

Minutes  
West Virginia University Faculty Senate  
Monday, October 6, 2014

1. Jennifer Orlikoff, Faculty Senate Chair, called the meeting to order at 4:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Crosno, J.	Harris, T.	Mays, M.	Salm, A.
Baldwin, C.	Davari, A.	Hartley, D.	McCusker, B.	Sand-Jecklin, K.
Bass, A.	Deshler, J.	Hauser, D.	McTeer, M.	Scott, D.
Bastress, R.	DiBartolomeo, L.	Hileman, S.	Merrifield, J.	Sowards, A.
Bergner, G.	Donley, D.	Hitt, L.	Montgomery-Downs, H.	Sperow, M.
Billings, H.	Elmore, S.	Hostuttler, L.	Murphy, E.	Srivastava, A.
Bonner, D.	Etheredge, S.	Hutson, Z.	Orlikoff, J.	Stolzenberg, A.
Boone, D.	Famouri, P.	Jaczynski, J.	Peace, G.	Tou, J.
Bowen, E.	Ferrara, L.	Johnstone, R.	Petty, T.	Turton, R.
Brazaitis, M.	Fint-Clark, R.	Kale, U.	Proudfoot, C.	Utzman, R.
Brooks, R.	Funk, A.	Kirby, B.	Prudhomme, J.	Vona-Davis, L.
Bryner, R.	Garrett, V.	Li, B.	Reddy, R.	Walter, S.
Claycomb, R.	Giacobbi, P.	Lively, M.	Riedel, B.	Weed, S.
Clement, D.	Gilleland, D.	Lofaso, A.	Rockett, I.	Wilcox, G.
Cohen, S.	Griffith, R.	Mandich, M.	Ruscello, D.	Yang, H.
Cottrell, L.	Harner, J.	Maynor, L.	Ryan, K.	

Members Excused:

Anderson, K.	Dietz, M.	Hornsby, G.	Kromar, R.	Sherlock, L.
Attaallah, A.	Downes, M.	Ibrahim, M.	Matak, K.	Valenti, M.
Balian, A.	Eschen, E.	Jackowitz, A.	Miltenberger, M.	Vester, M.
Campbell, L.	Finkel, M.	Johnston, A.	Murray, P.	Weihman, L.
Davis, D.	Haines, K.	Kleist, V.	Nutter, R.	

Members Absent:

Abate, M.	Connors, J.	Lorimer, D.	Rishel, C.	Tveter, K.
Atkins, C.	Cronin, A.	Mucino, V.	Rowlands, A.	Waterson, R.
Brock, R.	Graves, C.	Perna, N.	Sadler, J.	Whiteman, C.
Burnside, J.	Insch, G.	Regier, M.	Tippets, W.	

Faculty Senate Officers Present:

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

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, September 8, 2014 meeting. Motion carried.
3. Provost Joyce McConnell reported the following:
- She visited Potomac State College in the spring prior to becoming provost, and visited WVU-Tech last week. She has an appreciation for what those campuses are doing and how they reflect and embrace what is happening in Morgantown.

- Project 168, introduced in the President’s State of the University address, recognizes that students are in class 15-18 hours per week, and spend the rest of the 168 hours in a week engaged in studying, socializing, and other activities. With Project 168, we want to look at integrating those activities to create a more holistic academic experience. The goals of the project include helping students complete their undergraduate degrees in four years, and supporting them from the point of recruitment through commencement and job placement.

4. Chair Orlikoff reported the following:

- She, Lisa DiBartolomeo, and representatives from staff council met with Margie Philips, Toni Christian, and Narvel Weese concerning PEIA. New information has come to light, and Ms. Christian is going to work on determining how best to leverage that information. Visits with legislators are planned for before and after elections. Anyone interested in participating should let Chair Orlikoff know.
- “Leading the Way,” under the direction of Associate Provost Elizabeth Dooley, is finalizing its plan to be submitted to HEPC. Each institution in West Virginia is preparing and submitting a plan designed to increase access to higher education, to foster student success, and to determine and increase the impact of institutions of higher education on the State. Dr. Orlikoff chaired one of the 14 sub-committees that focused on enrollment, progress towards degrees, graduation rates, faculty scholarship, financial aid, career pathways, and critical regional issues.
- A group is working with Steve Robinson and the Office of the University Registrar to see how best to implement an option of a preferred name for students. This is particularly important for students in the process of changing their gender identity, and for international students who have selected an Americanized name.
- C.B. Wilson is looking for volunteers to serve on the promotion and tenure faculty advisory panel. The panel reviews all the P&T cases across the institution. Volunteers cannot also serve on their department or college committees. Please email Dr. Wilson to volunteer.
- A group representing faculty, staff, and students will be visiting Potomac State College on October 24, 2014.

