

Minutes
West Virginia University Faculty Senate
Monday, February 8, 2016

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

Members Present:

Abate, M.	Culcasi, K.	Ibrahim, M.	Nutter, R.	Shockey, A.
Bass, A.	Davari, A.	Jaczynski, J.	Orlikoff, J.	Shrader, C.
Benedito, V.	Davis, D.	Kleist, V.	Post, E.	Sowards, A.
Bergner, G.	DiBartolomeo, L.	Knight, J.	Proudfoot, C.	Sperow, M.
Billings, H.	Dietz, M.	Kuhlman, J.	Prudhomme, J.	Srivastava, A.
Bonner, D.	Donley, D.	LaBarbara, J.	Rakes, P.	Stimeling, T.
Boone, D.	Elmore, S.	Lee, S.	Reddy, R.	Stolzenberg, A.
Bowen, E.	Eschen, E.	Lieving, G.	Reymond, R.	Theeke, L.
Bowman, N.	Famouri, P.	Mandich, M.	Riedel, B.	Tou, J.
Boyd, J.	Fint-Clark, R.	Martucci, A.	Rockett, I.	Tu, S.
Brazaitis, M.	Fisher, S.	Maynor, L.	Rose, T.	Turton, R.
Brock, R.	Floyd, K.	Mays, M.	Rowlands, A.	Valenti, M.
Bryner, R.	Fuller, E.	McCusker, B.	Ruscello, D.	Vona-Davis, L.
Burt, A.	Gannon, K.	McTeer, M.	Ryan, E.	Walter, S.
Carpenter, R.	Giacobbi, P.	Merrifield, J.	Ryan, K.	Waterson, R.
Claycomb, R.	Haines, K.	Mitchell, M.	Salm, A.	Weed, S.
Clement, D.	Harris, T.	Montgomery-Downs, H.	Schaefer, G.	Weihman, L.
Connors, J.	Hauser, D.	Murray, P.	Scott, D.	Widders, E.
Cronin, A.	Hengemihle, B.	Myers, S.	Scott, H.	Wilcox, G.
Crosno, J.	Hileman, S.	Nicholson, R.		

Members Excused:

Attaallah, A.	Downes, M.	Hutson, Z.	Kirby, B.	Regier, M.
Campbell, L.	Gilleland, D.	Jackowitz, A.	Li, B.	Utzman, R.
Cohen, S.	Hodge, J.	Kiefer, A.	Murphy, E.	Wietholter, J.
Davis, D.				

Members Absent:

Bernardes, E.	Cottrell, L.	Lively, M.	Mucino, V.	Wilson, M.
Burnside, J.	Crawford, A.	Lofaso, A.	Tippets, W.	

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the minutes from the Monday, January 11, 2016 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - He thanked everyone who kept the University running during the January 22-25 closure. He also thanked Joyce McConnell and Narvel Weese for having contingency plans in place for inclement weather emergencies. He was proud of the vast majority of our students, including fraternity members who cleared sidewalks for homeowners.

- Javier Reyes has been named Dean of the College of Business and Economics effective June 30, 2016. Dr. Reyes is currently the vice provost for distance education at the University of Arkansas.
- We are in the middle of a legislative session. Our goals include reformation of PEIA, moving forward with the move to the Beckley campus, and continuing to seek greater freedom from the state to control our own agenda.
- He recently hosted a dinner conversation with our Islamic students. We have a diverse community, and it is imperative that all of our students feel safe and secure on this campus and are included in the agendas of the institution.
- He urged everyone who has not already done so to visit the new Evansdale Crossing. It houses the new Media Innovation Center, the WVU LaunchLab, and the Mountaineer Hub. The Mountaineer Hub provides a “one stop shop” where students can have all of their issues resolved regarding scheduling, FAFSA, campus employment, and financial aid.
- Our designation as a “highest research activity,” or R1 university, is a testament to the hard work done by our faculty, staff, and students. Of the 4500 universities in this country, only 115 of them carry the R1 designation. We will celebrate this achievement at 11:00 a.m. on March 1 at the Erickson Alumni Center.
- A team from WVU’s Center for Alternative Fuels, Engines and Emissions recently traveled to Detroit to accept the 2016 Roadshow by CNET Disruptors of the Year award. The team was the first to test diesel emissions from vehicles while on the road, and their work helped uncover the Volkswagen emissions scandal.

4. Provost Joyce McConnell reported the following:

- The West Virginia Public Education Collaborative was formed by President Gee and by Suzanne Shipley during the time she served as president of Shepherd University. Dean Gypsy Denzine plays a critical role on the Collaborative, which champions public education from early childhood to post-secondary levels. The Collaborative recently conducted a survey for the State Board of Education to examine its current standards, which were being challenged by the legislature. Provost McConnell thanked Chief Information Officer John Campbell for providing the technical expertise needed to quickly create such a sophisticated survey.
- The Provost’s Office has invested in positions in the research corporation and has offered different types of training to support research and scholarship. Melissa Luna, recipient of the National Science Foundation’s Career Award, provides an example of the success of this collaboration. Dr. Luna will receive a grant totaling nearly \$800,000 over five years to support her research regarding elementary science education. She will investigate teachers’ knowledge of noticing students’ thinking.
- Katherine Aaslestad received one of two Fulbright Flex Awards, which allows her to conduct research in Germany during multiple, short-term stays.
- The Provost’s Office is accepting nominations for the James and Karen Caveney Alumni Association Faculty Excellence Award, established by the Caveney family to support a highly productive faculty member. The Council for Women’s Concerns is accepting nominations for the Mary Catherine Buswell Award. The Provost’s Office is also accepting applications for the Academic Leadership Fellows program.
- The Provost’s Office is offering conflict coaching and mediation training to faculty and staff.

