

Minutes
West Virginia University Faculty Senate
Monday, October 5, 2015

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 4:20 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Crawford, A.	Harris, T.	Montgomery-Downs, H.	Shrader, C.
Bass, A.	Cronin, A.	Hauser, D.	Mucino, V.	Sperow, M.
Benedito, V.	Culcasi, K.	Hodge, J.	Murphy, E.	Srivastava, A.
Bergner, G.	Davari, A.	Ibrahim, M.	Murray, P.	Stimeling, T.
Bernardes, E.	Davis, D.	Kiefer, A.	Myers, S.	Stolzenberg, A.
Billings, H.	DiBartolomeo, L.	Kirby, B.	Nicholson, R.	Theeke, L.
Bonner, D.	Donley, D.	Kleist, V.	Orlikoff, J.	Tou, J.
Boone, D.	Downes, M.	Knight, J.	Post, E.	Tu, S.
Bowen, E.	Dubin, P.	Kuhlman, J.	Proudfoot, C.	Turton, R.
Bowman, N.	Elmore, S.	Lee, S.	Rakes, P.	Utzman, R.
Boyd, J.	Etheredge, S.	Li, B.	Reddy, R.	Valenti, M.
Brazaitis, M.	Famouri, P.	Lieving, G.	Reymond, R.	Vona-Davis, L.
Bryner, R.	Fint-Clark, R.	Mandich, M.	Rockett, I.	Walter, S.
Campbell, L.	Fisher, S.	Martucci, A.	Ruscello, D.	Waterson, R.
Carpenter, R.	Fuller, E.	Maynor, L.	Ryan, E.	Weed, S.
Claycomb, R.	Gannon, K.	Mays, M.	Ryan, K.	Weihman, L.
Clement, D.	Giacobbi, P.	McTeer, M.	Salm, A.	Widders, E.
Connors, J.	Gilleland, D.	Merrifield, J.	Scott, H.	Wilcox, G.
Cottrell, L.	Haines, K.	Mitchell, M.		

Members Excused:

Attaallah, A.	Felton, D.	Jaczynski, J.	Regier, M.	Scott, D.
Cohen, S.	Floyd, K.	LaBarbara, J.	Rowlands, A.	Sowards, A.
Crosno, J.	Hileman, S.	McCusker, B.	Schaefer, G.	Wietholter, J.
Davis, D.	Jacknowitz, A.	Nutter, R.		

Members Absent:

Brock, R.	Eschen, E.	Lofaso, A.	Riedel, B.	Tippets, W.
Burnside, J.	Hutson, Z.	Prudhomme, J.	Rose, T.	Wilson, M.
Dietz, M.	Lively, M.			

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the [minutes](#) from the Monday, September 14, 2015 meeting.
Motion carried.
3. Provost Joyce McConnell reported the following:
- The final four candidates for Dean of Eberly College will be visiting campus beginning October 6.
 - The search committee for Dean of Business and Economics will hold its first meeting on October 8.

- Greenwood/Asher & Associates is assisting in the search for both the Dean of Eberly and the Dean of Business and Economics.
- The Faculty Incentives and Rewards working group, chaired by Associate Provost C.B. Wilson, is developing a strategy for initiating campus-wide discussions about a number of faculty concerns. An Eberly College team within the working group is looking at issues of salary market, compression, and inversion. She has also agreed to put together a task force on promotion of teaching and clinical professors. The College of Law was successful in promoting its long-serving associate teaching professors, and we may be able to extend that model to other colleges.
- This will be a year of great hope and great change, centered in part around the idea of One WVU and One West Virginia. We will need to do things differently than we have been, and she looks forward to working with Faculty Senate on that challenge.

4. Chair Turton reported the following:

- He and Lisa DiBartolomeo presented an update on implementation of the new General Education Foundation to the Dean's Council.
- We held another meeting with Information Technology Services on the Faculty Senate web page redesign. He appreciates everybody agreeing to have their photographs taken before the September Senate meeting. The Faculty Senate Curriculum Committee and the General Education Curriculum Oversight Committee are working on updating some of their resource materials for inclusion on the web site.
- He met with Rob Alsop on faculty issues for the upcoming legislative session agenda. Please let Chair Turton know if you have any issues you would like to see included on the legislative agenda.
- He attended a meeting of the Faculty Welfare Committee. Parking was one of the issues discussed at that meeting, prompting him to distribute a parking brochure to all faculty via email.
- He will soon be putting out a bulk email to all faculty on the new SEI program. He also asked Senators to speak with their constituents about the SEI transition.

5. Matt 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](#), Capstone Courses Report. Motion carried.
- [Annex IV](#), Alterations Report. Accepted following a minor correction to DISB 486.
- [Annex V](#), Proposed Student Assessment Field in CIM, was presented for information.

6. Dave Hauser, Chair, General Education Curriculum Oversight Committee, presented the following reports:

- [Annex VI](#), GEC Actions. Motion carried.
- [Annex VII](#), GEC Audits. Accepted.

7. Heather Billings, Chair, Teaching and Assessment Committee, moved for approval of the following:

[Annex VIII](#), Revised Timetable for SEI Pilot. Motion carried.

[Annex IX](#), Instructor Selectable “Course Type” Items for SEI Pilot, was presented for information.

[Annex X](#), Resolution Concerning Evaluation of Faculty Transition to New SEI. Motion carried.

8. Chair Turton, on behalf of Roy Nutter, ACF Representative, presented [Annex XI](#), 2015-16 ACF Higher Education Faculty Issues, for approval. Motion carried.
9. Robert Griffith, BOG representative, reported that the Board of Governors met on September 25 and approved the following:
 - Programs of Excellence in the PhD Program in Pharmaceutical and Pharmacological Sciences and the Doctor of Pharmacy Degree.
 - A new Master of Science Degree in Business Data Analytics.
 - Termination of the Bachelor of Science Degree Program in Industrial Relations and Human Resources and the Bachelor of Science Degree Program in Management Information Systems, both at WVU Tech.
 - The expenditure of \$2.5 million for additional renovations to the Engineering Sciences Building.
 - The issuance of proposed changes to BOG Policy 31, University Student Conduct and Discipline Policy, and BOG Policy 44, Policy Regarding Discrimination, Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation. The public comment period on these proposed changes is open until November 3. For additional information, please visit the Board of Governors web page at <http://bog.wvu.edu/>.
10. New Business – None.
11. The meeting adjourned at 4:53 p.m. to reconvene on Monday, November 9, 2015.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: September 28, 2015
 Re: New Course Report

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
BIOL 315: Communicating Natural Science	BIOL 219 or BIOL 221	A&S	3	Teaches students to effectively communicate about scientific discoveries and scientific issues in both written and oral forms to professional scientists, the public, the media and politicians. Students will learn to consider the knowledge, biases and goals of their intended audience to communicate thoughtfully and effectively.	Communication skills are relevant and valuable regardless of future career. However, there are currently no communication courses specifically for science majors or courses that deal with conveying scientific information. Though most of the courses in the Biology major (and related majors) have a written and/or oral component to them, none are exclusively focused on developing students' communication skills. In addition, our current offerings teach students to communicate with other professional peers; none of our courses provide opportunities to speak to both scientific and non-scientific audiences such as the public, the media or politicians. Importantly, students will compare the format and professional standards that determine (and sometimes interfere with) effective communication in different settings. This course will fill a gap in the Biology curriculum and serve as an elective for the BIOL majors and minor; it will fill the Group IV (integrative biology) elective for the BIO-BS. This course will be open to all biology majors and minors who have completed the core requirements (BIOL 219 and/or BIOL 221).
BIOL 611: Epigenetics		A&S	3	Explores the molecular mechanisms, phenotypic phenomena and current application of epigenetics and the study of how genetic information is regulated and maintained. Students may not earn credit for both BIOL 415 and BIOL 611.	Epigenetics is a burgeoning field that explores how genetic information is maintained and regulated. In particular, the field looks at non-genic information that is heritable between cells and between parents and offspring. Currently, epigenetics is offered as an undergraduate course. The proposed course will extend that offering to graduate students. Students will not be able to earn credit for both courses.
ENGL 170: Literature of Minds and Selves		A&S	3	This course explores the nature of consciousness, selfhood, and humanness through literary and filmic representations of thought and character, especially those that deviate from the norm. Topics will vary by semester and might include disability, trauma, monstrosity, criminality, human rights, queer characters, children's literature, posthumanism, or animal studies, among others.	<p>With the addition of ENGL 170, the English Department will expand its offerings of introductory-level courses in order to better serve the general undergraduate student body. This course, along with the three other new ENGL courses at the 100-level, is designed to introduce students to the foundations of literary study and the methods of inquiry found in the humanities, while demonstrating how the study of literature and writing is relevant to a wide range of disciplines across the university.</p> <p>The study of literature intersects with the AAUP's LEAP Essential Learning Outcomes in key ways, offering students the chance to build knowledge of human cultures through the study of literature from a variety of national traditions and literary genres; to gain intellectual and practical skills such as strengthening rhetorical and analytical abilities through written and oral communication; and to grow in ethical and emotional literacy by acquiring civic and intercultural knowledge.</p> <p>This course and the other new ENGL 100-level courses also help to align the Department of English course offerings with those of peer Big Twelve institutions.</p>

