

Minutes
West Virginia University Faculty Senate
Monday, February 12, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:18 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Costas, M.	Harrison, N.	Matak, K.	Schaeffer, P.
Anderson, K.	Cottrell, L.	Hauser, D.	M'bayo, T.	Schimmel, C.
Atkins, C.	Cronin, A.	Hibbert, A.	McCrary, J.	Scott, H.
Bastress, R.	Cui, A.	Hileman, S.	McCusker, B.	Shapiro, R.
Benedito, V.	Culcasi, K.	Hodge, J.	McTeer, M.	Shrader, C.
Bernardes, E.	Davis, D.	Johnson-Olin, M.	Montgomery-Downs, H.	Singh-Corcoran, N.
Bilgesu, I.	Di Bartolomeo, L.	Kiefer, C.	Murphy, E.	Smith, M.
Billings, H.	Dickman, B.	Kirby, B.	Murray, J.	Soccorsi, A.
Bishop, J.	Dietz, M.	Kitchen, S.	Nicholson, R.	Sowards, A.
Blobaum, R.	Eller, W.	Knight, J.	Nutter, R.	Tapia, J.
Bonner, D.	Eschen, E.	Krause, M.	Plein, C.	Thomas, J.
Bravo, G.	Estep, C.	Kuhlman, J.	Proudfoot, C.	Trickett Shockey, A.
Brooks, R.	Famouri, P.	LaBarbara, J.	Prucz, J.	Tu, S.
Burnside, J.	Feaster, K.	Law, K.	Reymond, R.	Tudorascu, A.
Burt, A.	Fleming, S.	Lee, S.	Rice, T.	Valenti, M.
Carpenter, R.	Floyd, K.	Li, B.	Robertson-Honecker, J.	Widders, E.
Casey, F.	Goff, N.	Lieving, G.	Rockett, I.	Wietholter, J.
Connors, J.	Haines, K.	Lockman, J.	Rowlands, A.	Wilcox, G.
Cossman, L.	Hambrick, G.	Martucci, A.	Ryan, E.	

Members Excused:

Bergner, G.	Criser, A.	Gilleland, D.	Kiefer, A.	Myers, S.
Bowman, N.	Elliott, E.	Harris, T.	Knox, S.	Scott, D.
Bryner, R.	Fraustino, J.	Hartnett, H.	Kolar, M.	Utzman, R.
Cohen, S.	Garofoli, G.	Jacobson, G.	Maynor, L.	

Members Absent:

Barko, C.	Hartley, D.	Mucino, V.	Schaefer, G.	Wilson, M.
Brock, R.	Hessl, A.	Nath, C.	Tobin, G.	Yocke, R.
Collins, A.	Hornsby, G.	Olfert, M.	Vona-Davis, L.	
Gannon, K.	McCombie, R.	Rakes, P.	Walter, S.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Nutter, R.	Proudfoot, C.	Valenti, M.
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2. Chair Valenti moved for approval of the minutes from the Monday, January 8, 2018 meeting.
Motion carried.

3. President E. Gordon Gee reported the following:

- We are in the middle of developing a facilities master plan. Our campus has undergone a lot of renovation, and we need to do a lot more. We are looking at building a new business facility, upgrading our residence halls, and building new facilities for research.

- The governor has indicated that our university is going to lead much of the effort with regard to opioid research. We have an intense interest in this issue because West Virginia is particularly afflicted with the problem and we have an opportunity to create solutions.
- The College of Law is offering the nation's only Masters of Laws degree in forensics for white collar crime.
- WVU has won the Heiskell Award, given by the Institute of International Education, for our partnership with the Royal University for Women in Bahrain.
- We are about halfway through the legislative session. We are not looking at any budgetary reductions we are actually hoping to get support for some of our critical budgetary initiatives.