5. Jim Harner, Chair, Curriculum Committee, reported the following:

- The Curriculum Inventory Management (CIM) will soon be available to propose new programs and make changes to existing programs. Undergraduate programs are reviewed by the Curriculum Committee, but graduate programs go to Graduate Council.
- We appointed a transparency subcommittee to provide more transparency about how the committee makes decisions and to simplify procedures for submitting and reviewing proposals.
- He reminded everyone that courses must be approved by the March Faculty Senate meeting to be effective in summer or fall.
- He moved for approval of the following reports:
  - [Annex I](#), New Courses Report. Motion carried.
  - [Annex II](#), Monthly Alterations Report. Accepted.

6. Lena Maynor, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:

[Annex III](#), GEC Actions. Motion carried.

[Annex IV](#), GEC Audits. Accepted.

7. Robert Griffith, BOG representative, reported the following:

- The Board of Governors completed the second half of its visit to Eberly College, with lunch in Colson Hall followed by a tour of the Life Sciences Building.
- The BOG approved the purchase of 5.6 acres of land for parking adjacent to the new baseball park.
- The BOG approved a Bachelor of Science degree in Energy Land Management.

8. New Business

Stan Cohen, on behalf of the Committee of Retired Faculty, announced the launch of the West Virginia University Retirees Association, to be held in the Erickson Alumni Center at 4:00 p.m. on October 22, 2014. He encouraged anyone who is in retirement, phased retirement, or who meets the eligibility requirement for retirement to attend. Vendors, including TIAA-CREF, will be present. Please register to attend at <http://retirees.sitespace.wvu.edu/events>.