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
ENGL 171: Literature of Science and Nature		A&S	3	Analyzes the representation of science and nature in literature and film across historical periods and genres.	<p>With the addition of ENGL 171, the English Department will expand its offerings of introductory-level courses in order to better serve the general undergraduate student body. This course, along with the three other new ENGL courses at the 100-level, is designed to introduce students to the foundations of literary study and the methods of inquiry found in the humanities, while demonstrating how the study of literature and writing is relevant to a wide range of disciplines across the university.</p> <p>The study of literature intersects with the AAUP's LEAP Essential Learning Outcomes in key ways, offering students the chance to build knowledge of human cultures through the study of literature from a variety of national traditions and literary genres; to gain intellectual and practical skills such as strengthening rhetorical and analytical abilities through written and oral communication; and to grow in ethical and emotional literacy by acquiring civic and intercultural knowledge.</p> <p>This course and the other new ENGL 100-level courses also help to align the Department of English course offerings with those of peer Big Twelve institutions.</p>
ENGL 172: Literature of the Human Body		A&S	3	Analyzes representations of the human body and its biological and psychological development and decline through literary, expository, and other cultural texts.	<p>With the addition of ENGL 172, the English Department will expand its offerings of introductory-level courses in order to better serve the general undergraduate student body. This course, along with the three other new ENGL courses at the 100-level, is designed to introduce students to the foundations of literary study and the methods of inquiry found in the humanities, while demonstrating how the study of literature and writing is relevant to a wide range of disciplines across the university.</p> <p>The study of literature intersects with the AAUP's LEAP Essential Learning Outcomes in key ways, offering students the chance to build knowledge of human cultures through the study of literature from a variety of national traditions and literary genres; to gain intellectual and practical skills such as strengthening rhetorical and analytical abilities through written and oral communication; and to grow in ethical and emotional literacy by acquiring civic and intercultural knowledge.</p> <p>This course and the other new ENGL 100-level courses also help to align the Department of English course offerings with those of peer Big Twelve institutions.</p>

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
ENGL 180: Literature of Love, Sex, and Gender		A&S	3	Analyzes representations of love in literature and film across historical periods and genres, with particular attention to narrative representations of sex, gender, and sexual identity.	With the addition of ENGL 180, the English Department will expand its offerings of introductory-level courses in order to better serve the general undergraduate student body. This course, along with the three other new ENGL courses at the 100-level, is designed to introduce students to the foundations of literary study and the methods of inquiry found in the humanities, while demonstrating how the study of literature and writing is relevant to a wide range of disciplines across the university. The study of literature intersects with the AAUP's LEAP Essential Learning Outcomes in key ways, offering students the chance to build knowledge of human cultures through the study of literature from a variety of national traditions and literary genres; to gain intellectual and practical skills such as strengthening rhetorical and analytical abilities through written and oral communication; and to grow in ethical and emotional literacy by acquiring civic and intercultural knowledge. This course and the other new ENGL 100-level courses also help to align the Department of English course offerings with those of peer Big Twelve institutions.
ENGL 407: The Writing of Health and Medicine	(ENGL 101 and ENGL 102) or ENGL 103	A&S	3	Explores genres important to health and medicine. Students read, analyze, and write texts in these genres—considering their audiences, purposes, and conventions as well as the role specific texts play in shaping the practices and experiences of health and medicine. Students may not earn credit for both ENGL 407 and ENGL 507.	This course addresses the Professional Writing and Editing program goals for student learning. It will help students understand the varied roles of writing in the professional context of health and medicine; understand and apply the conventions of different professional genres in the professional context of health and medicine; understand why and how writing is usable or accessible for different audiences in health and medicine; explain and describe complex and specialized information for both technical audiences and lay audiences in health and medicine; and understand and analyze visual design elements, including the use of graphics and page design in health and medicine. The course will help PWE students prepare themselves for a job market that increasingly includes opportunities for writers and editors in the medical profession as well as internship opportunities locally with health sciences, NIOSH, and Mylan.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
ENGL 507: The Writing of Health and Medicine	Departmental approval.	A&S	3	Explores genres important to health and medicine. Students read, analyze, and write texts in these genres—considering their audiences, purposes, and conventions as well as the role specific texts play in shaping the practices and experiences of health and medicine. Students may not earn credit for both ENGL 407 and ENGL 507.	<p>ENGL 507 would speak to the growth of professional and technical writing to include job growth in the medical profession. There are internship opportunities with health sciences, NIOSH, and Mylan locally that we don't currently capitalize on as a program, and a course like this could help prepare students for such opportunities.</p> <p>This class will address all of the Professional Writing and Editing program goals for student learning. It will help students understand the varied roles of writing in the professional context of health and medicine; understand and apply the conventions of different professional genres in the professional context of health and medicine; understand why and how writing is usable or accessible for different audiences in health and medicine; explain and describe complex and specialized information for both technical audiences and lay audiences in health and medicine; and understand and analyze visual design elements, including the use of graphics and page design in health and medicine.</p> <p>Offering this course at the 500-level number addresses a desperate need to market our MA in PWE program curriculum. We lose students every year (as we did this year again to Carnegie Mellon) because we can't advertise enough courses at the 500 and 600 levels with a PWE focus. Furthermore, rather than permitting graduate students into the 400-level version of this course that we recently proposed, the 500-level component helps with graduate level transcripts so that if a student later applies to a PhD program he/she doesn't have to explain/justify the merits of a 400 level course (which is an issue we have encountered in the past).</p>
FCLT 460: Sexuality and Gender in Hispanic Cinema		A&S	3	Analyzes perspectives of gender and sexuality in Hispanic culture using portrayals of those issues in films from/about Latin America, Spain and the US Latino/a community. Applies theoretical and social/cultural constructs to evaluating explicit and implicit messages in these films and the role of media portrayals in both reflecting and shaping social norms in Hispanic culture.	<p>This course will be among electives from which students may choose to fulfill the “Twelve hours of electives (upper division courses at the 300 level or above)” component of the Spanish curriculum. It aligns with four of the six learning outcome goals articulated in the program assessment protocol:</p> <p>At the end of their work in this degree program, students will meet the following goals by being able to:</p> <p>A. Cultural Content Goal: ...demonstrate an understanding of the connections among the perspectives, practices and products of a culture.</p> <p>B. Literary/Cultural Texts Content Goal: ...interpret and reflect upon literary and cultural texts in their historical contexts.</p> <p>E. Critical Thinking Goal: ...relate cultural and linguistic knowledge to their own experiences and to the study of other disciplines.</p> <p>F. Affective Goal: ...accept and appreciate fundamental differences among cultures and languages and to seek opportunities for continued learning on their own.</p> <p>Although gender and sexuality issues are discussed briefly in other courses within the Spanish curriculum, a full course focusing on these topics is germane, in particular, to the Spanish curriculum as it will offer additional information about how gender and sexuality expectations influence social interactions and legal recognition of sexual minorities in Spain and Latin America.</p>

