

Minutes
West Virginia University Faculty Senate
Monday, January 11, 2016

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Cronin, A.	Hutson, Z.	Mucino, V.	Sperow, M.
Attaallah, A.	Crosno, J.	Ibrahim, M.	Murray, P.	Srivastava, A.
Benedito, V.	Culcasi, K.	Kiefer, A.	Nicholson, R.	Stimeling, T.
Bergner, G.	Davari, A.	Kirby, B.	Nutter, R.	Stolzenberg, A.
Bernardes, E.	Davis, D.	Kleist, V.	Orlikoff, J.	Tou, J.
Billings, H.	Davis, D.	Kuhlman, J.	Proudfoot, C.	Tu, S.
Boone, D.	DiBartolomeo, L.	LaBarbara, J.	Prudhomme, J.	Turton, R.
Bowen, E.	Donley, D.	Lee, S.	Rakes, P.	Utzman, R.
Bowman, N.	Downes, M.	Li, B.	Reymond, R.	Valenti, M.
Brock, R.	Elmore, S.	Lieving, G.	Riedel, B.	Vona-Davis, L.
Bryner, R.	Eschen, E.	Mandich, M.	Rockett, I.	Walter, S.
Burt, A.	Fint-Clark, R.	Martucci, A.	Rowlands, A.	Waterson, R.
Campbell, L.	Floyd, K.	Maynor, L.	Ryan, E.	Weed, S.
Carpenter, R.	Haines, K.	Mays, M.	Ryan, K.	Widders, E.
Claycomb, R.	Harris, T.	McTeer, M.	Scott, D.	Wietholter, J.
Clement, D.	Hauser, D.	Merrifield, J.	Scott, H.	Wilcox, G.
Cottrell, L.	Hileman, S.	Mitchell, M.	Sowards, A.	Wilson, M.
Crawford, A.	Hodge, J.			

Members Excused:

Bass, A.	Dietz, M.	Jackowitz, A.	Murphy, E.	Regier, M.
Bonner, D.	Famouri, P.	Jaczynski, J.	Myers, S.	Ruscello, D.
Brazaitis, M.	Gannon, K.	McCusker, B.	Post, E.	Salm, A.
Cohen, S.	Giacobbi, P.	Montgomery-Downs, H.	Reddy, R.	Weihman, L.
Connors, J.	Gilleland, D.			

Members Absent:

Boyd, J.	Felton, D.	Knight, J.	Rose, T.	Theeke, L.
Burnside, J.	Fisher, S.	Lively, M.	Schaefer, G.	Tippets, W.
Etheredge, S.	Fuller, E.	Lofaso, A.	Shrader, C.	

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, December 7, 2015 meeting. Motion carried.
3. President E. Gordon Gee reported the following:
- Applications for undergraduate admission are up by about 21 percent over last year. More important than the quantity of applications we are receiving is the quality of the applicants. Our efforts to attract the best and brightest students are being rewarded.

- We have reached our goal of achieving the Carnegie Foundation’s “highest research activity” designation. This shows the quality of work we are doing at this institution and is a tribute to Fred King and all those who work very hard on our research component.
- We are focused on continuing the quality of our undergraduate experience, on the quality of our research and teaching, and on recognizing people for the quality of work they do and the activities in which they engage.
- A new legislative session is underway, and the state budget is not very promising. We continue to seek greater freedom from the state to control our own agenda.
- He acknowledged Richard Turton for receiving a Research & Development 100 award, known as the “Oscar of Innovation.”

4. Provost Joyce McConnell reported the following:

- Her New Year’s card to deans, vice provosts, and others represents our celebration of the Arts and Humanities. The card includes an image of a Grace Martin Taylor painting and a Michael Blumenthal poem.
- The ranking of “highest research activity” that we received from the Carnegie Foundation reflects our goal of pursuing research that will address important issues and make a difference in people’s lives throughout West Virginia and the world.
- This spring we will continue to pursue the One WVU vision. Last year was the first time the Provost’s Office incorporated the Health Sciences Center into the campus-wide promotion and tenure review process. We looking at faculty incentives and rewards, and at streamlining the evaluation process. A pilot group from Eberly College is examining salaries by discipline and as compared to our peers, the disparity between teaching professors and tenure-track professors, faculty inversions and compressions, and morale.
- We will continue our commitment to communities as we have done in Harpers Ferry following the fire, in working with Smithers and Montgomery to plan the move for WVU-Tech, and in projects in Weirton and West Charleston. This is part of our land grant and outreach mission.
- We will be involved in the legislative session and will be working very hard to find ways to make budgetary changes focused on quality.
- She thanked Maryanne Reed for the tremendous job she has done as Interim Dean of the Eberly College of Arts and Sciences. Greg Dunaway will become the new dean on March 31.
- She encouraged everyone to support both the women’s and men’s basketball teams.

5. Chair Turton reported the following:

- He reminded everyone that the deadline for internal grant applications, including Research and Scholarship Advancement Grants, Academic Conference Grants, Grants for Community Engagement, and Faculty Travel/Development Grants is February 8.
- A demonstration of the new Faculty Senate web site is planned for the next Faculty Senate meeting on February 8.
- The new SEI system will be implemented this semester. He will be sending an informational email message to all faculty. He will also discuss the implementation in a meeting with the Provost’s Council (previously known as the Deans’ Council) on February 3.