- The Provost's Office is hiring an ombudsperson for support of faculty members who have concerns and interests with University policies. The position has been posted.
- C.B. Wilson, Associate Provost for Academic Personnel, is doing wonderful work with the Faculty Incentives and Rewards Working Group. A group in Eberly is looking at salary compression and inversion, and we are hoping to use their work as a model for other colleges.

5. Chair Turton reported the following:

- An ADVANCE Advocates luncheon will be held at 2:00 p.m. on February 23, to include a discussion and workshop on how male faculty can build, promote, and sustain an equitable work climate in which colleagues of all genders can thrive at WVU. Anyone interested in attending should reply to ADVANCE@mail.wvu.edu by February 15.
- He met with the Provost's Council (previously known as the Deans' Council) to update them on the transition to the new SEI system. He asked the deans not to add additional questions to the SEI, and it appears as if none of them are interested in doing so.
- He has been working with Tracy Beckley from the Teaching and Learning Commons and Associate Provost Sue Day-Perroots to initiate a program for first time instructors. The program will engage instructors in various teaching methods and techniques, and will offer mentoring for syllabus design and development of measurable learning outcomes. Dean Cilento has agreed to pilot the program in the Statler College of Engineering & Mineral Resources.
- C.B. Wilson introduced proposed modifications to Board of Governors' Policy 2 at the December 2015 Faculty Senate meeting. Please email Dr. Wilson with comments regarding the proposed changes.
- He provided a brief demonstration of the new Faculty Senate web site.

6. Matthew Valenti, 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, Medieval & Renaissance Studies Minor was withdrawn for further review.

Annex IV, Revision to the Puppetry Major. Report filed.

Annex V, Alterations Report was presented for information. Report filed.

Chair Valenti explained that the Curriculum Committee provided information on the new web site to help users decide which type of proposal to submit. A link to a syllabus builder has also been provided. He also reported that a new form is about to be released in CIM that will provide logic for structuring prerequisites. In addition, he announced a moratorium on processing course alterations for courses that are offered at multiple campuses. By August, procedures should be in place to harmonize course catalogs for the three campuses.

7. David Hauser, Chair, General Education Foundations Committee, reported that the new Faculty Senate web site includes information about the transition from GEC to GEF. He recommended that anyone who teaches a GEF course review that information. As part of the transition, faculty who teach a GEF course will be contacted and asked to participate in a workshop. The transition should be completed by the end of the Fall 2017 semester. He also reported that the committee will begin accepting proposals for new GEF courses as soon as the new form is available in CIM.

8. Sean Frisbee, Executive Director of the WVU Alumni Association and WVU Vice President of Alumni Relations, provided an update on strategic plans for the Alumni Association.
9. Ryan Claycomb, Faculty Advisor, provided an update on the ASPIRE office. The ASPIRE office helps undergraduate students, graduate students, and alumni apply for nationally competitive scholarships.
10. Roy Nutter, ACF Representative, reported the following:
 - During Higher Education Day at the Capitol, he visited with Senator Sypolt, Chair of the Senate Education Committee, and Senator Hall, Chair of the Senate Finance Committee. The discussions centered on PEIA funding and budget.
 - ACF met in January, spending one-half day with the WV Council for Community and Technical College Education.
 - Bills to be aware of during this legislative session include: SB 369, which reduces the number of reports from higher education to the legislature; SB 386, which removes the requirement for WVUIT headquarters to remain in Montgomery; HB 4002, which would require new rules promulgated by state agencies and departments to sunset after 5 years; HB 4145, which allows any qualified adult over the age of 18 to carry a concealed weapon; HB 4182, which allows additional prorated tuition charges for undergraduates taking more than 16 credits per semester, and graduate students taking more than 9 credits per semester; HB 4310, which is similar to SB 386; and HB 4012, which establishes a religious freedom restoration act.
11. Robert Griffith, BOG Representative, reported that the Board of Governors will meet on February 18, 2016.
12. Nick Bowman, Eberly College, indicated that he has heard about potential problems with the Barnes and Noble Faculty Enlight textbook adoption software. If anyone is having similar observations, please email him and he will aggregate responses before contacting the book store.

Lisa DiBartolomeo presented the following motion: “I move that the WVU Faculty Senate endorse the Morgantown Chamber of Commerce statement on diversity, as a resolution opposing House Bill 4012, also known as the “West Virginia Religious Freedom Restoration Act,” or RFRA for short. I also move that the WVU Faculty Senate Chair send written notification of the Faculty Senate’s endorsement of this resolution to leadership of the WV state legislature and Morgantown COC.” The motion was duly seconded. Motion carried.

The Chamber of Commerce resolution states: “The Morgantown Area Chamber of Commerce calls upon our elected leaders to promote legislation that recognizes the crucial importance of diversity to a vibrant economy and in the alternative, to resist any legislation that is contrary to that interest. While we recognize the great importance of religious freedom in our nation’s history, in particular that religious institutions and individual’s rights should not be abridged by government regulation, we also believe that the Government has a compelling interest in deterring any economic practices that result in discrimination against anyone. Just as a diversified environment of job sectors contributes to a more healthy economy, we believe that recognizing the rights of all our people to contribute to our community, regardless of race, color,

age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran, will serve to make our communities stronger.”

