academic dishonesty and/or sanction, the student may appeal the chair's (or equivalent's) decision in writing, providing supporting documents to the college or school dean or designee within five (5) business days of the student's receipt of the chair's (or equivalent's) decision as documented on the Academic Dishonesty Form.
2. Within five (5) days, the dean convenes/appoints a Student Academic Hearing Committee (SAHC), to be comprised of at least three faculty members determined within the discretion of the dean. One of the members should be from outside the student's program.
3. The SAHC meets with the student and the instructor independently and reviews all evidence. The SAHC makes recommendations to the dean within 10 days.
4. The dean or designee reviews the SAHC's recommendations and may accept the SAHC's recommendations in whole or in part, or may exercise his or her sole discretion in making a final decision. The dean or designee shall notify the student within ten (10) days of receipt of the SAHC recommendations by email or certified mail, and complete the next section of the Academic Dishonesty Form. Copies of the Academic Dishonesty Form shall be distributed to the student, instructor, chair, and Office of Student Conduct.
5. If the dean or designee determines in his or her judgment that the academic dishonesty rises to a level of significance warranting potential suspension, program dismissal, or expulsion, and the case has not otherwise already been referred to the Office of Student Conduct, the dean shall refer the matter to the Office of Student Conduct which shall undertake student disciplinary proceedings consistent with WVU BOG Policy 31 and the Campus Student Code.
6. If the student does not accept the academic dishonesty charge and/or sanction, he or she may appeal to the Office of the Provost.

#### STEP 4: OFFICE OF THE PROVOST (UNIVERSITY LEVEL)

1. If the student does not accept the dean or designee's determination of academic dishonesty and/or sanction, the student may appeal the dean's decision in writing, providing supporting documents and explaining the basis of the appeal to the Office of the Provost within five (5) business days of the student's receipt of the dean or designee's decision as documented on the Academic Dishonesty Form.
2. The Provost or Provost's designee shall review all evidence and make a final determination on the matter. The Provost or Provost's designee shall notify the student within ten (10) days by email or certified mail of the decision and complete the Academic Dishonesty Form. Copies of the Academic Dishonesty Form shall be distributed to student, instructor, chair (or equivalent), dean, and Office of Student Conduct.
3. If the Provost or Provost's designee determines in his or her judgment that the academic dishonesty rises to a level of significance warranting potential suspension, or expulsion, and the case has not otherwise already been referred to the Office of Student Conduct, the Provost or Provost's designee shall refer the matter to the Office of Student Conduct which shall undertake student disciplinary proceedings consistent with WVU BOG Policy 31 and the Campus Student Code.

**STUDENT INFORMATION**

Name: \_\_\_\_\_ Permanent Address: \_\_\_\_\_  
ID Number: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Local Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_

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**STEP 1: INSTRUCTOR LEVEL**

Name of Instructor: \_\_\_\_\_ Course Name: \_\_\_\_\_  
Department: \_\_\_\_\_ Semester: \_\_\_\_\_  
Campus Address: \_\_\_\_\_ CRN: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Date Alleged Academic Dishonesty Detected: \_\_\_\_\_

Describe the alleged violation of the WVU Student Conduct Code – Provide relevant details about the infraction and attach evidence (e.g., paper, exam, defense, etc.):

- Proposed Sanction: \_\_\_\_\_ Assignment F or Grade Reduction (Instructor files appropriate grade at the end of semester)  
\_\_\_\_\_ Exclusion from further participation from class (if not appealed)  
\_\_\_\_\_ Course F (Instructor files grade “F” at the end of the semester)  
\_\_\_\_\_ Unforgivable F (imposed by the Dean)  
\_\_\_\_\_ Academic Probation (imposed at the program/department level)  
\_\_\_\_\_ Academic Dismissal/Suspension (imposed by the Dean)

**RESULT**

- \_\_\_\_\_ Student Accepts Responsibility of the Academic Dishonesty Charge and Instructor Sanction (send copies to the department chair, the college dean, and the Office of Student Conduct)  
\_\_\_\_\_ Student Does Not Accept Responsibility of Academic Dishonesty Charge and/or Instructor Sanction

\_\_\_\_\_  
Student Signature and Date \_\_\_\_\_ Instructor Signature and Date

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**STEP 2: CHAIR LEVEL**

\_\_\_\_\_  
Department Chair Signature and Date \_\_\_\_\_ Decision after Mediation by the Chair

**RESULT**

- \_\_\_\_\_ Student and Instructor reach consensus (copies of the ADF are sent to all parties)  
\_\_\_\_\_ Student Does Not Accept Responsibility of Academic Dishonesty Charge and/or Sanction (Appeals to college Dean)
- 

**STEP 3: DEAN’S LEVEL**

\_\_\_\_\_  
Dean’s Signature and Date \_\_\_\_\_ Decision

**RESULT**

- \_\_\_\_\_ Student accepts the charge of Academic Dishonesty and penalty (copies of the ADF are sent to all parties). If the recommendation is expulsion from the University, Step 4 below applies.  
\_\_\_\_\_ Student does not accept responsibility of Academic Dishonesty Charge and/or sanction (Appeals to the Office of the Provost)
- 

**STEP 4: OFFICE OF THE PROVOST OR DESIGNEE**

Date of Receipt of the Appeal \_\_\_\_\_

**RESULT**

- \_\_\_\_\_ Appeal is denied (sends copies of the decision to the Office of Student Conduct, the College Dean, the Instructor, and the Student)  
\_\_\_\_\_ Provost’s designee recommends a modification of sanction(s) imposed (copies of ADF are sent to all parties)
-

## **Sale of Course Material Syllabus Statement**

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

## PREFERRED NAME POLICY – DRAFT

West Virginia University recognizes that students may use a different first name other than their legal name. To facilitate this, the University allows these two groups of students to select a preferred name to be used on class rosters, in DegreeWorks, MIX, eCampus and the online University directory (unless the student has directed nondisclosure), and other systems that do not contain official records as technically feasible. Preferred names are **first** names that are different than a student's legal first name. Official records of the University such as the transcript, diplomas, financial aid documents and others where legal name is required will **not** be available for the use of a preferred name. If a student changes their name legally, these documents will reflect the legal name.

Transgender students who wish to use a preferred name should contact one of the following units on campus to initiate use of their preferred name:

Carruth Counseling Center/WellWVU  
Health and Education Building  
390 Birch Street

Department of Women's and Gender Studies  
209 Knapp Hall

Office of the University Registrar  
Admissions and Records Building

LGBT Center (when operational)

International students who wish to use a preferred name should contact the Office of International Students and Scholars (111 E. Moore Hall) to initiate use of the preferred name.

All students, regardless of University point of contact, will be asked to complete a form to request use of their preferred name. Submission of the form requires verification of photo ID by a WVU staff member. In the alternative, students may also send a letter to the Office of the University Registrar requesting the use of a preferred name. The letter should contain both the legal name and the preferred name as well as the student's WVU ID number. All letters must be signed and witnessed by a notary public.

The preferred name will remain in use until the student requests that it be deactivated. Deactivation can be initiated via the units listed above.

This process for using a preferred name does not impact students who officially change their legal name.

Timeline for implementation: To be determined