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
HONR 101: Honors Hall Council		A&S	1	An introduction to the process of planning and implementing community activities. Students produce a proposal, complete with a budget for an activity, which is evaluated by their peers. Students read and discuss articles on Leadership that frame their performance and interactions in an academic context.	The purpose of this course is to bridge 21st Century Skills to a real-life context for students. Working from a problem based learning framework, students write a proposal, prepare a program budget, and, if accepted, work with other members of the class to implement the activity. This class is restricted to Honors Hall residents and is a critical component of the Honors Live Learn Community.
MATH 732: RUME 2: Learning Theories	Math 631	A&S	3	Students will investigate learning theories related to undergraduate mathematics education research and use these learning theories to formulate research questions and to collect and analyze data.	Research in Undergraduate Mathematics Education (RUME) is a new research area within the Mathematics Ph.D. program, reflecting the interests of several faculty members hired within the last ten years, as well as a cohort of graduate students interested in pursuing research in this area. This course is the second of four courses that will train students in the methods of qualitative mathematics education research. The College of Education and Human Services offers courses in K-12 mathematics education research, but not in undergraduate mathematics education research. Thus, there is no overlap between the proposed course and existing courses in other departments.
MATH 733: RUME 3: Advanced Learning Theories	Math 732	A&S	3	Students will expand their understanding of learning theories related to undergraduate mathematics education research and their ability to use these learning theories to formulate research questions and to collect and analyze data.	Research in Undergraduate Mathematics Education (RUME) is a new research area within the Mathematics Ph.D. program, reflecting the interests of several faculty members hired within the last ten years, as well as a cohort of graduate students interested in pursuing research in this area. This course is the third of four courses that will train students in the methods of qualitative mathematics education research. The College of Education and Human Services offers courses in K-12 mathematics education research, but not in undergraduate mathematics education research. Thus, there is no overlap between the proposed course and existing courses in other departments.
PHIL 147: Philosophy and Film		A&S	3	An introduction to philosophical questions and problems through the medium of film. Questions emphasized and films viewed will vary by semester and instructor.	This course will provide a new point of entry for students interested in philosophy. No other course offered by the Philosophy Department explores philosophical questions and problems through the medium of film. Given students' general familiarity with movies, the course will provide a good gateway for the exploration of philosophical questions and problems. The course aligns with general education goals and also as foundation to the philosophy major's learning outcome goals, which are that upon completion of the B.A. degree program in philosophy, students will be able to: 1. Clearly articulate philosophical problems and theories. 2. Demonstrate a deep understanding of major ideas in the history of philosophy and in contemporary philosophy. 3. Read complex philosophical texts. 4. Write clearly and logically. 5. Carefully analyze arguments. 6. Think carefully, logically, and creatively about philosophy. 7. Speak carefully, logically, and creatively about philosophy, and 8. Think, write, and speak carefully, logically, and creatively about complex ideas and issues.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
POLS 522: Racial & Ethnic Politics		A&S	3	This course examines contemporary research on the influence of race and ethnicity on U.S. politics. The focus is on African American politics, and, to a lesser extent, Latino or Hispanic politics; the politics of other racial and ethnic groups are also discussed.	<p>The study of racial and ethnic politics constitutes a large and important subfield of political science research. In the context of U.S. politics, the influence of race and ethnicity on politics is not easily captured or adequately described by broad, ostensibly race-neutral theories of public opinion and political behavior. The history of race relations in the United States has also resulted in a political system that is often influenced by race-related considerations at the local, state, and national levels. West Virginia University does not currently offer a course devoted to the distinctive contemporary politics of racial and ethnic minorities. This course would fill that void. It would also contribute to efforts at the university level to encourage communication and understanding between students of various races and ethnicity and to increase diversity on campus. Moreover, the course received positive reviews after being offered as a special topics course in the Spring 2014 semester.</p> <p>This will be an elective course. It will contribute to students' preparation to take a comprehensive examination in the American Politics field.</p>
POLS 551: Comparative Political Institutions		A&S	3	This course covers core debates in the study of comparative political institutions. Students discuss constitutional engineering, parliamentary versus presidential systems, electoral rules, party systems, representation, legislative rules of procedure, federalism, veto points, and other topics.	The Political Science Department currently does not offer a course on Comparative Institutions for graduate students. It is a core area in the field of comparative politics.
SPAN 363: The Avant-Garde	Three SPAN courses at the 300 level or above	A&S	3	Examines the Avant-Garde in Spain and Latin America, providing in-depth study of literature, film, art, and other cultural products.	This is a transatlantic course that covers in depth an important movement of Spanish and Latin American literature. This course will be among electives from which students may choose to fulfill the "Twelve hours of electives (upper division courses at the 300 level or above)" component of the Spanish curriculum. It aligns with five of the six learning outcome goals articulated in the program assessment protocol: At the end of their work in this degree program, students will meet the following goals by being able to: A. Cultural Content Goal: ...demonstrate an understanding of the connections among the perspectives, practices and products of a culture. B. Literary/Cultural Texts Content Goal: ...interpret and reflect upon literary and cultural texts in their historical contexts. C. Language Proficiency Goal: ...express their own ideas and interpret the messages of others in the target language at the advanced level of proficiency. E. Critical Thinking Goal: ...relate cultural and linguistic knowledge to their own experiences and to the study of other disciplines. F. Affective Goal: ...accept and appreciate fundamental differences among cultures and languages and to seek opportunities for continued learning on their own.
SPAN 639: Gaucho Culture and Literature		A&S	3	In-depth study of the culture and literature of the Gaucho in the historical and political context of Argentina and Uruguay. Taught in Spanish.	This course explores how Gaucho culture and literature became representative of the Argentinian identity and, by extension, the role of cultural icons in the developing of Latin American national identities. By providing in-depth study of the Gaucho tradition, this course will increase the comprehensiveness of our graduate program.
SPAN 657: La Vanguardia		A&S	3	This course examines the Avant-Garde in Spain and Latin America, providing in-depth study of this transatlantic cultural movement.	This course examines an important literary movement in Spain and Latin America. There are currently no graduate courses on this topic.