13. The meeting adjourned at 4:42 p.m. to reconvene on Monday, March 7, 2016.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: January 25, 2016
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ARBC 304: Arabic Conversation 2	AS	3	ARBC 204	A lecture and discussion course designed to build communicative abilities and conversational fluency in Arabic at the intermediate-advanced level. Particular emphasis on writing descriptive and narrative short essays, reading and discussing authentic texts, and presenting information about a variety of topics in Arabic.	This is a lecture and discussion intermediate-advanced level course that is designed to further develop students' communicative abilities in Arabic, with distinct focus on writing descriptive and narrative short essays and presenting information about a variety of topics in Arabic. This course is one of the Arabic Studies minor requirements.
ENGL 450: Intro to Forensic Linguistics	AS	3		Introduces students to the analysis of language for legal purposes and provides them first-hand experience in forensic linguistics. The course focuses on the application of linguistic theory, research, and procedures to issues of the law. In their final project, students review forensic linguistic case studies.	The field of forensic linguistics is growing across the world and becoming widely recognized as a reliable and helpful approach to forensic analysis. The WVU forensic program covers many areas of analysis, but there is a gap in the analysis of language. This course fills that gap. It provides an opportunity for forensic students to learn new analytical techniques, students of law to learn about linguistic approaches, and humanities majors to learn about a burgeoning career path. Professor Gerald Lang, chair of the Department of Forensic and Investigative Sciences, has enthusiastically endorsed this course.
ENGL 550: Introduction to Forensic Linguistics	AS	3		This course introduces students to the analysis of language for legal purposes and provides them first-hand experience in forensic linguistics. The course focuses on the application of linguistic theory, research, and procedures to issues of the law. In their final project, students analyze language data and provide a forensic linguistic report. Also listed as ENGL 450.	The field of forensic linguistics is growing across the world and becoming widely recognized as a reliable and helpful approach to forensic analysis. The WVU forensic program covers many areas of analysis, but there is a gap in the analysis of language. This course fills that gap. It provides an opportunity for forensic students to learn new analytical techniques, students of law to learn about linguistic approaches, and humanities majors to learn about a burgeoning career path. Professor Gerald Lang, chair of the Department of Forensic and Investigative Sciences, has enthusiastically endorsed this course.

FIS 303: Crime Scene Investigation 1 Laboratory	AS	1	CoReq: FIS 302 Must have declared FIS as a major.	The laboratory extension of an introductory course in crime scene investigation, covering skills from initial scene assessment through debriefing and clean-up. Scientific and practical methods of securing, collecting and analyzing this evidence will be taught and practiced.	This laboratory course provides students with practical experience in all the steps of basic crime scene investigation. The course will teach them a series of important foundational skills: locating evidence in a crime scene and evaluating its usefulness; creating and maintaining a chain of custody; how to photograph objects for later examination; and how to take useful notes during an investigation. These skills are essential to all forensic scientists, regardless of their area of emphasis. As they progress through more advanced courses in the FIS curriculum, they will gain an appreciation for how best practices at the crime scene level ensure best outcomes at the higher analysis level. From a practical perspective, the creation of a separate crime scene lab allows the FIS department to offer the lecture-based side of the course (FIS 302: Crime Scene Investigation I) to both declared FIS majors and on-campus minors. The lab section is only necessary for majors, who need to master the practical skills of scene investigation in addition to the theory.
MATH 318: Perspectives on Mathematics and Science	AS	3	MATH 150 or Math 153 or Math 155	This course explores knowledge generation in the sciences and mathematics by referencing the philosophy, history, and methods of those disciplines. It is designed to prepare future teachers with background, rationales, and strategies necessary to enhance student knowledge and interest in these areas, providing deeper understanding of the underlying mathematics in science, and of mathematics in general.	Perspectives on Mathematics and Science is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers as a multi-content course. In particular, it will highlight standards outlined by the National Council of Teachers of Mathematics (NCTM) including historical development and perspectives of number and quantity, algebra, geometry, statistics and probability, Calculus, and Discrete Mathematics, and how those standards support both math and science education. In addition, exploration in the contributions of significant figures and diverse cultures that develop each of these areas.
ENTR 405: Entrepreneurial Creativity Innovation	BE	3		This course offers an in-depth study of theories and models of creativity to solve problems and identify opportunities in entrepreneurial business contexts. Students will synthesize their course experiences and develop a set of creative business ideas, which will be incorporated into feasibility assessments, financial analyses, and business plans in subsequent entrepreneurship major courses.	Core course for the new Entrepreneurship major in the College of Business Economics. This course helps students develop the ability to think creatively, which is a key element of entrepreneurship. Also, this is a bench-marked skill in other programs at similar institutions.
ENTR 425: Risk Assessment and Contracts	BE	3	PR or CONC: ENTR 420	This course teaches students to assess risks in entrepreneurial enterprises that lead to business failures. Students will learn to develop business models, implement operational strategies, and structure legal agreements that mitigate exposure to risk in new ventures and emerging growth entities.	Core course for the new Entrepreneurship major in the College of Business Economics. This course will develop and/or enhance the student's ability to quantifiably analyze opportunity and/or value of new startup businesses and on-going entities by utilizing and applying the aggregation of applied skills learned in foundational class within the major including, accounting, finance, economics and business law.
ENTR 436: Family Business	BE	3	ENTR 400	This class focuses on the different aspects of family businesses that facilitate competitive advantage while maintaining ethical and socially responsible principles. The objectives of this course are to create an awareness of family business issues, understand the role of familial relationships in a business context, and develop critical thinking skills in the context of family business challenges.	Core course for the new Entrepreneurship major in the College of Business Economics. This course teaches the student the dynamics of operational issues, sustainability, and succession management of family run businesses. This is critical knowledge in the entrepreneurship field.