- He attended a meeting of the Faculty Welfare Committee. Toni Christian, Director of Benefits, and Kimberly Zaph, Wellness Program Manager, provided an update on resources available to enhance employee health and wellness. PEIA representatives were also present to discuss coverage for wellness programs.
- The position description for an ombudsperson should be finalized this week.
- The March Senate meeting has been rescheduled for March 7.

6. Matthew Valenti, Chair, Curriculum Committee, moved for approval of the following reports:

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

[Annex II](#), Alterations Report was presented for information. Report filed.

Chair Valenti reminded everyone that curricular changes must be approved by the March Faculty Senate meeting to be effective in summer or fall; proposals will need to be approved at the dean level by January 28 in order to be reviewed by Curriculum Committee and Executive Committee prior to the March Faculty Senate meeting. He also reported that the new web site currently under development will include comprehensive instructions for submitting proposals for courses and undergraduate programs. In addition, the Curriculum Committee is working with the Office of the University Registrar (OUR) to update the CIM form to provide logic for structuring prerequisites and for determining whether a proposal should be submitted as a course change versus an alteration.

7. Lisa DiBartolomeo, Oliver Street, and Lena Maynor provided the following update on the General Education Foundations Rollout:

- Information concerning the GEF transition is housed on the Office of the University Registrar web site at <http://registrar.wvu.edu/gef>.
- New first year students entering in the fall 2016 term or after will be governed by the new GEF requirements. Continuing students, in consultation with their advisors, will be able to make a one-time decision to either stay with the GEC or move to the new GEF.
- There are fewer hours in the new GEF as opposed to the GEC, and the writing requirement has been rescinded. First year seminars and capstone courses are still required for graduation, but are not part of the new GEF.
- The GEF includes seven broad subject areas, as well as a focus area. The focus area can be fulfilled through completion of 9 credits of additional coursework from the list of courses approved for GEF Areas 1-7, or through completion of a minor, double major, or dual degree.
- OUR has been working with colleges and schools to revise their programs to reflect the GEF credit hour reduction and, if necessary, a reduction in their total credit hours.
- A new form will be available in CIM to permit faculty members to submit courses for inclusion in the new GEF; instructions for doing so will be available on the new Faculty Senate web site.
- To facilitate decision-making on whether to remain in the GEC or move to the GEF, all student degree audits within DegreeWorks will be updated before the schedule of classes becomes available in early March.

- As part of the transition to GEF, the General Education Oversight Committee (GECO) has shifted its focus to learning outcomes. At least one learning outcome for each course will be expected to map back to one of the four LEAP goals.
 - GECO is also replacing 5-year audits with periodic workshops. The Teaching and Learning Commons has partnered with GECO to develop these workshops, which will be for new courses as well as courses transitioned from GEC. Workshops are scheduled for February 9, February 12, March 8, March 11, April 5, and April 8, 2016. Instructors who teach a GEF course will receive information about how to register.
8. Heather Billings, Chair, Teaching and Assessment Committee, provided the following update on the pilot trial for the new eSEI system, BLUE:
- The pilot of the BLUE system went relatively smoothly. Most of the glitches had to do with the fact that, because this was a pilot, we were not sending notifications out via the eCampus system. As a result, we relied on email to deliver instructions and links to students and faculty for logging in and for completing surveys; some of those messages were lost, most likely to spam folders.
 - The mean response rate was 64%, and the median was 67%. The mean response rate last semester for paper SEIs was 72%.
 - Student feedback indicated that the survey started to get a little long and that questions were redundant. The committee determined that dean level questions had been included in the survey, which added 5 questions. Some of those questions were indeed redundant. The committee plans to throw out all dean level questions unless schools or colleges request that they be added back. Questions will be reordered so that the 3 promotion and tenure questions will appear first, followed by instructor entered questions, instructor selectable questions, standard fixed survey questions, demographic data, and a single comment box. BLUE will force submissions at the survey close date for partially completed surveys, and those responses will be counted.
 - For courses that end prior to spring break, we will continue the option to use the old electronic SEI. The committee is concerned that there will not be enough time to train help desk staff, faculty, and course coordinators for this small subset of courses. Courses that end after spring break will be in the mandatory transition to BLUE.
 - Reports will continue to be accessible in the old system for some indeterminate amount of time. Faculty should download and back up reports from the old system as soon as possible.
9. Lisa DiBartolomeo, Chair, Committee on Committees, Membership and Constituencies, moved for approval of the following:
- To change the name of the “General Education Curriculum Oversight Committee” to “General Education Foundations Committee” to reflect the change in the curriculum. Motion carried.
- To accept the newly revised charge for the renamed General Education Foundations Committee as listed in [Annex III](#). Motion carried.
10. David Fryson, Vice President for Diversity, Equity and Inclusion and James Goins, Director of Equity Assurance and Title IX Coordinator, provided an update on Title IX related efforts at the University.