4. Provost Joyce McConnell reported the following:

- On February 9, the campus carry bill passed the House Education committee on a voice vote. Rob Alsop did a wonderful job of presenting the national perspective to the committee and WVU Police Chief Bob Roberts did an incredible job in talking about the law enforcement perspective and safety on campus. WVU has organized all of the 4-year campus presidents, who have sent a joint letter in opposition. We are starting to get some of the community college presidents to sign on as well. The Higher Education Policy Commission did not want to take a position on the bill.
- The "free speech" bill seems to have gone quiet, as has the bill to give the Board of Governors the authority to do away with tenure.
- This year's Innovation, Design and Entrepreneurship Academy (IDEA) fellows all come from our divisional campuses. They are Andrea Kent, Amy Weaver, Keri Whitacre, and Adrienne Williams.
- She asked Steve Uryasz, Executive Senior Associate Athletic Director, to provide an update on the academic achievement of our student athletes.
- We ran an experiment this year with a winter intersession. The 13 courses were 3 weeks long and fully online. We had 282 undergraduates enroll, versus an anticipated enrollment of 250. The feedback from students has been overwhelmingly positive.
- For the second straight year, WVU's online graduate program in software engineering has been ranked in the top 15 nationwide by U.S. News & World Report. The online hybrid MBA was also included in the rankings; it has been ranked in the top 50 for 6 of the 7 years it has been in existence. The online graduate nursing program jumped 10 spots this year, from 61 to 51.

5. Chair Valenti reported the following:

- The call for nominations for open senate seats was sent by email on January 19 and has since closed. The elections will be conducted electronically March 1-9.
- Nominations are now being accepted for the position of Faculty Senate Chair-Elect. The successful candidate will serve as chair-elect during the 2018-2019 academic year, and on July 1, 2019 will begin a one-year term as the Faculty Senate Chair and a two-year term on the Board of Governors. If you want to nominate or self-nominate before March, please send an email to Matthew Valenti and copy Judy Hamilton and Chad Proudfoot. Nominations will close during the March Senate meeting. Candidates will be given an opportunity to present a brief statement at the April meeting, and election ballots will be sent out immediately following that meeting.

- We will also be holding an election for the other faculty representative to the Board of Governors. The representative must come from either Health Sciences or Extension, and will serve a two-year term beginning July 1, 2018. Nominations will be taken from the floor at the April Senate meeting and by email until May 7, with candidates speaking at the May Senate meeting.
- On February 13, the Faculty Senate Office will be sending out a survey to all faculty asking for volunteers to serve on Faculty Senate committees. The survey will close on February 21. Please respond to the survey, as responses create the pool that the Committee on Committees uses to populate our committees. It is within these committees that the real work of the Senate gets accomplished.
- On February 16, the Board of Governors will be reviewing the proposed faculty-related rules. Assuming that the BOG agrees to move the process forward, a 30-day public comment will start, and this would be when Senators and other faculty can make their comments. Two other rules, Reduction in Force and Program Creation and Review, are currently with the Faculty Senate Executive Committee and will be reviewed by the BOG during a special meeting in March, with a 30-day public comment period to follow.
- A group from the Faculty and Staff Welfare committees met with administrators on January 11 to discuss details for the dependent tuition benefits program. The basic features of the plan will include a fixed amount for in-state students, while out-of-state students will pay the in-state rate. The benefit will be available immediately with no minimum requirement for years of service and no repayment period. There will be some minimal academic requirements. Full details will be announced soon by the University.
- In January, PEIA announced a new smartphone-based wellness program called Go365. Following significant pushback throughout the state, Governor Justice has announced that Go365 will be voluntary. The original plan required members to accumulate 3000 points in Go365 by May 2019 to avoid a \$25/month increase in premiums and a \$500 increase in the deductible. With the governor's announcement, the \$25 additional premium has gone away. Members can avoid the \$500 deductible penalty by accumulating 3000 points in Go365 or reverting to a paper form similar to last year's Healthy Tomorrows. Governor Justice has also recommended that PEIA freeze the premium rate structure and not implement any of the proposed changes.
- Faculty and staff leadership met with Ted Cheatham, director of PEIA, to request a WVU-oriented plan. He appeared to be receptive to the idea, but said it would need to be a higher-ed plan that would allow the other state schools to join in. The idea would be for us to have our own pool, separate from the rest of PEIA, and for us to set up the premiums and deductibles in a way that makes the most sense for higher-ed employees. If we want something ready for the 2020 plan year (which starts July 2019), we need to submit a proposal by July 2018. We are assembling a small group of faculty, staff, and administrators to start crafting this plan.
- The WVU Eco Car will be on display February 16-19 for the Pittsburgh Auto Show at the David L. Lawrence Convention Center. The Eco Car is a hybrid Chevy Camaro modified by Statler College engineering students that gets 45 mpg while still going from 0 to 60 mph in under 5 seconds.
- The office of admissions is seeking faculty volunteers for "Decide WVU" days on March 24 and April 14. They are seeking people who are passionate about the University and want to help students make a decision to come to WVU. If interested, please email Rickie Huffman.