ENTR 460: Entrepreneurial Strategy: Managing New Entry, Innovation Growth	BE	3	ENTR 440	This course will incorporate concepts from strategy and organizational design to address how entrepreneurs can strategically manage new entry, innovation, and growth.	The proposed course, ENTR 460 (Entrepreneurial Strategy) is an integral part of the new entrepreneurship major, because it contributes to the development of entrepreneurial skill development of the students in the following ways. Students will learn to identify organizational tasks, roles, and responsibilities of managing entrepreneurial ventures. Students will be able to describe the interrelationships between resources, organizational structure, and strategies utilized to create and grow entrepreneurial ventures. Students will demonstrate an understanding of entrepreneurial phenomena across organizational contexts, including start-ups, small and medium sized enterprises, family businesses, and corporate ventures. Students will be able to practice effective tools for identifying and exploiting entrepreneurial opportunities.
THET 535: Grad Theatre Health and Safety	CCA	3		An overview of safety-related issues in the theatre and entertainment technology industries. Through formal lectures and practical projects, students will be introduced to applicable safety policies and codes. Students will also complete American Red Cross CPR and First Aid certification.	Health and safety are important concerns in the theatre and entertainment technology industries. Consequently, students majoring in the Master of Fine Arts major in Technical Direction need the knowledge and skills that will prepare them to deal with health and safety issues. This new course proposal was designed for that purpose and will be a required part of the curriculum. In addition to the graduate majors in Technical Direction, the course will also be offered as an elective for Master of Fine Arts majors in theatre design and technology.
IENG 445: Project Management for Engineers	CEMR	3	ENGR 102	This course provides an introduction to processes, tools, and techniques used to manage engineering projects within the context of an organization. It provides an overview of the engineering project management processes, groups, and knowledge areas defined by the Project Management Institute and introduces Microsoft Project as a project planning tool.	Project management is used extensively in engineering design and particularly in the Industrial Management Systems Engineering curriculum when considering engineering design courses. Although not required in the curriculum, this Industrial Engineering elective would prove valuable for excelling in any of the engineering senior capstone design course
PET 677: Integrating Instructional Technology in Physical Education - Advanced Laboratory	CPASS	1	PET 673	Application of instructional technologies in physical education, physical activity, and/or sports settings using a guided participatory action research process.	This course is a one-credit hour advanced lab taken as a follow-up to PET 673. It requires masters students to apply theory, concepts, and principle learned in PET 673 (summer hybrid course) about technology integration in physical activity-based settings (e.g., school-based physical education, before/after school programs, youth sport, etc.) in the region of which the student lives and works.

LAW 664: Multistate Performance Test Writing Workshop	LAW	1-2		Students will gain training in legal reasoning for law school exams, the bar exam, and legal practice, by focusing on the application of substantive law in the context of a Performance Test.	Virtually every jurisdiction requires a bar applicant to complete at least one performance test as a component of their bar exam. Success on the performance test can greatly increase the applicant's likelihood of passing the bar exam. This course focuses on the case analysis skills necessary for success on the performance test, and differs from LAW 682 and LAW 683 which focus primarily on the Multistate Essay Exam. Offering this course with 1-2 variable credits allows instructors the flexibility to alter course content and requirements, depending on scheduling needs or preferences in a particular semester. The 2-credit version provides students an additional hour of lecture and in-class practice, but does not introduce any new topics. Each syllabus will be written accordingly with requirements clearly stated based upon appropriate credit value.
LAW 688F: Seminar in Hydraulic Fracturing	LAW	2-3		An examination of the impacts of hydraulic fracturing in shale deposits in the U.S. and abroad, considering economic, environmental, and social issues and how those issue impact laws and regulations.	<p>This course offers students the opportunity to engage with the the laws and regulations related to hydraulic fracturing for oil and gas, as well as the broader societal implications that come from increased natural resources output related to the process. The course requires in-depth research and demonstrated writing skills necessary to be an effective lawyer and advocate. This course will also help students meet their writing requirement for the College of Law, the Energy and Sustainable Development J.D. concentration, and the Energy and Sustainable Development LL.M.</p> <p>Requesting variable credits permits flexibility for instructors to alter the course content and requirements depending on needs or preferences in a particular semester. It also follows the Academic Innovation Initiative by making it possible to offer the course online for 2 credits, as well as traditional classroom style. The syllabus will be written accordingly with clear and detailed expectations based upon credit value.</p>