11. Roy Nutter, ACF Representative, reported that he expects the legislature to be focused on budget issues, and ACF to be focused on PEIA. ACF will meet in January.
12. Richard Turton, BOG Representative, reported that the Board of Governors approved the following:
 - Candidates for honorary degrees.
 - New degree programs in Global Supply Chain Management (Bachelor of Science) and Musicology (Master of Arts).
 - Renaming several buildings on the WVU Beckley campus.
 - Appointments to county extension service committees.
 - Amendments to Policy 31 and Policy 44.
13. Nick Bowman, Eberly College, announced that he contacted Chief of Police Bob Roberts following his presentation to the Faculty Senate in December and that the two of them worked together to create a 2-page document on campus safety. Dr. Bowman offered to share the document with any interested colleagues.
14. The meeting adjourned at 4:24 p.m. to reconvene on Monday, February 8, 2016.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: December 14, 2015
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BIOL 225: Biology Methods	TECH	3		An introduction to scientific thinking, hypothesis generation, design of experiments, analysis of data, literature search, and writing a research paper. Includes basic laboratory safety and lab and field skills for biologists.	When assessing the performance of our students in upper division courses, we found that their performance in hypothesis generation, experimental design, data analysis, and scientific writing was not up to level we expected and we needed to take extra time from content coverage to teach these skills. While these topics are introduced into 100 and 200 level courses, we decided that their experience was insufficiently intense and a sophomore level course designed to address these specific areas would enhance their performance in our upper division courses, especially our senior capstone experience (BIOL 494 Seminar:Capstone).
BIOL 418: Medical Genetics	A&S	3	BIOL 219	The use of genetic principles to uncover biological mechanisms of both inherited and infectious diseases. The role of the human genome. The evolution of genetic diseases and the impact on human populations. Genetic medicine and current medical treatments.	As summarized in the course description, the course will use genetic principles to uncover biological mechanisms of both inherited and acquired diseases. There is no other medical genetics course offered to WVU undergraduate students. The course serves interests of the many students who are interested in the medical profession. Completion of the human genome offers a unique perspective into the evolution of humans as a species. The impact of disease on human populations can be seen in current medical treatments and well as on the genome.
BIOL 422: Current Topics in Genome Biology	A&S	1	BIOL 219	Exploration of modern topics in genomics research through interactive discussion of current literature. Students learn approaches to critical evaluation of manuscripts while exploring current research in this rapidly growing field. The course is organized around student-led discussions of manuscripts selected by the class. Undergraduate students are paired with graduate students to facilitate interpretation of complex material.	Critical evaluation of peer-reviewed literature is an essential skill for all scientists, yet this is often a struggle for undergraduate and graduate students. Furthermore, the field of genomics is developing rapidly and includes a great deal of jargon that presents further challenges. This course will remedy this problem by facilitating the evaluation of current literature in a peer learning environment. Furthermore, the course complements several others that are offered in the Department of Biology, including BIOL 420, Genomics; BIOL 320, the Total Science Experience: Genomics; and BIOL 430, Bioinformatics. In addition, this course will be an important component of the newly-established Genomics Area of Emphasis, although it is not yet a core requirement of that program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
POLS 370: Dictatorship and Democratization	A&S	3		Examines the politics of authoritarian rule by focusing on dictators and their demise. Compares current scholarship with real-world accounts of a variety of dictatorships, differentiating among governing strategies and long-term impacts. Students will gain the ability to analyze trends and outcomes, as well as comprehension of different approaches to the study of dictatorship.	The proposed course aims to expose students to a variety of scientific approaches to studying dictatorship, including qualitative analysis, formal modeling, and statistical methods. Currently, no courses are presently offered that specifically cover nondemocracy and the role of institutions and interactions in creating or hindering the prospects for democracy. The proposed course is therefore necessary to provide students with a more complete picture of the variety of political regimes and outcomes that exist. At the same time, the course complements existing courses in political science by characterizing the role of political institutions outside of democracy (extending POLS 311. Political Parties & Elections and POLS 317. Interest Groups and Democracy) and by overviewing methods of analysis (providing practical connections to POLS 300. Empirical Political Analysis). The course is designed for third- and fourth-year students, but is accessible to students who have not previously had political science courses. Though not required, the course is intended for students who have had an introduction to Comparative Politics and want to learn more about comparative political institutions. The course also targets students who are generally interested in political history involving modern dictators. As part of the course, students are expected to give a presentation on three dictatorships, thereby helping to hone their communication skills. They are also expected to produce a written assignment comparing and contrasting the ruling styles of three dictators, which focuses on developing their writing and critical thinking abilities.
BUDA 510: Foundations of Business Intelligence	B&E	3		This course provides the foundations for an understanding of Business Data Analytics, giving an overview of the field by covering key concepts including: foundations and technologies of business decision making, data mining, data warehousing, visual analytics, predictive modeling, text analytics, text mining, sentiment analysis, web analytics, business intelligence decision modeling techniques and solutions, expert systems, knowledge management and future technologies.	This course provides the foundational coverage for the sequence of the program courses to follow by introducing the changing world of analytics. This course helps fulfill, in part, two program objectives: 1) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, and 2) Use business analytics to synthesize data trends and competitive drivers.
BUDA 515: Ethics and Data Collection	B&E	3		This course provides the student with data collection skills associated with the use of large-scale data in organizations, including the identification of different existing sources of data in formats spanning both streaming and non streaming as well as unstructured and semi-structured. Emphasis is placed on ethical and legal considerations in data collection and the impact on organizational policies and procedures.	This course is designed to teach students how to search out different sources of data, how organizations import and structure the data into a usable format using a variety of technologies and platforms, and how to attend to the various legal and ethical demands that arise in doing so. This course helps fulfill, in part, two program objectives: 1) Demonstrate expertise in gathering data, building databases, managing databases, and manipulating databases, and 2) Apply an ethical lens to the collection, management, analysis and utilization of data.