- There will be an Open Textbook Workshop at 10:00 a.m. on March 8 at the downtown campus library. The goal is for you to learn about open textbooks in your field, and this follows up on Blake Humphrey's discussion with us last month on textbook affordability. If you would like to attend, please contact Martha Yancey, University Librarian.
6. Kim Floyd, Chair-Elect, Curriculum Committee, moved for approval of the following consent agenda items. Motion carried.
 - Annex I, New Courses Report.
 - Annex II, Course Changes, Deletions, and Adoptions Report.
 - Annex III, Capstone Courses Report.
 - New Major in Cybersecurity.
 - New Major in Health Informatics and Information Management for Potomac State College.
 - Program Changes to the International Studies Major.
 - Program Changes to the BS Degree for Physical Education and Kinesiology.
 7. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, announced that the committee has 150 proposals in expedited workflow for GEC to GEF transition.
 8. C.B. Wilson, Associate Provost for Academic Personnel, reported on the six faculty-related rules that will go to the Board of Governors on February 16. They include:
 - Rule 4.1 – Academic Freedom; Academic & Professional Responsibility
 - Rule 4.2 – Appointment, Promotion, Tenure, and Dismissal for Cause
 - Rule 4.3 – Sabbatical Leave
 - Rule 4.4 – Faculty Salary Policy and Salary Enhancement for Continued Academic Achievement
 - Rule 4.5 – Modification of Duties for Certain Full-Time Faculty; Extension of the Tenure Clock
 - Rule 4.6 – Adjunct Faculty
 9. Roy Nutter, Faculty Representative to State Government, reported that the Advisory Council of Faculty met with the House and Senate finance chairs, the House and Senate education chairs, the Speaker of the House, and the Senate President as part of Higher Education Day on January 23. Bills of greatest interest to ACF are the so-called free speech bill and the campus carry bill.
 10. Stan Hileman, BOG Representative, reported that the Board of Governors held a special meeting on January 24 to review comments received on rules pertaining to sexual harassment, president and staff emeritus status, and child protection. They also discussed the master plan for facilities and progress on the proposed Business and Economics building. A regular board meeting is scheduled for February 16, at which time they will consider faculty-related rules. He encouraged anyone who is interested in commenting on proposed rules to visit the BOG web site or the policies page within WVU's web site. Lisa Martin will replace Dixie Martinelli as staff representative to the BOG.
 11. New Business – None

12. The meeting adjourned at 4:09 p.m. to reconvene on Monday, March 5, 2018.

Judy Hamilton
Office Administrator



2018-2020

Innovation, Design and Entrepreneurship Academy (IDEA) Faculty Fellows

The IDEA Fellows champion innovation and entrepreneurship in the classroom and beyond.

Andrea Kent, Political Science, WVU Tech



Dr. Kent will modify an existing course on global political issues. The course will encourage students to develop innovative solutions to real-world challenges in areas including development, food, population, technology, energy and the environment. Using strategies and skills from their respective disciplines, students will aim to tackle these broad issues through a range of disciplinary approaches. Students' solutions may include policy development, community building, data collection and synthesis, design and engineering innovation.

Amy Weaver, Business Management Technology and Computer Information Systems, Potomac State College

Ms. Weaver will modify an existing business management course designed to provide students across disciplines with an introduction to the entrepreneurial mindset and its significance to the economy and local communities. Aspects of the course will include the identification of entrepreneurial opportunities and resources for the pursuit.