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RPTR 326: Canopy Tour Facilitation		AG&FOR	3	Exposes the student to the skills and knowledge necessary to act as a canopy tour guide including: risk management, operations, technique, facilitation, and an overview of the industry. Successful completion of the course will qualify the student to take the Association for Challenge Course Technology (ACCT) Level 1 Practitioner Certification Exam.	As the first University to own and operate a Canopy Tour, WVU is in a unique position to instruct students in this growing segment of the industry. This class represents the most technologically advanced operating methods coupled with a strong focus on associated educational outcomes, specifically environmental interpretation. The class qualifies participants to sit for a Level 1 Certification which is widely recognized within the industry and sets up a number of job and internship opportunities around the region and world. Participants in this class will have a significant advantage in acquiring jobs and internships in the field.
WDSC 644: Advanced Bio-Based Energy Systems		AG&FOR	3	Introduction to biomass feedstock production for bioenergy applications, preprocessing and characterization, biofuel conversion technologies, economic and environmental impacts, and green house gas emissions.	The Wood Science and Technology curriculum at West Virginia University follows the accreditation standards set by the Society of Wood Science and Technology. The accreditation standard on "STANDARD II: Curriculum and student competencies" lists areas of Applications of Basic Materials Science and Technology. One area of application is "Bioenergy and bioconversion". Therefore, the proposed course will encompass an understanding of feedstock production, pretreatment, bioconversion, techno-economic feasibility, energy policies, and environmental impacts of Bioenergy and bioconversion systems.
ACCT 580: Accounting for Forensic and Fraud Investigators		B&E	3	A basic introduction to financial and managerial accounting, auditing, and technology applicable to accounting, and the relationship of those areas with forensic accounting and fraud examination.	ACCT 580 is a required course in the MS Forensic and Fraud Examination (FFE) program, it provides the accounting introduction and perspective to the remainder of the courses. ACCT 580 brings together four areas of accounting, and provides a link from the areas to forensic examinations. The four areas, financial accounting, managerial accounting, auditing, and accounting information systems are crucial to any forensic accounting investigation. Many of the tools and techniques come from these areas, such as ratio analysis (financial), analysis of variances (managerial), risk assessment (auditing) and systems controls (accounting information systems). Additionally, a knowledge of systems and internal controls frequently provides a place to begin looking for ways to prevent and detect fraud.
ACCT 585: Forensic and Fraud Examination Advanced Analytical Techniques	ACCT 580	B&E	3	An examination and use of advanced analytical techniques with respect to three forensic accounting and fraud examination special topics: civil litigation support and damage claims, valuations and financial statement fraud.	ACCT 585 is a required course in the MS Forensic and Fraud Examination (FFE) program. It is the culmination of the program, focusing on advanced techniques. ACCT 585 focuses on civil litigation support and damage claims, as well as valuations and financial statement fraud.
ACCT 713: Forensic Accounting and Fraud Examination		B&E	3	This course familiarizes students with various special topics as it relates to forensic accounting and fraud examination. It surveys some of the major theories, issues, and empirical findings within and without the accounting literature.	This doctoral-level course is necessary for the PhD program in Accounting. The goal of the course is to survey some of the major theories, issues, and empirical findings within the white-collar crime, fraud, forensics, and ethics literature as it relates to financial crimes. This approach is designed to build a foundation upon which the student may consider their own areas of interest for future research.
MAE 466: Spacecraft Dynamics	MAE 476	CEMR	3	Development of rigid-body equations of motion for aerospace vehicles. Introduction to spacecraft attitude representations, including direction cosine matrices, Euler angles, and quaternions. Brief discussion of airplane flight dynamics. Discussion of attitude dynamics, stabilization, and control in the presence of external torques. Brief discussion of attitude hardware.	The course covers several advanced topics in spacecraft attitude dynamics that are not covered by the introductory course MAE 476: Space Flight and Systems. The course responds to a clear need for more Space-related courses in the Mechanical and Aerospace Engineering department. It also supports the development of a new "Astronautical Engineering" emphasis area for Aerospace Engineering majors.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
MAE 484: Spacecraft Propulsion	MAE 336	CEMR	3	Brief introduction to aircraft propulsion including turbojets. Introduction to rocket and spacecraft propulsion. The rocket equation, staging, liquid rocket engines and solid rocket motors, thermochemistry, and combustion.	The course provides a necessary introduction to rocket and spacecraft propulsion that is not available anywhere else in the Aerospace Engineering curriculum. The course also responds to a clear need for more Space-related courses in the Mechanical and Aerospace Engineering department. Furthermore, it also supports the development of a new “Astronautical Engineering” emphasis area for Aerospace Engineering majors.
MAE 485: Flight Vehicle Design II	MAE 475	CEMR	3	Detailed design of a major aircraft component and evaluation through experiments or simulation of performance and design requirements compliance.	Introduction of a second required senior design course is expected to respond to current trends in the academia, industry, and job market towards the need for more design, application, and hands-on experiences.
LAW 645: Water Law		LAW	3	A survey of water allocation doctrines that apply to surface and ground water. The origins of federal power, controversies between governing bodies, public rights, water quality and water-energy nexus, and water rights will be studied.	The course complements and supplements the course offerings within the College for the Energy and Sustainable Development Law Concentration, as well as the Energy and Sustainable Development Law L.L.M. and the environmental law curriculum. Water rights and water quality issues are implicated in a wide range of legal issues. The Water-Energy Nexus is a growing area of legal research and writing. Water quality has long been an important legal issue across the globe. Water allocation issues have been important since the settlement of the American west, and are increasingly important in the eastern United States.
LAW 649: Trademark & Unfair Competition		LAW	3	A study of basic trademark and unfair competition law to include false advertising and the right of publicity, with a focus on federal trademark statutes, state law protection, and the Federal Trade Commission’s role.	Trademark Law will prepare students for practice in corporate law settings and give them practical hands-on experience (through simulated problems and scenarios) to register trademarks. The protection of consumer rights and improving the quality of information available at the marketplace are both addressed. Additionally, this course will prepare students interested in litigation by giving them an understanding of all of the issues, causes of actions associated with, and components of a trademark suit. It will prepare students to prosecute trademarks in front of the US Patent and Trademark Office.
LAW 659: Administrative Energy Law and Practice		LAW	2	A practical course designed to build skills in analysis, writing, research, and communication through energy-related administrative law scenarios. Students develop their professional identities, assess strengths and weaknesses, and confront moral and ethical challenges.	<p>This course offers students the opportunity to learn in a simulated practice setting related to administrative practice in the energy industry, which helps prepare them for the rigors and expectations of legal practice. It can help provide more practice-ready graduates and afford the opportunity to develop critical legal skills through energy law simulations. Students will meet their experiential learning requirements in the Energy and Sustainable Development J.D. concentration and the LL.M., which is currently an underserved area of the curriculum.</p> <p>As a repeatable course, each 2-credit course will cover different writing assignments so that, when repeated, the student will experience further skills enhancement through the simulation exercises and writing projects. In either case, the syllabus will be written accordingly with requirements clearly stated. Following the Academic Innovation Initiative, the course will be offered online, as well as traditional classroom style, opening up opportunities for non-traditional or off-site students to participate.</p>
NBAN 760: Neuroscience Journal Club	Enrollment in Neuroscience Graduate Program	MED	1	Current and topical research papers from the literature are reviewed in a student-centered presentation and discussion format. The Journal Club provides an opportunity to develop critical reading and presentation skills and to gain experience with current research topics in Neuroscience.	Provides an opportunity to develop critical reading and presentation skills and to gain experience with current research topics in Neuroscience. Some presentations will be linked to current Seminar speakers prior to the seminar presentation, providing students deeper understanding of the seminar topic.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
NBAN 761: Neuroscience Research Forum	Enrollment in Neuroscience Graduate Program	MED	2	Students prepare and present a formal research seminar based on their current dissertation project and provide formal critiques and constructive feedback on the presentations by other students.	Participation in the forum provides opportunities for Neuroscience Graduate Students to develop speaking, presentation and communication skills about their ongoing research projects. Sessions provide opportunities for feedback from program faculty about the research goals, methods and experimental design, quality of data and interpretation and significance of the research outcomes.
PHAR 810: Pharmacy Practice and Management 2	First professional year standing or consent.	PHAR	4	The second course in a five-course sequence (PPM 1-5). Introduces and reinforces the distributive, clinical, and administrative roles of pharmacists in various practice settings, with a focus on community pharmacy practice.	The Doctor of Pharmacy curriculum (PharmD) is being revised. This course is a required component of the new curriculum for first year pharmacy students. It introduces students to community pharmacy early in the curriculum. Students then apply their knowledge in this area during the summer when obtaining experience in an actual community pharmacy setting.
PHAR 813: Biopharmaceutics and Pharmacogenomics	First professional year standing or consent.	PHAR	4	Develops an understanding of fundamental principles of biopharmaceutics and pharmacogenomics.	This course is a requirement of the revised Doctor of Pharmacy curriculum. It provides a foundation in two disciplines (biopharmaceutics and pharmacogenomics) that will be utilized in later systems based therapy courses.
PHAR 814: Biochemical Pharmacology	First professional year standing or consent.	PHAR	4	Provides a basis for understanding the biochemical and molecular mechanisms by which drugs and the body interact. This course will use drug classes to introduce foundational concepts of drug action and the application of pharmacological tools to better understand how drugs work in the body.	This course is a required component of the revised Doctor of Pharmacy curriculum. The course provides a strong foundation in pharmacology and pharmacokinetics which is required for students to be successful in subsequent system-based therapy courses.