BUDA 520: Data Management	B&E	3		This course provides an understanding of database design concepts and logic, including data modeling, database design, and the logic of database queries. In order to analyze data, one must be able to access, organize and query databases. The course focuses on relational databases and queries, but also includes object-oriented databases, large volume databases, database performance, scalability and live streaming considerations.	This course provides an understanding of database management fundamentals, including database concepts and logic. This course helps fulfill, in part, the following program objective: Demonstrate expertise in gathering data, building databases, managing databases, and manipulating databases.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BUDA 525: Business Statistical Methods 1	B&E	3		This course introduces students to the role of statistics in the context of applied business data analytics, providing a foundational review of data and relationships, probability distributions, sampling, hypotheses testing, confidence interval estimation, statistical inference, regression analysis and forecasting techniques. This course provides the foundational groundwork for making informed business decisions.	This course provides foundational coverage a variety of statistical techniques as they apply to the analysis of large-scale data in the context of facilitating business decisions. This course helps fulfill, in part, four program objectives and sets the stage for subsequent analytical courses in the program that more completely fulfill these same four objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.
BUDA 530: Business Statistical Methods 2	B&E	3	BUDA 525	This class introduces students to multiple regression, limited dependent variables methods, non-parametric regression, time series analysis and Monte Carlo estimation. This course will allow the student to be prepared to summarize and analyze large-scale data in a manner that facilitates making informed business decisions.	This course provides coverage of a variety of advanced statistical techniques as they apply to the analysis of large-scale data in the context of facilitating business decisions. This course helps fulfill, in part, four program objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.
BUDA 535: Business Data Mining	B&E	3	BUDA 525	This course introduces students to data mining, or the intelligent analysis and extraction of information stored in data sets by applying statistical, mathematical and artificial intelligence tools. This course provides students with the tools to perform fundamental data mining analyses, along with the ability to formulate and solve business data analytic problems utilizing these tools.	Data mining tools are essential to using data analytics to inform business decisions. This course teaches students how extract information stored in data sets by applying statistical, mathematical and artificial intelligence tools. This course helps fulfill, in part, four program objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BUDA 540: Decision Sciences and Analytics	B&E	3		This course exposes students to the decision sciences analytical tools used to solve business problems. A practical, managerial approach is used, building models that require describing the problem in terms of objectives, decision variables, uncertainties, outcomes, choice criteria, and feasibilities. Students will assess the significance of model outputs, using these to develop managerial insights and action.	Decision science, including spreadsheet modeling, is an integral part of data analytics. In teaching students to quantify the decision-making process and optimize for a given set of decision criteria, this course helps fulfill, in part, four program objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.
BUDA 545: Business Simulation Modeling	B&E	3	BUDA 525	This course teaches students to structure business decisions in a manner that clearly identifies relevant variables, parameters and sources of uncertainty, and to build models and design experiments to analyze and simulate the alternatives to arrive at the best business decision. Students will develop the ability to analyze simulation output using appropriate statistical analyses, including stochastic modeling.	Simulation methods allow different decision alternatives to be assessed for their impact on a range of outcomes, given relevant variables, parameters and sources of uncertainty. This class provides an important tool to the student working with data across a number of variables, structuring a simulation model, and determining which alternatives impact outcomes of interest. In teaching students to use these simulation methods to facilitate decision making, this course helps fulfill, in part, four program objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.
BUDA 550: Business Data Visualization	B&E	3	BUDA 525	This course introduces students to data and information visualization, including both theoretical and practical aspects. In addition to basic visualization techniques, the course covers the application of multivariate techniques in an environment that includes large data sets. Students are involved in both the creation of visualizations, as well as their interpretation.	Visualization techniques are a crucial aspect of working with large-scale data as a means for better understanding and communicating the information in a data set and presenting statistical visualization of relationships between those variables. This course helps fulfill, in part, four program objectives: 1) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 2) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 3) Use business analytics to synthesize data trends and competitive drivers, and 4) Communicate the analysis and findings of an analytics initiative in moving an organization forward.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BUDA 555: Business Analytics Practicum	B&E	3	PR or CR: BUDA 550, PR: 545	The course provides students the opportunity to apply various business analytic tools to data sets embedded in a business or non-profit organization. Students are expected to complete a final project that integrates across the analytic skills of ethical data collection, data management, basic and advanced statistical analyses, data mining, data modeling, simulation and data visualization using a holistic approach.	This course serves as the capstone course for the Masters in Business Data Analytics program. It is a project-based course that requires students to draw upon all previous coursework in the program. This course will require students to engage in data collection, database construction and management, data analysis using a wide range of tool/approaches, and the interpretation and synthesizing of results to facilitate decision making. This course helps fulfill, in part, all six program objectives: 1) Demonstrate expertise in gathering data, building databases, managing databases, and manipulating databases, 2) Demonstrate expertise in data mining, applying statistical techniques to databases, and applying other analytical tools to databases, such as visualization techniques and simulation modeling, 3) Apply data analytics to enhance the decision-making of the firm in performance metrics and measurement, risk indicators, assessment and response, and compliance, 4) Use business analytics to synthesize data trends and competitive drivers, and 5) Communicate the analysis and findings of an analytics initiative in moving an organization forward, and 6) Apply an ethical lens to the collection, management, analysis and utilization of data. .