CCMD 783: USMLE Step-2 Clinical Skills Examination Prep	MED	1	3 Students must pass all required MD program courses and clerkships in years 1 through 3	Preparation for the United States Medical Licensing Step 2 Clinical Skills examination, which assesses whether students can apply medical knowledge, skills, and understanding of clinical science essential for the provision of patient care. The examination uses standardized patients to test medical students on their ability to gather information from patients, perform physical examinations, and communicate findings to patients and colleagues.	The United States Medical Licensing Examination (USMLE) includes three examination steps. Students must pass USMLE Step 1, Step 2 Clinical Knowledge (CK) and Step 2 Clinical Skills (CS) as graduation requirements. Graduates of the MD degree are eligible to take Step 3 as a learner in a post-graduate residency program. This course is a required component of the curriculum. Students may not graduate or pursue a residency program without first passing the USMLE Step examinations, including the Step 2 CS examination. Students implement a variety of commercially based study guides, the simulation center to practice patient communication skills and other materials to prepare for the Step 2 CS exam. The Step 2 CS exam is given at only 5 USMLE locations around the country. Once students take the Step 2 CS national examination, USMLE provides a "passing" or "failing" designation to both students and the course director. Once students earn a passing score, then the course director assigns a passing grade for CCMD 783. If a student earns a "failing" designation, then the course director provides a failing grade for CCMD 783.
PCOL 763: Applied Dental Pharmacology	MED	2		Applied pharmacology course for third year dental students. Clinical application of pharmacology relevant to dental patients will be emphasized in small group activities. A prior knowledge of basic or introductory pharmacology is expected.	At WVU, pharmacology has been taught to dental students in a 1 semester, 5 credit hour course during the fall of their sophomore year (PCOL 760). This is the heaviest year of dental school and we feel that the students struggle to learn 5 credit hours worth of pharmacology in this semester. As such, we have split the course into two courses. Students will undertake an intro to pharmacology course in the fall of their sophomore year (3 credit hours). This introductory course will be offered as PCOL 791B-ADTP: Intro to Pharmacology in fall 2015 and a course alteration has been submitted to reduce the number of credit hours of PCOL 760 to three hours and this altered course will serve as the introductory course from fall 2016 on. It is expected that dental students will complete PCOL 791B (fall 2015) or PCOL 760 (fall 2016 forward) or an acceptable equivalent prior to beginning PCOL 763 in their junior year. In addition, students enter the clinical setting between their sophomore and junior years. It is expected that PCOL 760 will provide the basic knowledge of drugs required for clinical exposure while PCOL 763 will build upon that basic knowledge and provide students with an opportunity to apply their knowledge to more complicated clinical scenarios. One final rationale for changing dental pharmacology is to position the curriculum closer to the time of their national boards.
CJ 233: Juvenile Justice	POT	3	CJ 101	Nature, extent, and causal explanation of forms of juvenile delinquency, status offenses, and abuse and neglect. The nature of juvenile courts, the correctional systems, and prevention programs.	WVU has changed SOCA 233 to an upper division course: SOCA 303. Because this course is now an upper division course, the majority of the Sociology majors at PSC cannot take this course due to their ranking as freshmen and sophomores. Further, AAS CJ majors are not transferring to WVU; instead, AAS majors continue on into our BAS CJ degree. Thus, since it appears that the primary persons now taking Juvenile Delinquency will only be AAS CJ majors, this new course would fork SOCA 233 into a CJ course called Juvenile Justice. CJ 233 can remain as a major requirement for the CJ AAS degree.

HPML 602: Principles of Health Policy	SPH	3	In-depth examination of current health policy and policy making system, including concepts and challenges related to how health policy is made in the larger context of social/political structures, and social choices. Students apply concepts to contemporary health policy and population health problems. Intended for MPH Health Policy majors; students cannot receive credit for both HPML 601 and HPML 602.	This course is intended for MPH students in the Health Policy major. It addresses the health policy core competencies of the MPH curriculum and so can also be taken by non-health policy majors or non-MPH students. This course provides students with fundamental and foundational knowledge about health policy, the health policy making process, and the health policy making system. Compared to the similar HPML 601 course, topics are covered in additional depth and students have the opportunity to apply the acquired knowledge through multiple case studies.
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To: Faculty Senate Executive Curriculum Committee		
From: Chair, Matt Valenti, Senate Curriculum Committee		
Date: January 25, 2016		
Re: Course Changes		
Field	Old Value	New Value
PCOL 760: Pharmacology & Therapeutics		
Course Credits	5	3
Course Effective Term		Fall 2016
Prerequisites	Consent	Second year dental students or graduate students with consent.
Course Description	Lecture and demonstrations relevant to explaining how drugs function in human body. Team teaching by basic science faculty and clinical dental faculty.	Lecture course provides students with an understanding of how drugs commonly used in dentistry enter the body, produce effects, interact with other drugs, and are eliminated from the body. Drugs commonly prescribed by other practitioners will also be discussed.
Curriculum Based Rationale		We are proposing to split pharmacology into two courses which will be taken in the fall of the second year and the fall of the third year. Currently, 5-credit hours of pharmacology are taught in the fall of the sophomore year. This is the busiest semester of the dental curriculum and it is far removed from the board exam on which pharmacology is tested. Splitting the course into two semesters will allow us to teach the basics in the fall of the sophomore year prior to the students entering the clinic and a more applied course in the fall of the third year after the students have had some clinical experience. This will reduce the burden on the students in the sophomore year while allowing them to take pharmacology closer to part 2 of the board exam (on which pharm is tested). A new course proposal will be submitted for the second part. The first part (this application) is a modification of the existing lecture-based course.
SOCA 488 - The Capstone Experience		
Effective Term	Spring 2015	Fall 2016
Course Credits	1	3
Prerequisites	SOCA 301 and SOCA 311 and senior standing.	(SOCA 301 and SOCA 311) or SOCA 359 and senior standing.
Course Description	CoReq: Enroll simultaneously in one of the approved capstone experience courses. An undergraduate course designed to facilitate the completion of the capstone experience. (Grading will be pass/fail.)	Senior capstone seminar in which students articulate how sociologists, criminologists and/or anthropologists come to an understanding of the social world and the human condition, and the significance of that knowledge. Students conduct in-depth research projects under the guidance of the course instructor, oriented to course-specific substantive emphases and ways of engaging with theory and evidence.