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: September 28, 2015
 Re: Course Changes Report

FIS 405: Latent Fingerprint		
Field	Old Value	New Value
Course Grading Method	Pass/Fail Grading Mode	Normal Grading Mode
Course GEC Objectives	4. Contemporary Society 6. The Individual in Society	
Course Code	FIS 304	FIS 405
Course Number	304	405
Course Curriculum Based Rationale		Please see attached email from Dr. Gerald Lang requesting removal from GEC/GER. Due to profession changes in latent fingerprint development and individualization, a more rigorous educational course is required for our students. One of those requirements is a laboratory component added to the original course to enhance latent print development skills. The course will also serve the need for our graduate curriculum for an additional elective. The change from a pass/fail to a normal grade mode will benefit our forensic students as it will contribute to their cumulative GPA score as well as their competitiveness when applying for latent fingerprint positions in the forensic field.

PSIO 750: Graduate Physiology and Pharmacology I		
Field	Old Value	New Value
Course Long Title	Graduate Physiology	Graduate Physiology and Pharmacology I
Course Instruction Type	Laboratory Standalone Lab Lecture Recitation Web Based	Lecture Recitation Web Based
Course Short Title	Graduate Physiology	Graduate Physiol & Pharm I
Course Description	(For graduate students in HSC graduate programs and a limited number of other full- time graduate students.) PR: Consent. Survey of quantitative level of basic concepts and experimental approaches to cellular, endocrine, and neural mechanisms controlling physiological processes.	This is a flipped classroom format course that integrates the basic knowledge (molecular, sub-cellular, cellular, and tissue components) of cardiovascular, respiratory and kidney system function. It also includes the application of basic pharmacology to the fundamental understanding of human health and disease as it relates to these systems.
Course Credits	7	3

Field	Old Value	New Value
Course Curriculum Based Rationale		<p>PSIO 750 was originally created for graduate students to sit in on the Physiology portion of the full-year Human Function course as it was presented by the College of Medicine for medical students. However, the format for this course was modified by the School of Medicine to only a single-term course that has proven to be inadequate for graduate student level content knowledge and understanding. To remedy this, we are creating a two separate courses with content split between this current change to PSIO 750 (CV, respiratory and renal content) and a soon-to-be proposed course PSIO 751 (endocrine, gastrointestinal and neural content). So the original 7 credit hour course is being split into two separate courses.</p> <p>Implementation of these changes in our initial pilot classes has improved our students' knowledge base, critical thinking skills and ability to integrate as assessed by Oral Comprehensive exams and defenses.</p>

To: Faculty Senate Executive Committee
 From: Matthew Valenti, Chair, Senate Curriculum Committee
 Date: September 28, 2015
 Re: New Capstones Report

		How will students demonstrate each of the following abilities:			Capstone Components:	
Title	College	Gather material independently, as needed:	Think critically about and integrate the theoretical and/or practical knowledge students have acquired throughout their undergraduate careers.	Reflect on the ethical (or societal) issues that are implicit for projects and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
MAE 485: Flight Vehicle Design II	Statler	The course will propose open-ended problems and require student to participate actively in establishing technical objectives and solutions.	The course is a continuation of MAE 475 and is expected to offer the students a more in-depth exposure to aircraft design principles, application, and practice.	The course will emphasize the need for awareness regarding broader impacts of engineering and consideration of these impacts in the design process.	Periodic project status reports and a final team project report are required.	Students are required to prepare and deliver an oral technical presentation of the project.

To: Faculty Senate Executive Committee

From: Karen Haines, SCC Chair Elect

Date: 9/3/2015

RE: Sept. 2015 Alterations Report

Action: Deactivate Subject Code.

Effective Term: Spring 2016

Subject Code	Action	Rationale
LS	Deactivate subject code	Library sciences program was phased out in the 1990's.

Action: Course Alterations (Minor Changes).

Effective Term: Spring 2016

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
DISB 486	Change Grade Mode and Course Description	DISB 486. Capstone Portfolio: Disability. 1 Hour. This undergraduate capstone for the interdisciplinary certificate program in disability studies culminates with a written essay, a presentation, and a portfolio. (Grading will be Pass/Fail)	DISB 486. Capstone Portfolio: Disability. 1 hour. This undergraduate capstone for the interdisciplinary certificate program or minor in Disability Studies disability studies culminates with a written essay, a presentation, and a portfolio.	This course was originally graded as Satisfactory/Unsatisfactory; when that was no longer available, the program was advised to substitute Pass/Fail so an application was submitted and approved earlier this year to make that change. Recently, the program learned that Pass/Fail courses cannot be applied to minor requirements or degree requirements in Multidisciplinary Studies Programs. Consequently, the program must change this course to Normal Grading Mode. Grades will now be assigned as: A for 90% or more of possible points; B for 80%-89% of possible points; C for 70%-79% of possible points; D for 60%-69% of possible points; and F for 59% or less of possible points. A slight modification to the Course Description was made to reflect that it is also the capstone course for the minor.

DISB 482	Change course prerequisite and grade mode	DISB 482. Disability in the Community. 2 Hours. PR: Consent. This course offers service learning experiences in the community with persons who have a disability. (Grading will be Pass/Fail).	DISB 482. Disability in the Community. 2 Hours. This course offers service learning experiences in the community with persons who have a disability	This course was originally graded as Satisfactory/Unsatisfactory; when that was no longer available, the program was advised to substitute Pass/Fail so an application was submitted and approved earlier this year to make that change. Recently, the program learned that Pass/Fail courses cannot be applied to minor requirements or degree requirements in Multidisciplinary Studies Programs. Consequently, the program must change this course to Normal Grading Mode. Grades will now be assigned as: A for 90% or more of possible points; B for 80%-89% of possible points; C for 70%-79% of possible points; D for 60%-69% of possible points; and F for 59% or less of possible points. The Catalog Prerequisite requirement for Consent has been eliminated.
DISB 682	Change grade mode	DISB 682. Disability in the Community. 2 Hours. This course offers service learning experience in the community with persons who have a disability. (Grading will be Pass/Fail).	DISB 682. Disability in the Community. 2 Hours. This course offers service learning experience in the community with persons who have a disability.	This course was originally graded as Satisfactory/Unsatisfactory; when that was no longer available, the program was advised to substitute Pass/Fail so an application was submitted and approved earlier this year to make that change. Recently, the program learned that Pass/Fail courses cannot be applied courses that serve as an elective to meet degree requirements. Consequently, the program must change this course to Normal Grading Mode. Grades will now be assigned as: A for 90% or more of possible points; B for 80%-89% of possible points; C for 70%-79% of possible points; D for 60%-69% of possible points; and F for 59% or less of possible points.

DISB 686	Change grade mode	DISB 686. Graduate Capstone: Disability. 1 Hour. This capstone experience for the certificate in disability studies at the graduate level culminates with an essay, a presentation, and a portfolio. (Grading will be Pass/Fail).	DISB 686. Graduate Capstone: Disability. 1 Hour. This capstone experience for the certificate in disability studies at the graduate level culminates with an essay, a presentation, and a portfolio.	This course was originally graded as Satisfactory/Unsatisfactory; when that was no longer available, the program was advised to substitute Pass/Fail so an application was submitted and approved earlier this year to make that change. Recently, the program learned that Pass/Fail courses cannot be applied courses that serve as an elective to meet degree requirements. Consequently, the program must change this course to Normal Grading Mode. Grades will now be assigned as: A for 90% or more of possible points; B for 80%-89% of possible points; C for 70%-79% of possible points; D for 60%-69% of possible points; and F for 59% or less of possible points.
EXPH 450	Change number of credits	EXPH 450. Theory of Aquatic Therapy. 3 Hours. PR: Junior standing or consent. An introduction to aquatic therapy. It covers the historical perspective, biophysiologic response to water immersion, and application of aquatic therapy to specific physical diagnoses.	EXPH 450. Theory of Aquatic Therapy. 4 Hours. PR: Junior standing or consent. An introduction to aquatic therapy. It covers the historical perspective, biophysiologic response to water immersion, and application of aquatic therapy to specific physical diagnoses.	The EXPH 450 course requirements are being enhanced to offer more hands-on experience hours in clinical settings. Due to this addition, time needed for this course outside of the classroom will be increased to meet the standards of a 4 credit course
HIST 718	Change course title and description	HIST 718. Seminar in Western European History. 3 Hours. A research seminar in selected topics in western European history. One major paper and extensive reading based on available source material is required. A reading knowledge of the appropriate language is required, if applicable.	HIST 718. Seminar in Modern European History. 3 Hours. A research seminar in selected topics in modern European history. One major paper and extensive reading based on available source material is required. A reading knowledge of the appropriate language is required, if applicable.	The alteration to this course consists solely of change in the title from "Western" To "Modern" European History, to reflect the actual course content and to correspond to the alterations to its prequel, HIST 717, Readings in Modern European History.
IMMB 250	Change course prerequisite	IMMB 250. Microbiology Colloquium 2. 2 Hours. Peer and faculty-led learning experiences to continue to introduce students to the discipline of medical microbiology.	IMMB 250. Microbiology Colloquium 2. 2 Hours. PR: IMMB 150. Peer and faculty-led learning experiences to continue to introduce students to the discipline of medical microbiology.	This prerequisite is needed because the information and background is necessary to successfully move on to the next course.