MUSC 671: Music History Pedagogy	CCA	3		Current and best practices in the teaching of undergraduate music history courses, including courses for non-majors and music majors (so-called "survey" courses). Topics include: Development of learning objectives; syllabus design; textbooks/other teaching resources; undergraduate writing; assessment design and implementation; pedagogical models; classroom technologies; performance and composition in music history courses.	Graduate students in music do not have an opportunity to develop expertise in the teaching of music appreciation and undergraduate music history courses, although job posts in many of the disciplines that our graduate students apply for call for secondary expertise in music history or music theory. The School of Music already offers a course in music theory pedagogy (MUSC 762). This course would provide much-needed instruction in music history pedagogy, culminating in a fully-developed undergraduate music appreciation syllabus.
MINE 304: Aggregates Production	CEMR	3	MINE 206 or Consent.	Use of aggregates (stone, sand and gravel) in modern society; mine design for aggregates deposits; extraction and processing principles; transportation and distribution systems; environmental and safety concerns in aggregates production.	This course is designed for undergraduate students in mining, civil engineering and any other engineering. Aggregates industry consist of more than 4,000 stone and almost 8,000 sand and gravel mining operations in the United States. It significantly contributes to building the United States infrastructure and overall economy. This course will provide to undergraduate mining engineering students an additional opportunity to expand their knowledge beyond coal mining which is mostly covered at undergraduate level. It will also benefit the students without prior background in mining engineering who have interested in working in civil engineering, particularly in construction industry.
PET 675: Effective Teaching Advanced Laboratory	CPASS	1	PET 683 and enrolled in WVU PETE Master's Program	This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.	This course is a one-credit hour advanced lab to PET 683, which requires masters students to apply theory, concepts, and principles learned in PET 683 (summer hybrid course) regarding the principles of effective teaching 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.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PET 676: Motor Development for Special Populations Advanced Laboratory	CPASS	1	PET 681 and enrolled in WVU PETE Master's Program	This course provides graduate students with teaching experiences in physical activity programs for children. The experience provides a practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.	This course is a one-credit hour advanced lab to PET 681, which requires masters students to apply theory, concepts, and principles learned in PET 681 (summer hybrid course) about motor development for individuals with disabilities in physical activity settings (e.g., school-based physical education, before/after school programs, youth sport, etc.) in the region of which the student lives and works.
UTCH 420: Project-Based Instruction in Mathematics and Science	CEHS	3	UTCH 221 with a grade of C- or higher.	Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Project-based instruction (PBI) teaches equitable and diverse participation and how to engage students in learning.	This course is one of a sequence of courses for the WVUteach teacher education program for secondary mathematics and science. This course is positioned to prepare students to enter Apprentice Teaching in their next semester.
LAW 658: Science & Technology of Energy	LAW	2-3		This course provides an overview of the scientific principles and technology associated with the development of energy resources, as well as coverage of the procedures for handling scientific and technical testimony in legal proceedings.	Lawyers practicing in the energy industry will be interacting extensively with specialists in fields other than law (e.g., engineers, economists, scientists), and they will be expected to have a basic knowledge of the science and technology of the industry. This course is designed to provide the necessary background information regarding the various scientific and technical issues that lawyers are likely to encounter in the practice of energy law. It complements the other courses required for the LL.M. and Concentration in Energy & Sustainable Development as it is designed to make our graduates "practice-ready" in the energy field by giving them a base of knowledge that will allow them to interact with non-legal experts in the energy industry. Energy lawyers are often involved in litigation (either in the courts or before administrative agencies), and this course will provide some exposure to the handling of scientific evidence in legal proceedings, and the presentation and cross-examination of expert testimony. Offering this course with 2-3 variable credits allows instructors the flexibility to alter the course content depending on needs or preferences. Following the Academic Innovation Initiative, the course will be offered online, as well as traditional classroom style with the capability for varying credit values. This would reach a broader group of individuals and give opportunity for non-traditional or off-site students to participate. Each syllabus will be written accordingly with clear and detailed expectations based upon credit value.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 662: Mine Safety & Health Law	LAW	3		Mine Safety and Health is a study of the laws, regulations, and court decisions impacting the mining industry, mine workers, and their families.	<p>Despite recent reports of the declining value of coal and the resulting impacts on the coal mining industry, mining generally continues to be a thriving industry. Whether the circumstances involve surface mining, subsurface mining, the controversial topic of mountaintop removal mining, or the impact of mining practices on health and safety, mining remains a heavily regulated and litigated industry. Likewise, when disaster strikes this dangerous trade, new laws and regulations often follow.</p> <p>This course exposes students to the highly specialized, and constantly evolving arena of mine safety. They learn the nuances of the administrative law process and, upon completion, have a level of expertise in mine safety law to add to their practical repertoire. They also learn how to use the tools available to stay current on the evolving subject matter, how to understand the regulations that guide the process, and how to find and decipher the vast amount of case law.</p>
PCOL 765: Advanced Biomedical Sciences: Applied Pharmacology	MED	1		Web-based course for students of various masters level dental programs to promote application of pharmacology to clinical practice.	Dental students are required to pass a comprehensive pharmacology course prior to graduating. This course, for masters level dental students, targets clinical application of drugs used by the dental specialties and builds upon what was learned previously. This course was offered as a Flexible Title course (DENT 691D: Advanced Biomedical Sciences: Applied Pharmacology) for several years while we piloted the curriculum.