Curriculum Based Rationale	<p>We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated. SOCA 301 and 311 will provide students the theoretical and methodological tools needed to analyze advanced topics. SOCA 488 is taken in conjunction with an advanced course and writing requirements during senior year.</p>	<p>This proposal changes our existing capstone course model, from a 5 credit "add-on" system (core thematic 400-level course + Writing 389 section + Capstone 488 section) to a 3 credit master course model (SOCA 488). This new model will be consistent with common practices across ECAS. It will bring more coherency to our SOCA capstone offerings by unifying core goals and learning objectives. At the same time it encourages thematic and disciplinary flexibility, as SOCA 488 will be the capstone course across all three majors (Sociology, Criminology, and Anthropology). An associated proposal to create stand-alone sociology and anthropology BA's has been concurrently submitted.</p> <p>All capstone courses will be research project-focused with both written and oral components (abiding by SpeakWrite principles). The capstone includes three core learning objectives oriented around research project development and communication, adaptable to each individual course's substantive orientation, and as demonstrated in the sample syllabus ("A Situationist Approach to Crime and Neighborhood Policing)." These course learning objectives reflect SOCA programmatic learning objectives, and will be assessed as such.</p> <p>The benefits of this 488 model are that it maintains flexibility in offerings of thematic content in a program serving one of the highest student enrollments in the Eberly College, while emphasizing the project development aspect of the capstone. With this model, the research project becomes the focal point and the thematic content of each course facilitates its organization and development, channeling it towards a particular theoretical, methodological, or applied area of focus within our three disciplines. We think it clarifies our offerings, as all students will know and expect to take a research and project-focused senior capstone course, rather than the varied and diverse set of offerings (with, for the student, somewhat mysterious content and specifics) represented by our current titles.</p>
SHED 403: Health in the School Community		
Subject Code Change	CHPR - Community Health Promotion	SHED - School Health Education
Number Change	CHPR 271	SHED 403
Effective Term	2015	Fall 2016
Course Description	<p>Students will develop an understanding of the organization, structure, and function of government, voluntary and other professional community health agencies and their role promoting the health of members of the school community. Additionally, students will examine the influence of a range of community and contextual factors related to student health outcomes, especially those associated with diversity and health disparities.</p>	<p>This advanced undergraduate course examines the role of public schools as an important community in which health promotion takes place. Additionally, we discuss the major structural and social forces that influence school and student health outcomes and consider the unique needs of diverse communities of children, adolescents, and families represented within the broader school organization.</p>

Rationale		<p>Prefix Change: Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.</p> <p>Course Number Change: After conducting curriculum mapping as a part of our accreditation review, we believe this course is actually being offered at a level more appropriate for seniors. We've initiated this change so that the course number properly reflects the level of student competency attainment and content required in the course.</p>
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Puppetry Major Change Request

Editing: **Puppetry Major**

In Workflow

1. CCA Dean
2. GEF Registrar Review
3. Associate Provost-UGrad
4. CIM Function Review
5. Faculty Senate CC
6. Exec Committee
7. Faculty Senate
8. CIM Function Review
9. Degree Works

Approval Path

1. 09/14/15 10:08 am
William Winsor
(wwinsor): Approved for
CCA Dean
2. 11/11/15 1:56 pm
Sean McGowan
(spm0001): Approved for
GEF Registrar Review
3. 12/02/15 8:34 am
sddayperroots: Approved
for Associate Provost-
UGrad
4. 12/10/15 9:29 am
Sean McGowan
(spm0001): Approved for
CIM Function Review
5. 01/19/16 9:03 am
Matthew Valenti
(mcvalenti): Approved
for Faculty Senate CC

Initiator:	User ID: jowilliamson
Program Type	Major
Effective Term	Fall 2016
Campus	WVU
College/School	Creative Arts
Primary Subject	Theatre
Level	Undergraduate
Program Title	Puppetry Puppetry & Creative Drama
Program Code	PPTRY_CD_BFA
Banner Code (ie 0705)	2583
Degree Designation	BFA
Degree Program	Theatre (B.F.A., M.F.A.) (50.0501)

Requirements and Catalog Information

Include all curriculum requirements in the course list, including minimum grade and minimum GPA requirements. A Plan of Study is required for all undergraduate majors.

Degree Requirements

Theatre Studies

[THET 191](#)

First-Year Seminar - Creative Arts

2

THET 160	Theatre Fundamentals	3
THET 170	World Theatre and Drama (GEF 8)	3
THET 230	Text Analysis	3
THET 301	History of Western Theatre (GEF 8)	3
THET 302	Directing	3
THET 365	Traditions of Dramatic Literature (Fulfills Writing and Communication Skills Requirement)	3
THET 401	Capstone Experience	3
THET 404	Playwriting	3
THET 460	Contemporary Drama	3
Design & Technical		
THET 103	Stagecraft	3
THET 104	Stagecraft Lab	1
THET 105	Costuming	3
THET 106	Costuming Lab	1
THET 113	Stage Management Principles	1
THET 220	Fundamentals of Lighting	3
THET 221	Theatre Makeup	3
THET 225	Introduction to Stage Design 1	3
THET 226	Introduction to Stage Design 2	3
THET 321	Stage Properties	3
THET 422	Advanced Stage Makeup	3
THET 423	Costume Crafts	3
Puppetry and Performance		
THET 144	Fundamentals of Acting (GEF 6)	3
THET 240	Fundamental Vocal Techniques	2
THET 242	Fundamentals of Movement	2
THET 375	Puppet Construction	3
THET 461	Creative Dramatics	3
THET 462	Puppetry	3
THET 463	Puppetry for Educators	3
THET 464	Children's Theatre	3
Education		
ART 102	Materials and Procedures	3
EDUC 414	Promoting Creative Expression in Elementary Classrooms	3
MUSC 182	Music in the Elementary School	3
Practicum		
Sophomore Practicum		2
THET 200	Production Practicum (Repeat two times for 2 credit hours total)	
Theatre Perform Rehearsal Lab (taken 3 times, 1 credit each)		3
THET 400	Advanced Production Practicum (Repeat three times for 3 credit hours total)	
Open Electives²		9-16
University GEC Requirements²		37
Open Electives		12
University GEF Requirements		25
Total Hours		120

* Actual number of credits will be determined by the number and level of the elected GEC courses.