IMMB 300	Change course prerequisite	IMMB 300. Immunology Colloquium 2. 2 Hours. Peer and faculty-led learning experiences to continue to introduce students to the discipline of immunology.	IMMB 300. Immunology Colloquium 2. 2 Hours. PR: IMMB 200. Peer and faculty-led learning experiences to continue to introduce students to the discipline of immunology.	This prerequisite is needed because the information and background is necessary to successfully move on to the next course
IMMB 350	Change course prerequisite	IMMB 350. Microbiology Colloquium 3. 2 Hours. Peer and faculty-lead experiences to introduce students to the disciplines of medical microbiology.	IMMB 350. Microbiology Colloquium 3. 2 Hours. PR: IMMB 250. Peer and faculty-lead experiences to introduce students to the disciplines of medical microbiology.	This prerequisite is needed because the information and background is necessary to successfully move on to the next course
ITAL 431	Change course prerequisite	ITAL 431. Italian Folktales. 3 Hours. PR: Six credits of 300 level ITAL courses. Overview of Italian popular culture through the analysis of Italo Calvino's collection of folktales within a comparative European perspective, using semiotic, linguistic, and psychoanalytic approaches. Taught in Italian.	ITAL 431. Italian Folktales. 3 Hours. PR: ITAL 204. Overview of Italian popular culture through the analysis of Italo Calvino's collection of folktales within a comparative European perspective, using semiotic, linguistic, and psychoanalytic approaches. Taught in Italian.	PR changed from 300-level coursework in Italian to language proficiency at the 200-level. 300-level prerequisite not necessary for current instructional design and role of course in the curriculum.
ITAL 432	Change course prerequisite	ITAL 432. Modern Italian Civilization. 3 Hours. PR: Six credits of 300 level ITAL courses. Overview of Italian civilization and its manifestations in various cultural fields (history, literature, and cinema) from Fascism to the present. Taught in Italian.	ITAL 432. Modern Italian Civilization. 3 Hours. PR: ITAL 204. Overview of Italian civilization and its manifestations in various cultural fields (history, literature, and cinema) from Fascism to the present. Taught in Italian.	PR changed from 300-level coursework in Italian to language proficiency at the 200-level. 300-level prerequisite not necessary for current instructional design and role of course in the curriculum.
LAW 652	Change number of repeatable credits	LAW 652. Jessup International Moot Court. 1,2 Hour. PR: LAW 768. A required course for students selected for the Jessup International Moot Court Competition Team that provides oral advocacy instruction and training for the current year's Jessup competition.	LAW 652. Jessup International Moot Court. 1,2 Hour. PR: LAW 768. A required course for students selected for the Jessup International Moot Court Competition Team that provides oral advocacy instruction and training for the current year's Jessup competition.	An alteration was submitted for this course on 10/15/2014 to make it 1-2 variable credits and repeatable for a maximum of 2 credit hours, and it was approved. However, the course should have been designated "repeatable for up to a maximum of 4 credit hours". This alteration addresses the issue of maximum credit hours only. Students register for 1 credit hour during the fall and spring semester of their second and/or third year of law school.

LAW 654	Change number of credits	LAW 654. Public Service Externship. 2-6 Hours. PR or CONC: LAW 653. The fieldwork component of LAW 653.	LAW 654. Public Service Externship. 2-5 Hours. PR or CONC: LAW 653. The fieldwork component of LAW 653.	This course can only be completed for up to 5 hours. When the course was originally created, it was created as a variable course for 2-6 credits, but students are only permitted to register for up to 5 credits. Making this adjustment aligns the course with the course policy.
LAW 670	Change number of credits and add repeatable credits	LAW 670. LLM Seminar. 3 Hours. A wide range study related to the degree program, exploring diverse advanced topics and perspectives. Rigorous preparation for discussion, a writing project, and in-class presentations are required.	LAW 670. LLM Seminar. 2-4 Hours. A wide range study related to the degree program, exploring diverse advanced topics and perspectives. Rigorous preparation for discussion, a writing project, and in-class presentations are required.	Initially this course was approved for 3 credit hours, however, after further consideration, the administrators decided that dispersing the course material over two semesters, and "repeatable for credit", would be a better approach. This will allow the students to register for the same course in different semesters (each covering different topics). In addition, if the course is 2-4 variable credits, it allows flexibility for the instructors to alter the amount of material covered depending on the other course demands in a particular semester. Finally, a variable course allows us to offer different sections to target different students – for instance a section for students in the Energy and Sustainability LL.M. and students in the Forensic Justice LL.M.
MAE 474	Change number of repeatable credits	MAE 474. Unmanned Aerial Vehicle Design/Build/Fly Competition. 1-3 Hours. PR: Consent. Hands-on applications of concepts learned in other courses to meet specified flight performance and competition criteria. Advanced aerodynamic and materials concepts are utilized by an integrated sophomore-junior-senior team.	MAE 474. Unmanned Aerial Vehicle Design/Build/Fly Competition. 1-3 Hours. PR: Consent. Hands-on applications of concepts learned in other courses to meet specified flight performance and competition criteria. Advanced aerodynamic and materials concepts are utilized by an integrated sophomore-junior-senior team.	Students design an unmanned aerial vehicle to compete in an international competition. The design criteria change each year. In order to compete there must be sophomore, junior and senior students enrolled in the course. Since they are designing a different aircraft each year the course content changes each year. Making this course repeatable will allow students to receive course credit each year they participate.

NSG 781	Change course prerequisite	NSG 781. Research Mentorship. 1-3 Hours. PR: NSG 729. In this guided practicum, the student's research skills are developed and cultivated through participation in the mentorship process with an experienced researcher (the chairperson or his/her designee).	NSG 781. Research Mentorship. 1-3 Hours. PR: NSG 729 and 731. In this guided practicum, the student's research skills are developed and cultivated through participation in the mentorship process with an experienced researcher (the chairperson or his/her designee).	Added NSG 731 as prerequisite. Both NSG 729 (Quantitative Research) and NSG 731 (Qualitative Research) are required prerequisites.
NSG 783	Change course prerequisite	NSG 783. Dissertation Seminar. 1 Hour. PR: NSG 729. This seminar provides an opportunity for continued knowledge synthesis related to the selected topic of research. Students will participate in proposal presentation and critique. The expectation is a National Research Service Award Predoctoral Fellowship Application.	NSG 783. Dissertation Seminar. 1 Hour. PR: NSG 729 and 731. This seminar provides an opportunity for continued knowledge synthesis related to the selected topic of research. Students will participate in proposal presentation and critique. The expectation is a National Research Service Award Predoctoral Fellowship Application.	Added NSG 731 as prerequisite. Both NSG 729 (Quantitative Research) and NSG 731 (Qualitative Research) are required prerequisites
PHAR 714	Change credit hours, make course repeatable, change course description	PHAR 714. Introduction to Community Rotation. 4 Hours. PR or CONC: PHAR 710. Students will gain experience preparing prescriptions, providing basic drug information to patients, and participating in disease prevention activities in a community pharmacy setting.	PHAR 714. Introduction to Community Rotation. 1,3 Hours. PR or CONC: PHAR 710. Introductory pharmacy practice experience in a community pharmacy setting.	This 4-credit hour spans the end of the spring term and the beginning of the summer term. In order for the course to fit appropriately into university parts of term, the course is being separated into a 3-credit hour spring course (part of spring part of term) and a 1-credit hour summer course (part of summer part of term). Thus, the total credit hours remain at 4. The catalog description has also been updated.
PHAR 729	Change credit hours and make course repeatable	PHAR 729. Intro Institutional Rotation. 2 Hours. PR or Conc: (PHAR 719 and PHAR 724) or consent. Gain experience in an institutional pharmacy setting.	PHAR 729. Intro Institutional Rotation. 1 Hours. PR or Conc: (PHAR 719 and PHAR 724) or consent. Gain experience in an institutional pharmacy setting.	This course is being separated into a 1-credit hour spring course (part of spring part of term) and a 1-credit hour summer course (part of summer part of term).