To: Faculty Senate Executive Committee
From: Karen Haines, SCC Chair-elect
Date: December 14, 2015
Re: Alterations Report

Action: Course Alterations (Minor Changes)
Effective Term: Summer 2016

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
CCMD 777	Change course title, course description, course prerequisite	CCMD 777. Step-2 Board Prep. 2 Hours. Student prepares for USMLE Step 3, requirement for medical licensure and graduation. Passing course requires USMLE Step 2 passing score. National Board of Medical Examiners requires to be enrolled to take USMLE.	CCMD 777. USMLE Step-2 Clinical Knowledge Examination. 2 Hours. PR: Completion of all required courses and clerkships in years one through three. The United States Medical Licensing Step2 Clinical Knowledge(CK) examination assesses whether students can apply medical knowledge, skills, and understanding of clinical science essential for the provision of patient care under supervision and includes emphasis on health promotion and disease prevention. Step2CK ensures that due attention is devoted to principles of clinical sciences and basic patient-centered skills	It is the expectation of the faculty in the School of Medicine and a requirement for graduation that all students will successfully complete both Step 1 and Step 2 Clinical Knowledge (CK) and Step 2 Clinical Skills (CS) of the United States Medical Licensing Examination (USMLE) before graduation. The Step 1 examination assesses knowledge and skills that are targeted in the first two years of the curriculum. Accordingly, students must complete Step 1 after the completion of the second-year of the curriculum. Students must post a passing Step 1 score before proceeding to the third-year of the curriculum. The Step 2 CK and CS examinations assess knowledge and skills that is targeted in the first three years of the curriculum. Accordingly, students must pass all courses and clerkships in the first three years of the curriculum before being eligible to take Step 2 CK and CS. Students must post a passing score for both Step 2 CK and CS to be eligible for graduation.
DTHY 482	Change course prerequisite and course description	DTHY 482. Intra-Oral Photography. 1 Hour. Deals with the principles and techniques of close-up photography and its application to dentistry.	DTHY 482. Intra-Oral Photography. 1 Hour. PR: DTHY 405. Deals with the principles and techniques of photography and its application to dentistry.	DTHY 482 is a senior level course, having DTHY 405 as the prerequisite will allow only seniors to enroll in DTHY 482. In addition the course description has been changed to more accurately reflect the course content.
HN&F 460	Change course prerequisite	HN&F 460. Advanced Nutrition. 3 Hours. PR: HN&F 171, physiology. CoReq.: Biochemistry. Role of nutrients in physiological and biochemical processes and metabolism in the body. Biochemical foundations of RDA and clinical nutrition.	HN&F 460. Advanced Nutrition. 3 Hours. PR: HN&F 271 and (AGBI 410 or BIOC 339). Role of nutrients in physiological and biochemical processes and metabolism in the body. Biochemical foundations of RDA and clinical nutrition.	This is a senior class with the objective the student be able to apply principles of nutrition to understand normal and abnormal metabolism. Students need to finish the pre-requisites of Biochemistry 410 or 339 and HN&F 271 Fundamentals of Nutrition before they are allowed to take an Advanced Nutrition Metabolism Class.
MUSC 353	Change course title	MUSC 353. Chamber Music: Jazz Big Band 1. 0-1 Hours. PR: Consent. (May be repeated a maximum of 8 credit hours.).	MUSC 353. Chamber Music: Large Jazz Ensemble 1. 0 or 1 Hours. PR: Consent. (May be repeated a maximum of 8 credit hours.).	The connotation of "Big Band" does not accurately represent this ensemble's repertoire. The name was changed to "Large Jazz Ensemble" to reflect contemporary practice.
MUSC 353A	Change course title	MUSC 353A. Chamber Music: Jazz Big Band 2. 0-1 Hours. PR: Consent. (May be repeated for a maximum of 8 credit hours.)	MUSC 353A. Chamber Music: Large Jazz Ensemble 2. 0 or 1 Hours. PR: Consent. (May be repeated for a maximum of 8 credit hours.)	The connotation of "Big Band" does not accurately represent this ensemble's repertoire. The name was changed to "Large Jazz Ensemble" to reflect contemporary practice.