Suggested Plan of Study

First Year

Fall	Hours	Spring	Hours
Select one of the following:	4	Select one of the following:	4

THET 191	2	THET 144 (GEF 6)	3
THET 103 & THET 104	4	THET 105 & THET 106	4
THET 105 & THET 106	-	THET 103 & THET 104	-
THET 160	3	ENGL 101 (GEF 1)	3
THET 113	1	THET 220	3
THET 170 (GEF 8)	3	GEF 4	3
GEF 3	3		
	16		16

Second Year

Fall	Hours	Spring	Hours
THET 200	1	THET 200	1
Select one of the following:	2	Select one of the following:	2
THET 240	2	THET 242	2
THET 242	-	THET 240	-
THET 225	3	ART 103	2
THET 230	3	THET 301	2
ENGL 102 (GEF 1)	3	THET 226	3
GEF 2B Science	4	THET 221	3
Elective	3	THET 301 (GEF 8)	3
		GEF 5	3
		GEC	2
		Elective	2
	16		15

Third Year

Fall	Hours	Spring	Hours
THET 302	3	THET 365	2
THET 365	3	THET 375	3
THET 461	3	THET 462	3
MUSC 182	2	THET 404	3
THET 400	1	THET 400	1
Elective	3	Elective	3
GEC	2	GEF 7	3
	13		16

Fourth Year

Fall	Hours	Spring	Hours
THET 400	1	THET 321	3
THET 463	2	THET 401	3
GEC	2	THET 464	3
GEC	2	EDUC 414	2
THET 221	2	THET 422	3
THET 423	3	GEF 8	3
THET 460	3		
Electives	6		
	13		15

Total credit hours: 120

Initiator Comments

Update for GEF implementation and adjustments for 120 credit hour requirement. Additional changes were made to update the curriculum to contemporary practices within the art form. Also proposing shortening the program name to just "Puppetry" to bring the title more in-line with the program curriculum and to more honestly advertise the program for recruiting purposes.

Supporting Documents

[BFA Puppetry GEC to GEF Worksheet.xlsx](#)

Program Reviewer Comments

wwinsor (09/14/15 9:21 am): Rollback: As per your request

spm0001 (11/11/15 1:55 pm): GEC to GEF conversion has been reviewed. Overlapping major requirements have been addressed and GEF designations have been added as identifier. Curriculum changes and updates not regarding GEC to GEF conversion will need to be reviewed by Dr. Day-Perroots. Curriculum changes not related to the conversion - removal of THET 463, ART 103, EDUC 414, and MUSC 182, and adding THET 225, 226, 375, 422, and 423. SM 11/11/15

spm0001 (12/10/15 9:29 am): Sending to Faculty Senate CC to review requested program title change.

General Education Curriculum (GEC)		GEC/Major & Degree Requirement Overlap		
Requirement	Credit Hours	Course Code	Course Title	Credit Hours
ENGL 101 & 102 or ENGL 103	3 or 6			
GEC 2A - Mathematics	3 to 4			
GEC 2B - Natural and Physical Science	4			
	3 or 4			
GEC 2C - Additional GEC 2A, B, or C	3			
GEC 3 - The Past and Its Traditions	3			
GEC 4 - Issues of Contemporary Society	3			
GEC 5 - Artistic Expression	3			
GEC 6 - The Individual in Society	3			
GEC 6F - First Year Seminar	1 to 3			
GEC 7 - American Culture	3			
GEC 8 - Western Culture	3			
GEC 9 - Non-Western Culture	3			
Total Credit Hours	38-45		Total Credit Hours	
General Education Foundations (GEF)		GEF/Major & Degree Requirement Overlap		
Requirement	Credit Hours	Course Code	Course Title	Credit Hours
F1 - Composition and Rhetoric	3 or 6			
F2A/B - Science and Technology	4 to 6			
F3 - Mathematics and Quantitative Skills	3			
F4 - Society and Connections	3			
F5 - Human Inquiry and the Past	3			
F6 - The Arts & Creativity	3	THET 144	Fundamentals of Acting	3
F7 - Global Studies and Diversity	3			
F 8 - Focus Coursework	9	THET 301	History of Western Theatre	3
		THET 170	World Theatre and Drama	3
Total Credit Hours	31-37		Total Credit Hours	9
University Requirements		University/Major & Degree Requirement Overlap		
Requirement	Credit Hours	Course Code	Course Title	Credit Hours
First-Year Seminar	1 to 3	THET 191	First-Year Seminar - Creative Arts	2
Writing and Communication Skills	None Required	THET 365	Traditions of Dramatic Literature	3
Capstone Course	1 to 6	THET 401	Capstone	3
Total Credit Hours	min. 2		Total Credit Hours	8
Minimum Degree Requirements		Notes		
Requirement	Credit Hours	(Assumes ENGL 101 & 102)		
GEF/Major Overlap	9			
Remaining GEF	25			
University Requirements	8			
Major Requirements Less GEF	78			
Area of Emphasis (if required)				
Other/Electives				
Minimum Total Credit Hours	120			

To: Faculty Senate Executive Committee
From: Karen Haines, Senate Curriculum Committee Chair-Elect
Date: January 25, 2016
RE: Alterations Report

Action: New Subject Code

Title	Action	New Subject Code
HIIM	New Subject Code	New subject code for a new BS in Health Informatics and Information Management.

Action: Course Alterations (Minor Changes)

Effective Term: Summer 2016

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
NSG 361	Change course prerequisite and course description	NSG 361. Health Assessment. 3 Hours.PR: NSG 225 or consent. Comprehensive, in-depth assessment of the client's health status, health patterns, physical examination and health history. Interviewing techniques including taped interactions and accurate recording of data for clients across the life span.	NSG 361. Health Assessment. 3 Hours. Holistic health assessment of individuals and families across the lifespan, including physical, psychosocial, spiritual, and developmental assessment.	This course was formerly a requirement in both the basic BSN (prelicensure) and RN to BSN programs. Now it is a requirement only in the RN to BSN program. The course description has been revised to reflect necessary components of the course for BSN students who are already licensed as registered nurses. The former prerequisite, NSG 225, was only a prerequisite in the prelicensure program
NSG 362	Change course prerequisite	NSG 362. Clinical Health Promotion. 3 Hours.PR or CONC: NSG 361. Theory and practice of promoting health and wellness for individuals and families across the lifespan. Emphasis will be placed on integrating knowledge and behaviors that support movement toward optimal health.	NSG 362. Clinical Health Promotion. 3 Hours. PR: RN licensure. Theory and practice of promoting health and wellness for individuals and families across the lifespan. Emphasis will be placed on integrating knowledge and behaviors that support movement toward optimal health.	This is a foundational course within the program, and requires only basic health assessment skills which all licensed RN's possess. Thus the prerequisite of NSG 361 is not necessary.