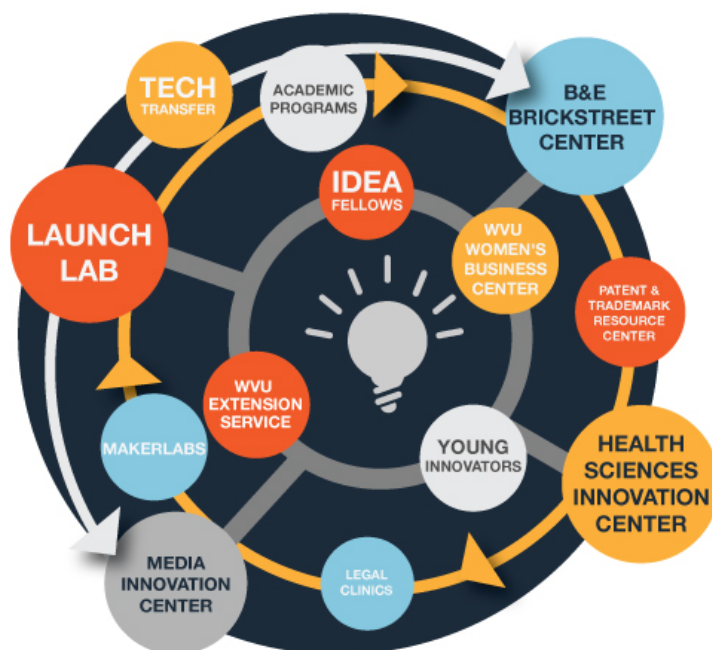
Keri Whitacre, Psychology, Potomac State College

Ms. Whitacre will modify an existing psychology course to infuse social entrepreneurship in the classroom so that students will evolve to the next level of creative and applied problem-solving. They will also be instructed how to effectively formulate and articulate change around social issues.



Adrienne E. Williams, Biology, WVU Tech

Dr. Williams will develop a biology course to introduce students to translational science, the types of research that are conducted under translational science, the developmental processes to generate new approaches and technologies, and the identification of resources and models to address distinct scientific challenges. Particular attention will be paid to improving individual core strengths and to integrating individuals' disciplinary knowledge into practical multi-disciplinary applications.





INTERCOLLEGIATE
ATHLETICS

Academic Achievement

3.08

Department
Cumulative
GPA

3.16

Department
Semester
GPA

3.65

**Cross
Country**

Women's Team
Highest GPA

3.66

Rifle

Men's Team
Highest GPA



80%

Combined Team
Graduation Success Rate

*Four-year GSR score (2007-2010)

13/17

**Mountaineer
Teams Above A
3.00 Semester GPA**



11

Consecutive
Semesters
with a
Department-Wide
GPA of 3.00
or greater

273

Student-Athletes
with a GPA of
3.00 or higher

57%

WVU Student-Athletes
on Honor Roll

101

DEAN'S LIST
(3.50 or higher)

54

PRESIDENT'S LIST
(4.00)

WVU Athletic Department
2017-2018 Academic Year Grade Point Averages

Team	Fall 2017 Semester GPA	Spring 2018 Semester GPA	Combined GPA
Rifle	3.6641		
Cross Country	3.6508		
Gymnastics	3.4871		
Volleyball	3.4636		
Track & Field	3.4058		
Women's Tennis	3.3533		
Women's Swimming	3.3037		
Women's Soccer	3.2956		
Rowing	3.1510		
Golf	3.1250		
Men's Soccer	3.0784		
Men's Swimming	3.0057		
Women's Basketball	3.0000		
Baseball	2.9606		
Football	2.8951		
Wrestling	2.7622		
Men's Basketball	2.6951		

Team Average **3.1654**

Cross Country is excluded

Men's Swimming	3.0057		
Women's Swimming	3.3037		
Men's & Women's Swimming Combined	3.1351		

Track Only	3.4058		
Cross Country Only	3.6508		
Track & CC Combined	3.4781		

Fall 2017 Semester

Male Award Winners Rifle 3.66

Female Award Winners Cross Country 3.65

Spring 2018 Semester

Male Award Winners

Female Award Winners

Prepared By: Sandy Cole-DeMent on January 2, 2018

Using GPA Hours and Quality Points For Each Semester

Enrollment:

282

264 Morgantown | 11 Potomac St. | 7 WVU Tech

Enrollment by Residency:



13

Courses

14

Sections



4

Colleges

Eberly, Davis,
CCA & CPASS

3 Week Courses
Fully Online
Undergraduates Only

\$349 Flat Rate
per
Credit Hour.