Effective Term: Fall 2016

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
LAW 682	Change course title and description	LAW 682. Practical Legal Writing 1. 1 Hour. A bar review course focusing primarily on the Multistate Essay Exam (MEE) and Multistate Performance Test (MPT); includes strategies for taking the Multistate Bar Exam (MBE) and Multistate Professional Responsibility Exam (MPRE).	LAW 682. Essay Writing Workshop 1. 1 Hour. A bar review course focusing primarily on the Multistate Essay Exam (MEE); includes strategies for taking the Multistate Performance Test (MPT), Multistate Bar Exam (MBE) and Multistate Professional Responsibility Exam (MPRE).	We propose to increase the course's coverage of traditional essay exam writing techniques and reduce coverage of the Performance Test, since LAW 664 will exclusively focus on the Performance Test. We also propose changing the course name. Students failed to associate the course name "Practical Legal Writing" with the for-credit bar preparation course, causing confusion during course registration. The proposed title more accurately reflects the course content and mirrors the name format proposed for LAW 664. The proposed changes will amount to less than a 20% modification of the prior syllabus.
LAW 683	Change course title and description	LAW 683. Practical Legal Writing 2. 1 Hour. PR or CONC: LAW 682. Open by invitation only, a one-hour extension of Practical Legal Writing 1 for students who would benefit from additional review and who must register for Practical Legal Writing 1 concurrently.	LAW 683. Essay Writing Workshop 2. 1 Hour. CONC: LAW 682. Open by invitation only, a one-hour extension of LAW 682 for students who would benefit from additional review and who must register for LAW 682 concurrently.	We propose to increase the course's coverage of traditional essay exam writing techniques and reduce coverage of the Performance Test, since LAW 664 will exclusively focus on the Performance Test. We also propose changing the course name. Students failed to associate the course name "Practical Legal Writing" with the for-credit bar preparation course, causing confusion during course registration. The proposed title more accurately reflects the course content and mirrors the name format proposed for LAW 664. The proposed changes will amount to less than a 20% modification of the prior syllabus.
SOCA 301	Change course prerequisites	SOCA 301. Sociological Theory. 3 Hours. PR: SOCA 101 and SOCA 105 and (STAT 201 or STAT 211 or STAT 111). Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	SOCA 301. Sociological Theory. 3 Hours. PR: SOCA 101 and SOCA 105 and (STAT 201 or STAT 211). Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	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 301 (and SOCA 311) and provide a consistent foundation from which to reinforce quantitative literacy in our curricula.
SOCA 359	Change course number	SOCA 459. Anthropological Thought. 3 Hours. Analyzes and critiques anthropology as a discipline through humanistic and scientific approaches drawn from archaeological, biological, linguistic, and cultural perspectives. Examines social and intellectual history, principal theories, methods, practices, and ethical questions at an advanced undergraduate level.	SOCA 359. Anthropological Thought. 3 Hours. Analyzes and critiques anthropology as a discipline through humanistic and scientific approaches drawn from archaeological, biological, linguistic, and cultural perspectives. Examines social and intellectual history, principal theories, methods, practices, and ethical questions at an advanced undergraduate level.	Change in course number from 459 to 359. Anthropological Thought will become a mandatory theory class for all anthropology majors. This course alteration forms a key part of the separation of the BA degree in Sociology and Anthropology into two separate majors (accompanying program change documents are also being submitted). Under the previous combined major, there was no anthropology-specific theory class. This course seeks to fulfill that need for anthropology majors.