PHAR 774	Change course to repeatable	PHAR 774. Current Topics in Pharmacy. 1 Hour. Discussion of current topics in pharmacy practice. Core components of giving a seminar and journal club will be practiced.	PHAR 774. Current Topics in Pharmacy. 1 Hour. Discussion of current topics in pharmacy practice. Core components of giving a seminar and journal club will be practiced.	Course was changed to repeatable. The course change allows students to participate in the course throughout the fourth year of the PharmD curriculum (both fall and spring terms).
SPED 419	Change Course number	SPED 319. Internship: Pre-School Special Needs. 6 Hours. Internship or advanced student teaching for certification or additional endorsement to work with children ages birth to pre-kindergarten with special needs.	SPED 419. Internship: Pre-School Special Needs. 6 Hours. Internship or advanced student teaching for certification or additional endorsement to work with children ages birth to pre-kindergarten with special needs.	This application requests a change in number from a junior level course to a senior level course/ This course has always been the final course in the sequence for the area of emphasis in Preschool Special Needs and all other 300 level required courses must be completed before students are permitted to enroll in the internship. It is not possible for them to enroll in this course until their senior year. In addition, this course is a culminating experience for these students, who prepare a professional portfolio to document that they have mastered all the knowledge and skills across program courses. Faculty feel that it is more appropriate to offer this course at the 400 or senior level.

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

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
NSG 731	Change course prerequisite	NSG 731. Qualitative Research Methods. 3 Hours. PR: NSG 727 and NSG 728. An exploration of the philosophical foundation and methods of qualitative inquiry. Research designs, ethical issues, rigor, integrity, data collection, interpretation, and representation are studied in depth.	NSG 731. Qualitative Research Methods. 3 Hours. PR: NSG 728. An exploration of the philosophical foundation and methods of qualitative inquiry. Research designs, ethical issues, rigor, integrity, data collection, interpretation, and representation are studied in depth.	Delete NSG 727 as prerequisite because of change in PhD progression plan. NSG 727 is now taken in the semester following NSG 731

NSG 734	Change course prerequisite	NSG 734. Use of Data. 3 Hours. PR: NSG 726 and NSG 729. This course focuses on use of the following data bases: clinical, financial, health services, nursing, local, state, and national. The uses of existing data in clinical and policy decisions and in research will be explored.	NSG 734. Use of Data. 3 Hours. PR: NSG 729. This course focuses on use of the following data bases: clinical, financial, health services, nursing, local, state, and national. The uses of existing data in clinical and policy decisions and in research will be explored.	Deleted NSG 726 as prerequisite since that course is no longer offered in the PhD curriculum.
Action: Course Alterations (Minor Changes).			Effective Term: Fall 2016	
Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
HIST 717	Change course title and description	HIST 717. Readings In Western European History. 3 Hours. This course, primarily for graduate students and selected undergraduates, is designed for an intensive reading program on special problems in western European history. (May be repeated once.).	HIST 717. Readings In Modern European History. 3 Hours. The object of this course is to familiarize graduate students with the main themes and approaches in the historiography of Modern Europe from the Enlightenment to the end of the twentieth century. (May be repeated once.)	There are two alterations: 1) a simple change in the course title from "Western" to "Modern" Europe to reflect what is actually being taught in it and to give the course defined chronological parameters, and 2) restricting the course to graduate students, which has become established university policy for 700-level courses. Both alterations are reflected in the revised catalog description.
HORT 330	Change Course number	HORT 420. Plant Propagation. 3 Hours. PR: PLSC 206 or consent. Study of practices of plant propagation and factors involved in reproduction in plants.	HORT 330. Plant Propagation. 3 Hours. PR: PLSC 206 or consent. Study of practices of plant propagation and factors involved in reproduction in plants.	Plant propagation (HORT420) is currently offered as a 400 level course. However, it should be renumbered to a 300 level course (HORT330) to better reflect its position as an overview and prerequisite course in the horticulture curriculum. Completion of the course is necessary to successfully navigate senior level courses in horticulture. The nature and content of plant propagation is used to explore concepts that have broad application in all of horticulture including vegetable, fruit and ornamental production (all 400 level courses) and therefore would be better positioned at the 300 level. Completion of the course in the junior year of college will ensure that students can excel in upper level horticulture courses.

NSG 735	Change course prerequisite	NSG 735. Principles: Nursing Education. 3 Hours. PR: EDP 700. This course examines the research base of educational strategies in nursing education in classroom and clinical settings. The course also examines external determinants on nursing curriculum, accreditation issues, and evaluation of nursing programs.	NSG 735. Principles: Nursing Education. 3 Hours. This course examines the research base of educational strategies in nursing education in classroom and clinical settings. The course also examines external determinants on nursing curriculum, accreditation issues, and evaluation of nursing programs.	Deleted EDP 700 as prerequisite. Content from that course is not necessary to have as prerequisite to NSG 735
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Action: Course Alterations (Minor Changes).**Effective Term: Spring 2018**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
NSG 760	Change course prerequisite	NSG 760. Doctor of Nursing Practice Clinical Project. 3 Hours. PR: NSG 711. Develop a scholarly initiative to improve practice system, or patient outcomes.	NSG 760. Doctor of Nursing Practice Clinical Project. 3 Hours. PR: NSG 721 or NSG 773 . Develop a scholarly initiative to improve practice system, or patient outcomes.	Changes in prerequisites due to new course progression for DNP program.

Deactivations**Effective Term:****Spring 2016**

HORT 320	This course has not been taught as a regular offering in the past 10 years. As part of the current re-alignment of the horticulture program we are phasing out courses that do not longer support the mission of the horticulture program, have not been offered in the past 5 years, or cannot support significant student numbers.
LAW 620	Much of this content in this course has been into a recently created course that all first-year students must take. Therefore, the need for this course no longer exists.
LAW 689B	This course is no longer being taught.
LAW 689C	This course is no longer being taught.
LAW 689J	This course is no longer being taught and there are no plans to teach it in the future.
LAW 689L	This course is no longer being taught and there are no plans to teach it in the future.
LAW 689V	This course is no longer being taught and there are no plans to teach it in the future.
LAW 702	This course is no longer being taught and there are no plans to teach it in the future.
LAW 732	This course is no longer being taught and there are no plans to teach it in the future.

LAW 737	This course is no longer being taught and the content has been incorporated into another existing course. There are no plans to teach it in the future.
Law 781	This course is no longer being taught and there are no plans to teach it in the future.
LAW 785	This course is no longer being taught and there are no plans to teach it in the future.

Student Assessment Field in CIM

The Faculty Senate Curriculum committee recommends that a field be added to the Course Inventory Management (CIM) System entitled “Student Assessment” with the explanation “Describe how students are assessed. Explain the components used to determine the course grade and how these components measure the achievement of the expected learning outcomes.”