90% of students either
agreed or **strongly
agreed** with the
teaching effectiveness
and overall quality of
the course.

\$279,200
Gross Revenue

To: Faculty Senate Executive Committee

From: Ralph Utzman, Chair, Senate Curriculum Committee

Date: 1/22/18

Re: New Courses Report

Title	College	Credits	Prerequisites	Description	Rationale
PSYC 428: Hormones and Behavior	AS	3	PSYC 301	Explores the complex interactions between the endocrine system, brain, and behavior in a broad range of animals, including people. Special emphasis is placed on reproductive hormones, as well as systems of homeostasis, aggression, and biological rhythms.	Currently, no courses on behavioral endocrinology are offered at WVU. Although PSYC426 touches briefly on hormones, this semester-long course will go into depth on the topic. The course fulfills the Cluster B: Biological Bases of Behavior requirement for Psychology majors and will be taught in rotation with PSYC 425 (Perception), serving in particular students preparing for medical school.
PSYC 728: Hormones and Behavior	AS	3	Graduate standing	Explores the complex interactions between the endocrine system, brain, and behavior in a broad range of animals, including people. Special emphasis is placed on reproductive hormones, as well as systems of homeostasis, aggression, and biological rhythms.	No other courses are offered at WVU on behavioral endocrinology. This elective has been requested by graduate students in psychology, although I expect that students from biology, physiology, and neuroscience will also enroll.
SOWK 481: Senior Capstone	AS	3	Completion of advanced SOWK courses with a grade of C- or higher in each course	Provides educational direction and support for students' field placement experience. Assists students in the integration, mastery, and application of practice theory in conjunction with placement learning activities, and provides opportunities to apply research to practice by evaluating the effectiveness of practice and programs.	Upon completion of all degree requirements and during the final semester, the weekly capstone assists students in the integration, mastery, and application of practice theory in conjunction with the Field Practicum (450 hours).
BADM 658: Communication Public Relations for Executives	BE	3		The course provides a study of public relations, reputation management and communication. The course includes an introduction to communication strategy, function and performance. Students will be introduced to the principles of executive and personal branding; media relations; community relations; multicultural and multigenerational communication; integrated marketing communication; crisis communication; social media; and how organizations manage relationships with important audiences.	This course is an elective in the MBA curriculum. Often business executives are called upon to shape the narrative of their organization. This course provides instruction in public relations, reputation management and communication strategy. This course has been tested as elective and has been well received. The course is taught in association with the Public Relations Society of America and is a part of PRSA's MBA Initiative.