NSG 373	Change course prerequisite	NSG 373. Leadership in Organizations. 3 Hours. PR: NSG 333. Leadership and management principles related to professional nursing roles in organizations and systems including system theory, change theory, and inter-professional team building.	NSG 373. Leadership in Organizations. 3 Hours. PR: ENGL 102. Leadership and management principles related to professional nursing roles in organizations and systems including systems theory, change theory and inter-professional team building.	NSG 333 was required as a prerequisite, as it was our writing intensive course, and writing is required for this course. Due to the changes in the writing requirement throughout the university, writing is now spread throughout the curriculum. Thus NSG 333 is now not required as a prerequisite. English 102, is required, however, to assure that students have basic writing skills prior to entering this course.
NSG 465	Change course prerequisite	NSG 465. Foundations of Research and Evidence Based Practice. 3 Hours. PR: NSG 333. Introduction to the development and application of evidence with an emphasis on the fundamental elements of the research process, appraisal of current evidence, and interpretation of evidence to improve patient outcomes.	NSG 465. Foundations of Research and Evidence Based Practice. 3 Hours. PR: ENGL 102. Introduction to the development and application of evidence with an emphasis on the fundamental elements of the research process, appraisal of current evidence, and interpretation of evidence to improve patient outcomes.	NSG 333 was required as a prerequisite, as it was our writing intensive course, and writing is required for this course. Due to the changes in the writing requirement throughout the university, writing is now spread throughout the curriculum. Thus NSG 333 is now not required as a prerequisite. English 102, is required, however, to assure that students have basic writing skills prior to entering this course.
NSG 475	Change course prerequisite	NSG 475. Applied Research and Evidence Based Practice. 4 Hours. PR: NSG 333 and NSG 465. Advanced study of the evaluation, integration, and dissemination of reliable evidence from multiple sources including scientific evidence and patient/family preferences to inform practice and make clinical judgments to improve patient outcomes. This course is the capstone course for the RN to BSN program.	NSG 475. Applied Research and Evidence Based Practice. 4 Hours. PR: NSG 333, NSG 371, NSG 461, NSG 465. PR or Co-req: NSG 471. Advanced study of the evaluation, integration, and dissemination of reliable evidence from multiple sources including scientific evidence and patient/family preferences to inform practice and make clinical judgments to improve patient outcomes. This course is the capstone course for the RN to BSN program.	Because this course is a capstone course, all prior foundational knowledge is needed for students to be successful. NSG 471 can be taken along with NSG 475, as the capstone does not build on the content in the NSG 471 course.

SBHS 610	Change course description	SBHS 610. Public Health Research Methods. 3 Hours. This course is designed to introduce students to the basic elements of conducting effective evaluation of health promotion programs.	SBHS 610. Public Health Research Methods. 3 Hours. Provide students with the practical skills necessary to read, understand, critique, and contribute to the public health literature. Emphasis is placed on common reasearch methods used in public health research.	An alteration to the description of this course is being submitted because it was an old and outdated description that actually did not describe what the course provided students. We did not realize how different the old course description was from the course content until the department performed its curriculum review during the summer of 2015. The course itself has not been altered and has not changed, just the description. The description now accurately describes what occurs in the course.
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Title	Action	Old Course Description	Effective Term: Fall 2016 New Course Description	Course Curriculum Based Rationale
PSYC 474	Change title	PSYC 474. Behavior Modification. 3 Hours. PR: PSYC 302 and junior or senior standing. Basic principles of behavior and their application to changing significant human behavior. Includes clinical, educational, parenting, industrial/organizational, community, and other applications.	PSYC 474 Applied Behavior Analysis. 3 Hours. PR: PSYC 302 and junior or senior standing. Basic principles of behavior and their application to changing significant human behavior. Includes clinical, educational, parenting, industrial/organizational, community, and other applications.	This alteration is a modification of course title that does not affect course content or objectives. The term "Behavior Modification" has become outdated in the field of behavior analysis. "Applied Behavior Analysis" provides a more accurate and contemporary label of the subject matter covered in the course, as posted to student transcripts.

SOCA 311	Change prerequisites	SOCA 311. Social Research Methods. 3 Hours. PR: SOCA 101 and SOCA 105 and (STAT 201 or STAT 211 or STAT 111). Logic of social research, elements of research design, and problems of measurement, with emphasis on survey research methodology and data analysis.	SOCA 311. Social Research Methods. 3 Hours. PR: SOCA 101 and SOCA 105 and (STAT 201 or STAT 211). Logic of social research, elements of research design, and problems of measurement, with emphasis on survey research methodology and data analysis.	We are proposing only to delete STAT 111 from the list of statistics course options in the PR. This request is being made in conjunction with a program change proposal for Sociology that is being submitted simultaneously. We will require Sociology majors to take STAT 201 or 211, as we currently do for Criminology majors. This will better prepare students for SOCA 311 (and SOCA 301) and provide a consistent foundation from which to reinforce quantitative literacy in our curricula.
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Course Deactivation - Summer 2016

COMM 415	The course was found to be redundant with COMM405, so a new course submission is no longer desired or required.
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