To: Faculty Senate Executive Committee
 From: David Hauser, Chair, GEC Oversight Committee
 Date: September 28, 2015
 Re: GEC Actions

The GEC Oversight Committee met on August 31 and September 21, 2015 and recommends the following courses for Faculty Senate approval:

Title	Course Type	Objectives
ENGL 170: Literature of Minds and Selves	New GEC	4. Contemporary Society 5. Artistic Expression
ENGL 171: Literature of Science and Nature	New GEC	5. Artistic Expression
ENGL 172: Literature of the Human Body	New GEC	5. Artistic Expression
ENGL 180: Literature of Love, Sex, and Gender	New GEC	5. Artistic Expression
ENGL 230: Film Studies	New GEC	5. Artistic Expression
ENGL 252: Appalachian Fiction	New GEC	5. Artistic Expression
ENGL 257: Science Fiction and Fantasy	New GEC	4. Contemporary Society 5. Artistic Expression
FCLT 460: Sexuality and Gender in Hispanic Cinema	New GEC	4. Contemporary Society 6. The Individual in Society
PHIL 147: Philosophy and Film	New GEC	4. Contemporary Society 5. Artistic Expression

To: Faculty Senate Executive Committee
 From: David Hauser, Chair, GEC Oversight Committee
 Date: September 28, 2015
 Re: GEC Audits

The GEC Oversight Committee met on August 31 and September 21, 2015 and passed the following courses for GEC Audit:

Title	Audit Type	Objectives
COMM 104: Public Communication	GEC Audit	4. Contemporary Society 6. The Individual in Society
GEN 101: Beginner's Guide-Genetics	GEC Audit	2B. Basic Math & Scientific Inquiry 4. Contemporary Society
MATH 121: Intro Concepts Of Mathematics	GEC Audit	2A. Basic Math & Scientific Inquiry
USAF 371: Leadership Studies 1	GEC Audit	4. Contemporary Society 6. The Individual in Society
USAF 372: Leadership Studies 2	GEC Audit	4. Contemporary Society 6. The Individual in Society
FIS 405: Latent Fingerprint	Deleting GEC Objectives	4. Contemporary Society 6. The Individual in Society

REPORT FROM TEACHING AND ASSESSMENT COMMITTEE

To: Faculty Senate Executive Committee

From: Heather Billings, Chair

Date: September 21, 2015

For approval: Revised timeline for student evaluation of instruction (SEI) pilot

Background information:

After identifying the system requirements for the new SEI and multiple vendor demonstrations in the Spring Semester, the BLUE system was selected as the new instrument through which SEIs will be administered. A pilot trial of the new system was initially planned and approved by the Faculty Senate in Spring 2015 to begin during the Summer 2015 session. However, procurement and set-up delays prevented meeting that deadline. The BLUE system set-up is on schedule to be rolled out for initial pilot use in the Fall 2015 semester.

Proposed action:

The pilot trials of BLUE, as approved in March 2015, will be delayed by one semester. The Fall 2015 term will follow the proposal to recruit a cohort of faculty volunteers to test the system and provide feedback to the Teaching and Assessment Committee.

In the Spring 2016 term, the system will be available to all faculty, with three survey items from the old SEI included in BLUE for comparison between the old and new systems: "The overall quality of this course was," "The instructor's overall teaching effectiveness was," and "Overall, my learning in this course was."

In the Summer 2016 term, full system rollout will include any modifications based on pilot trial data and feedback, including removal of the survey item, "Overall, my learning in this course was," which is only being retained for comparison purposes during the pilot trial.

The previously approved catastrophic plan will remain in effect.

REPORT FROM TEACHING AND ASSESSMENT COMMITTEE

To: Faculty Senate Executive Committee

From: Heather Billings, Chair

Date: September 21, 2015

Re: Instructor selectable "Course Type" items for SEI pilot

For Information:

The following list of survey items will be available for the SEI pilot trial. Instructors will select up to three items from the list for the "Course Type" section of the SEI survey. These survey items were developed through a process including initial drafting by a TAC subcommittee in Spring 2015, revisions by the Fall 2015 TAC committee, reviewed by a focus group of 14 undergraduate students, and a final revision was completed based on student feedback to ensure students interpret the items as intended by the committee.

- 1) The instructor provided constructive feedback on student work.
- 2) The instructor provided appropriate supervision of student work.
- 3) The instructor helped me apply theory to solving practical problems.
- 4) The instructor helped demonstrate applications of the course material.
- 5) The instructor facilitated my interactions with classmates.
- 6) The instructor was available to provide individual attention.
- 7) The instructor facilitated class discussion.
- 8) Daily class activities were well organized.
- 9) The course helped me acquire skills appropriate to the discipline of the class.
- 10) The instructor's use of technology supported the goals of the course.
- 11) The instructor facilitated understanding of difficult concepts.
- 12) The supplemental materials enabled the face-to-face components of the course to better meet intended student outcomes.
- 13) Activities outside the classroom prepared students for those inside it.
- 14) Clear instructions or objectives were provided for each exercise.
- 15) The instructor encouraged students to lead discussion.
- 16) Instructor treated students with respect.
- 17) The instructor was approachable.

REPORT FROM TEACHING AND ASSESSMENT COMMITTEE

To: Faculty Senate Executive Committee

From: Heather Billings, Chair

Date: September 21, 2015

For Approval: Resolution Concerning Evaluation of Faculty During Transition to New SEI

WHEREAS a subset of faculty will be participating in a pilot trial of a new Student Evaluation of Instruction (SEI) instrument;

WHEREAS the overall ratings of teaching effectiveness and course quality may be affected by the survey format;

WHEREAS there can be no direct comparison of results from the new SEI for faculty being considered for P&T decisions to those recently promoted using the old SEI instrument, and faculty participating in the pilot trial will have few peers to whom their survey results can be compared;

WHEREAS SEIs are intended to be used as one dimension of a holistic approach to evaluating teaching effectiveness for the purposes of promotion and tenure (P&T) decisions;

BE IT RESOLVED that during the pilot trial and first year of transition to the new SEI, department chairs and P&T committees are encouraged to develop evaluation strategies for P&T and annual review that take into consideration potential shifts in SEI results and especially do not penalize faculty willing to participate in the pilot trials of the new SEI. Previous track records of teaching effectiveness and other measures of teaching effectiveness, such as direct classroom observation, may need to be given greater weight in the faculty evaluation process should the new method result in a large shift in SEI ratings.



[REQUESTING WVU FACULTY SENATE APPROVAL of:]

2015-16 ACF Higher Education Faculty Issues:

For the West Virginia Legislature:

- Restore Higher Education state funding to a minimum of the 2009 level.
- Invest in West Virginia's future through Higher Education to yield a return that is tried and true: 20,000 additional degree holders by 2018 will mean \$54 million in additional state income tax revenue accrued.
- Address mandated PEIA cuts of \$30 million through investment in public insurance: insurance costs have risen for the past three years on average 6-10% each year for WV public employees, while the legislature has not added to PEIA funding for three years, thus negating any salary increases to public employees.

For the West Virginia HEPC and CCTCE:

- Support community and legislative understanding of West Virginia's Next Generation Standards, which provide a progression of common goals for public education so that teachers can enhance their curricula across the state: a commitment to Common Core Standards is a commitment to work force and college readiness.
- Develop a state-wide standard for professional behavior that addresses the issues of faculty rights and academic bullying; require all institutions to offer training to faculty, chairs and administrators, and develop a statewide forum on ethical and professional behavior.
- Coordinate a statewide initiative on Wellness to address West Virginia's serious health issues; encourage all institutions to enhance their wellness programs and wellness education.

For Our Institutions:

- Promote discussion forums to help the public understand West Virginia's Next Generation Standards, which provide a progression of common goals for public education.
- Promote faculty rights and ethical behavior through educating administrators and faculty about "academic bullying": create an independent ombudsman office that will mediate for faculty and staff prior to grievance processes, which are often flawed as they move through the administrative process.
- Promote university programs that encourage faculty, staff, and student wellness: initiate incentives for wellness and a climate of good health to address West Virginia's serious obesity problem.