Title	College	Credits	Prerequisites	Description	Rationale
CDFS 172: Health, Safety, Nutrition in Early Childhood	CEHS	3		Examines physical, nutritional, and safety needs that influence the growth and development of young children including non-medical-professional emergency training for the sick and injured leading to adult, child, and infant basic life support, CPR/AED and first aid certification.	This is a required course in the CDFS Program for Birth to Pre-K Certification. To be certified students must meet standards set forth by the West Virginia State Board of Education, the DHHR Bureau for Children and Families, and by The National Association for the Education of Young Children. These standards include components integral to early childcare professionals not included in typical CPR/First Aid course protocols. Therefore a more inclusive course not previously offered is necessary to meet the requirements for early childcare professionals. Course content includes the latest research in health, nutrition, and safety for professionals and childcare centers.
BMEG 501: Principles and Applications of Biomedical Engineering	CEMR	3	Consent.	Introduction to the principles of biomedical engineering from cells to systems. Biomedical engineering concepts and applications as related to biomaterials, drug delivery, tissue engineering, biohybrid devices, bioinstrumentation, bioimaging, and other areas. Emphasis on critical thinking and development of original research ideas.	This course is in support of the proposed new graduate programs in Biomedical Engineering (BMEG). It is a required course for both the MS and PhD programs. The course may serve students outside the program, since it will be open enrollment. No BMEG graduate program is offered in the state of West Virginia, even though an existing undergraduate program in BMEG was implemented in 2014 at WVU in the Chemical and Biomedical Engineering Department.
CS 569: Cybersecurity and Big Data Analytics	CEMR	3	Consent.	Scientific foundations for solving real-world security problems. Challenges and opportunities of big data. Typical big data analytic and modeling techniques for cybersecurity.	Cybersecurity has become an important issue and there's a huge demand for cybersecurity professionals. The addition of CS 569 provides a treatment of this important contemporary topic to the LCSEE graduate curriculum. It is an elective course and adds breadth of topics in the Software/Knowledge Engineering (area 4) concentration. This course will help the students gain practical insights in the area of cybersecurity and lay a foundation for them to carry out research in this area. The course also integrates big data analytic techniques for solving real-world security problems.
ACE 376: Techniques of Lacrosse	CPASS	2		Design sport specific daily workout plans and season practice plans and instructional techniques for teaching fundamental technical and tactical skills of lacrosse.	This course has been taught three times as a part of the rotation of sport technique courses in the ACE undergraduate program and we are now seeing a permanent number so the class can continue to be a part of the rotation of courses that students in the major can choose from. The course focuses on the applied teaching and curriculum design necessary for quality sport coaching within the specific sport of lacrosse.

Title	College	Credits	Prerequisites	Description	Rationale
ACE 377: Techniques of Tennis	CPASS	2		Design sport specific daily workout plans and season practice plans and instructional techniques for teaching fundamental technical and tactical skills of tennis.	This course has been taught three times as a part of the rotation of sport technique courses in the ACE undergraduate program and we are now seeing a permanent number so the class can continue to be a part of the rotation of courses that students in the major can choose from. The course focuses on the applied teaching and curriculum design necessary for quality sport coaching within the specific sport of tennis.
SRVL 200: Serving the Public Schools	UC	3		Provides educational direction and support for students who perform community service in public schools. Students serve as tutors, student advisors, and mentors and help to instill the benefits of higher education.	This course is designed to provide students with a way to work with public k-12 students through a service project completed in the school (see attached memo from Associate Provost Kreider). This project will ask students to instill the value and benefits of higher education while working one on one with students in various capacities.

To: Faculty Senate Executive Committee

From: Ralph Utzman, Chair, Seante Curriculum Committee

Date: 1/22/18

Re: Course Change Report

Field	Old Value	New Value
ACE 215		
Course Number Change	315	215
Course Code Change	ACE 315	ACE 215
Justification		The proposal is to change the Course Number Change from ACE 315 to ACE 215. Currently students, especially non-WVU transfer students, are struggling to enroll in the course in order to graduate in a normal 4 year enrollment period. The expected outcome is to increase student retention of our program as well as increase student enrollment due to the increased access to the course.
ACE 430		
Course Code Change	ACE 330	ACE 430
Course Number Change	330	430
Justification		Given the nature of the content and the assessments, students are advised to take the course their senior year so a 400 level Course Number Change would be appropriate. We are creating an ABM (Accelerated BS to MS) in the ACE program. Acceleration of the time to complete the two degrees can be facilitated by allowing students to begin some of the work for the master's degree prior to completion of the bachelor's degree, and by allowing students to count up to 12 credits of specific courses at the 400-level or above toward both bachelor's and master's degree requirements. Changing ACE 330 to ACE 430 will provide allow this course to be 3 of the 9 credits that could count towards both degrees.
BIOL 579		
Course Full Title Change	Advances in Systems Neuroscience	Principles of Systems Neuroscience
Justification		This course is cross-linked to an undergraduate course (BIOL479). They currently have different titles, which is confusing for students. Additionally, while the papers discussed are recent, the principles that they illustrate are fundamental and have been studied for a while, so using the terms "current" or "advances" reflects only the paper discussion aspect of the course rather than the fundamental principles, which the lead instructor (Andrew Dacks) views as more important.
FDM 310		
Course Description Change	Prearranged, supervised work experience providing practical insight into the apparel profession.	This course provides a prearranged, on-site supervised work experience to afford practical insight into the textile, apparel, and merchandising profession.
Catalog Prerequisites Change	(FDM 230 or FDM 260) and FDM 261 and ENGL 102 and consent.	FDM 260 with a minimum grade of C- and consent.
Justification		The pre-requisite list has been simplified to reflect the FDM course that needs to be completed before FDM 310.
HPML 601		
Course Description Change	Students acquire a fundamental understanding of current health policy as well as the policy making system. Students will learn how health policy is made in the larger context of social structures and social choices.	An in-depth look at the health policy process in the United States, special emphasis is taken to distinguish between public health policy, healthcare policy, and health in all policies. Additionally, students learn to differentiate between organizational policy and public policy. Attention focuses on the formation, implementation, and evaluation stages of policy.
Justification		Since some previous elements of this course have been incorporated into the new MPH core curriculum, we edited this course to be a more in-depth look at policy, especially for the HPML major students who will be required to take this course next in their sequence.
HPML 620		
Course Full Title Change	Public Health Leadership and Management 1	Managing Robust Public Health Organizations