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
SOCA 402	Change course prerequisites	SOCA 402. The Investigating Professions. 3 Hours. PR: SOCA 301 and SOCA 311. An inside view of the investigative work and controversial social relations of trial attorneys and a variety of paid scientific experts who commonly evaluate and prepare legal cases.	SOCA 402. The Investigating Professions. 3 Hours. PR: SOCA 232 and SOCA 234. An inside view of the investigative work and controversial social relations of trial attorneys and a variety of paid scientific experts who commonly evaluate and prepare legal cases.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.
SOCA 407	Change course prerequisites	SOCA 407. Constructing Social Problems. 3 Hours. PR: SOCA 301 and SOCA 311. Focuses on the dynamics of defining social problems, with emphasis on claims makers, especially activist groups and mass media. Examines how power influences perceptions, how perceptions affect policies, and how problem definitions relate to social change.	SOCA 407. Constructing Social Problems. 3 Hours. PR: SOCA 232 and SOCA 234. Focuses on the dynamics of defining social problems, with emphasis on claims makers, especially activist groups and mass media. Examines how power influences perceptions, how perceptions affect policies, and how problem definitions relate to social change.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
SOCA 415	Change course prerequisites	SOCA 415. Mass Media, Crime and Deviance. 3 Hours. PR: SOCA 301 and SOCA 311. Critically examines how mass media and popular culture depict crime and deviance, and explores how these depictions influence social policies. Focuses especially on portrayals involving race, gender, class and ethnicity in particular historical contexts	SOCA 415. Mass Media, Crime and Deviance. 3 Hours. PR: SOCA 232 and SOCA 234. Critically examines how mass media and popular culture depict crime and deviance, and explores how these depictions influence social policies. Focuses especially on portrayals involving race, gender, class and ethnicity in particular historical contexts	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.
SOCA 431	Change course prerequisites	SOCA 431. Cybercrime. 3 Hours. PR:SOCA 301 and SOCA 311. Examines the legal, social, and technical impacts of illegal activities facilitated through the use of computers or other technology devices. Focus is on these activities as a criminological phenomenon.	SOCA 431. Cybercrime. 3 Hours. PR: SOCA 232 and SOCA 234. Examines the legal, social, and technical impacts of illegal activities facilitated through the use of computers or other technology devices. Focus is on these activities as a criminological phenomenon.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
SOCA 432	Change course prerequisites	SOCA 432. Drugs, Crime, and Society. 3 Hours. PR: SOCA 301 and SOCA 311. Examines the relationships between drugs and society from both micro and macro perspectives, including the effects of drug use and abuse in everyday life and government intervention efforts.	SOCA 432. Drugs, Crime, and Society. 3 Hours. PR: SOCA 232 and SOCA 234. Examines the relationships between drugs and society from both micro and macro perspectives, including the effects of drug use and abuse in everyday life and government intervention efforts.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.
SOCA 433	Change course prerequisites	SOCA 433. Inside Out Prison Exchange. 3 Hours. PR: SOCA 301 and SOCA 311 and Consent. Experiential program which brings together students and incarcerated men or women inside prison to exchange ideas about criminal justice processes, analyze a designated concern, and produce recommendations for improvement.	SOCA 433. Inside Out Prison Exchange. 3 Hours. PR: SOCA 232 and SOCA 234 and Consent. Experiential program which brings together students and incarcerated men or women inside prison to exchange ideas about criminal justice processes, analyze a designated concern, and produce recommendations for improvement.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major. In the case of this particular course, we must also retain a PR of consent because it involves a background check process for gaining permission to enter the correctional facility.

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
SOCA 435	Change course prerequisites	SOCA 435. Criminal Justice Process. 3 Hours. PR: SOCA 301 and SOCA 311. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.	SOCA 435. Criminal Justice Process. 3 Hours. PR: SOCA 232 and SOCA 234. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.
SOCA 444	Change course prerequisites	SOCA 444. Neighborhoods and Crime. 3 Hours. PR: SOCA 301 and SOCA 311. This course introduces students to the growing sociological literature on neighborhoods and crime, with an emphasis on issues related to the race/ethnicity and economic inequality.	SOCA 444. Neighborhoods and Crime. 3 Hours. PR: SOCA 232 and SOCA 311. This course introduces students to the growing sociological literature on neighborhoods and crime, with an emphasis on issues related to the race/ethnicity and economic inequality.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale
SOCA 461	Change course prerequisites	SOCA 461. Issues in Crime and Justice. 3 Hours. PR: SOCA 301 and SOCA 311. Senior seminar on crime and social organization of justice. Focus on problems of prevention, enforcement, corrections and institutional reform. Emphasis on recent research, emerging trends, and policy.	SOCA 461. Issues in Crime and Justice. 3 Hours. PR: SOCA 232 and SOCA 234. Senior seminar on crime and social organization of justice. Focus on problems of prevention, enforcement, corrections and institutional reform. Emphasis on recent research, emerging trends, and policy.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.
SOCA 470	Change course prerequisites	SOCA 470. Cities and Urban Life. 3 Hours. PR: SOCA 301 and SOCA 311. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of sociological perspectives on cities.	SOCA 470. Cities and Urban Life. 3 Hours. PR: SOCA 232 and SOCA 234. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of sociological perspectives on cities.	We are proposing to change the course PRs to SOCA 232 (Criminology) and SOCA 234 (Criminal Justice System), which are required foundation courses for the criminology major and current PRs for all criminology intermediate (300-level) courses. This action corresponds to a program change proposal that we are submitting simultaneously, which merges criminology intermediate and advanced (400-level) elective requirements into "upper-level requirements." Since both 300- and 400-level courses engage with theory and evidence, there is not a sufficiently clear rationale for continuing to distinguish them. Further, the separation has led to enrollment bottlenecks in which majors have been forced into a limited number of 400-level courses. Eliminating the distinction will provide our majors with a greater variety of substantive course options suited to their diverse academic and career interests. The current PRs for 400-level courses - SOCA 301 (Sociological Theory) and 311 (Social Research Methods) – must still be taken by the end of junior year in order to meet benchmark requirements for the major.

Course Deactivation**Effective Term Summer 2016**

PCOL 761 Medical pharmacology changed number to PCOL 801 quite some time ago. Therefore, PCOL 761 is not used anymore.

SOCA 459 This course number has been changed to SOCA 359

Proposed GEF Oversight Committee Charge Revisions (to go into effect Fall 2016)

COMMITTEE CHARGE

The General Education Foundations Committee (GEFCo) will:

1. Review applications for new GEF courses and existing GEF courses.
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals.
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues.
4. Address in a timely fashion any other issues pertinent to the success of the GEF. Each year at the April meeting of the Faculty Senate, the committee chair will provide a report on the current state of the General Education Foundations as well as the ongoing audit and assessment process.
5. Collect course-level assessment of the GEF as part of the application and review process.
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.