Field	Old Value	New Value
Course Description Change	Students gain a foundation in the principles of leadership and management for public health and health care settings. Topics addressed include aspects of both strategic planning and human resources.	Introduction to elements of organizational planning, management, and structure which create a resilient, learning public health organization. Effective public health organizational leaders understand how to provide trade-offs between efficiency, security, and equity, in a manner to optimize organizational value. This course provides an overview of human resources management, strategic planning, and operations planning to develop responsive and yet robust organizations.
Justification		The new Master's of Public Health core curriculum has adopted many of this course's previous material. That allows us to use this course to build further upon that solid foundation of management, especially for the HPML major students who will be required to take this course next in their sequence.
POLS 270		
Course Full Title Change	History of Political Thought 1	Concepts in Political Theory
Course Description Change	Major political philosophers and ideas from the Greeks to the 17th century.	Introduction to political theory using texts from antiquity through modernity. Themes include citizenship, power, justice, and political obligation.
Justification		Change to course title and description to better integrate course into major and better reflect the way the course is actually taught. These changes are in line with the strategic planning the Department and with the subfield of political theory.
POLS 400		
Catalog Prerequisites Change	POLS 102 Basic overview of terrorism tactics and national security initiatives.	
Course Description Change		Basic overview of terrorism tactics and national security initiatives.
Justification		Students taking this class do not need a formal familiarity with American Government (i.e. POLS 102) to appreciate and understand the content in this course. Nor is such background required for successful completion of course requirements.
PSYC 427		
Catalog Prerequisites Change	PSYC 202 or PSYC 204.	PSYC 202 or PSYC 204 or PSYC 304.
Justification		We are adding an additional prerequisite so that Psych minors will be able to register for the course.
Stat 211		
Catalog Prerequisites Change	MATH 122 or higher.	MATH 122 with a C- or better, or MATH 124 or higher, or advanced placement.
Justification		This alteration is being requested to add "ML 30" to the Banner pre-reqs and "or adequate placement" to the catalog prerequisites at the request of Valerie Lastinger and Mary Beth Angeline, who have encountered students who think they need to take MATH 122 before they take STAT 211 without exception. This was not the intent when the STAT 211 pre-req was changed from MATH 126 to MATH 122; adequate placement is sufficient.
Course Deactivations		
BIOS 624	Consulting Experience	
FIS 440	Analysis of Seized Drugs	
Course Adoptions		
Course Number and Title	Course Description	Campus Requesting Course
ADRC 111: Introduction to Whitewater Rafting	Introductory skills course in navigating class II-III whitewater in inflatable watercraft. Content includes equipment selection and care, river features and hazards, paddle strokes, steering, whitewater maneuvers and basic rescue techniques. Must meet essential eligibility requirements to participate.	WVU
ADRC 112: Whitewater Rafting Techniques	Whitewater raft skill development course designed to build intermediate skills on class III-IV whitewater. Includes intermediate paddle raft maneuvers, oar-rig operation and self-recovery techniques. Must meet essential eligibility requirements to participate.	WVU
ADRC 122: Rock Climbing Techniques	Rock climbing skill development course focused on building proficiency for independent set-up and safe climbing practices in a top rope climbing setting. Must meet essential eligibility requirements to participate.	WVU
ADRC 211: Introduction to Whitewater Raft Guiding	Introduces methods and skills of commercial raft guiding on class III-IV whitewater. Emphasis is placed on customer care, building a short-term paddling team, effective communication and group safety. Must meet essential eligibility requirements to participate.	WVU

Field	Old Value	New Value
ADRC 212: Swiftwater Rescue	Introductory theory and skills in self and group rescue techniques of paddlers in swiftwater settings. Instruction emphasizes recognition and avoidance of common river hazards, personal/group safety, throw bag use, rope/boat/wading-based rescues, rescue PFD use and mechanical advantage systems. Must meet essential eligibility requirements to participate.	WVU
ADRC 221: Lead Climbing	Introduces experienced top rope climbers to techniques and skills required to lead climb bolted sport and traditional lead routes. Emphasis on safety practices, equipment, lead climbing knots, lead belay technique, bolt assessment, route finding, traditional gear placement and anchor cleaning. Must meet essential eligibility requirements to participate. Must have the ability to climb 5.8 on a top rope.	WVU
ADRC 222: Climbing Rescue Techniques	Introduces theory and skills in self and group rescue for climbers in high angle terrain. Content includes vertical rescue management, belay escapes, ascending ropes, mechanical advantage systems, lowering systems, rescue rappels and counter-balance systems. Must meet essential eligibility requirements to participate.	WVU
ADRC 311: Whitewater Raft Trip Leadership	Advanced skill course focused on methods and skills needed to lead whitewater paddling day trips primarily in rafts. Hands-on activities focus on site selection, equipment, logistics, permits, risk management, on-river trip management and group safety. Must meet essential eligibility requirements to participate.	WVU
ADRC 321: Rock Climbing Instructor Development	Advanced skill course focused on development of instructional skills in rock climbing. Hands-on activities emphasize climbing site selection, risk management, technical skills as well as key instructional skills. Rock Climbing resume must show more than 20 single pitch traditional gear protected leads over 5.6 difficulty and can comfortably climb 5.8 routes on top rope at time of course.	WVU
AGEE 303: Small Engines and Hydraulics	Theory and practice of disassembling, assembling and maintaining small gasoline engines and hydraulic devices.	PSC

To: Faculty Senate Curriculum Committee
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee
 Date: 1/22/18
 Re: Capstone Courses Report

How will students demonstrate each of the following abilities:								
Title and Course Number	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	Describe how is the written component of the Capstone Experience completed?	Describe how is the oral component of the Capstone Experience completed?		
SOWK 481: Senior Capstone	Eberly	In order for students to successfully complete The Article Review, Professional Presentation and the Competency Thesis assignments they must use their individual field practicum experiences as a basis for gathering their information.	The Competency Thesis (10 sections)demonstrates the students knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice as well as writing skills.	Competency Thesis Section 2: The Community Context of Practice-Students must describe the social problems in the community (where their placement agency is located) and give examples of how poverty, discrimination and other forms of social injustice have occurred. Section 3: The Professional Context of Practice - Students must describe and give examples of how the values and ethics of the social work profession affected their practice while interning at the agency. They must refer to specific sections of the NASW Code of Ethics	The 10 section Competency Thesis requires that the paper be written using APA standards. Each of the 10 sections is to be appropriately documented and at least 2-3 pages in length and double-spaced. The Thesis is graded on content, writing style, grammar and an appropriate level of writing ability for a beginning generalist social worker.	1. The Article Review Assignment:Students must apply one primary-source reading from the professional literature available via Internet or Library resources, to the population they are interested in working with or plan to work with in the future upon receiving the BSW degree. They must articulate in a 8-10 minute segment this information clearly and succinctly to the class. 2. The Professional Presentation: Students must choose a topic relevant to practice in their chosen field, research the topic and develop a 15 minute professional Power Point presentation to class.		