9. The meeting adjourned at 4:42 p.m. to reconvene on Monday, November 10, 2014.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: September 22, 2014  
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
A&VS 409: Food Animal Diseases	Agriculture Natural Res & Dsg	3	Junior and above or consent	General discussion of diseases, disease processes and management affecting farm animals excluding horses.	This course supports the curriculum of students who wish to attend veterinary school as well as those interested in production agriculture. The health and well-being of animals is critically important to any measures of production efficiency as it relates to livestock species. Both producers and veterinarians must know the specific diseases and disease processes as they affect body systems and animal populations.
ENGL 338: Environmental Criticism	Arts and Sciences	3			<p>ENGL 338 is primarily intended as an option to fulfill the Methods requirement for the English major. Since it is being proposed as a W course, it may be of interest to some nonmajors as well. English majors may choose from among several Methods courses according to interest or formal AOE. English/Secondary Education majors take ENGL 309. English majors with a professional writing and editing AOE take ENGL 301. English majors with a creative writing AOE take ENGL 318. Other English majors primarily interested in literary or cultural studies may choose from among ENGL 381, 382, 382, or 384 (each offered on a biennial rotation). ENGL 338 would offer another option for these students, though it would be open to all majors and interested nonmajors.</p> <p>The study of relations between literature and the natural environment is a growing subfield within English studies. ENGL 338 Environmental Criticism would provide English majors interested in environmentalism with methods for bringing those concerns to bear on the study of literature while satisfying a requirement for the major. Such methods could include the analysis of nature writing, literary cartography, and other environmentally-oriented literary modes; animal studies; environmental justice; urban ecocriticism; and the intersections of literature with ecological theory and evolutionary theory.</p>
FLIT 315: Modern Arabic Literature	Arts and Sciences	3	No-prerequisite	Introduces students to major Arabic authors and acclaimed selections from Arabic literature of the 20th and 21st centuries, as well as historical landmarks that have contributed to the evolution of this literature. Taught in English.	<p>As Arabic is an official critical language in the United States, the importance of advanced fluency in Arabic is rising. The growing interest in Arabic Studies among WVU students is suggested by the high enrollment in Arabic courses and the strong demand for creating the minor in Arabic Studies. The commitment of the Department of World Languages, Literatures, and Linguistics to the development of Arabic and Arabic studies was reflected in its decision to hire a full-time, tenure-track professor in the area in 2012 to create an Arabic Studies program. This course will be one of several upper-division courses in Arabic, FLIT, and FCLT that are needed to be able to offer a projected Arabic Studies Minor and eventually an Arabic Studies Major. Currently, there are no regular upper-division Arabic courses in the catalog except for special topics courses. The course will increase the Department curricular options.</p>
MATH 377: Operations Research	Arts and Sciences	3	Math 156	Linear programming, multi-objective optimization and goal programming, discrete dynamic programming, network flows, discrete optimization models and methods, nonlinear programming.	The art of optimization and scientific decision making has become more and more a necessity in today's society. The objective of the proposed course is to educate students to master the mathematical basics and the practical skills in computational decision making and performance optimizations. This course is an important upper-division elective for not only the math major students but also students across the university such as computer science and management sciences, industrial engineering, business and economics, among others. Since discrete modeling and discrete optimizations are frequently the subject for undergraduate research, this course offers our math majors an additional option for capstone projects and undergraduate research, and supports the Department's ongoing effort to strengthen our undergraduate programs.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MATH 442: Advanced Algebraic Structures	Arts and Sciences	3	Math 341	Continuing study of groups, rings, and fields together with their substructures, quotients, and products. Morphisms with an emphasis on the fundamental homomorphism theorems.	<p>The topic of Algebra is an important and essential part of any graduate program. There is a wide gap between Math 341 and the beginning graduate course on Algebra (Math 541). The rationale of this proposal is that the Advanced Algebraic Structures (Algebra) course would close this gap considerably and provide a course to help prepare students for graduate study in mathematics at WVU or other schools.</p> <p>In addition, a couple of the more advanced topics now in Math 341 can be moved to Math 442, allowing Math 341 to focus more on the fundamental basic concepts of groups, rings, and fields. This will serve the needs of Secondary Math Education students (usually about half of the students in Math 341), for whom these more advanced topics are not essential.</p>
PSYC 332: Multiculturalism in Psychology	Arts and Sciences	3	PSYC 101	Theoretical and empirical issues in multicultural psychology. Topics include psychological processes and impact of bias, discrimination, racism, and privilege, as well as awareness, sensitivity, and tolerance in cross-cultural interactions.	This course provides an essential focus on psychological aspects of multiculturalism, which is a requisite knowledge and competency area in psychology, and throughout academia. Such coursework expands the range of possibilities for both psychology majors and minors, adding a 300-level course, which is included in the curriculum requirements for undergraduates. Additionally, this course would provide an emphasis on cluster C (clinical and individual differences) requirements in the psychology major.
LAW 616: Cultural Property	Law	3		This course will focus on issues concerning the restoration of artworks displaced during World War II, as well as the protection and preservation of cultural heritage and artifacts.	An increasing number of law schools are offering courses in Cultural Property. The theft of Jewish collectors' art by the Nazis during the war, and by the countries to whom the art was returned after the war, is finally being addressed by the courts and the wrongs righted. The international laws and norms related to the ownership and sale of indigenous items were developed 40 years ago. Art market prices have exploded, and looting is now done on an industrial scale. In response, there is an international effort to preserve heritage worldwide while enabling the movement of art between nations and cultures. Their expertise is also key in determining measures to address the lack of clear title to hundreds of thousands of art objects in circulation and in museum collections. In order to prepare and equip lawyers to meet these challenges, the WVU College of Law Academic Planning Committee has approved this course as a valuable part of the law school curriculum. In addition, as an upper-level course it fulfills the goal of "Writing Across the Curriculum" in which students apply the principles of first-year writing instruction to complex document drafting.
LAW 619: Crim Procedure: Adjudication	Law	3		A comprehensive examination of criminal procedure adjudication covering regulation of prosecutors, defense counsel, pretrial legal issues, pretrial motions, plea bargains, and sentencing.	The College of Law Academic Planning Committee has determined this course to be a valuable part of the law school curriculum because it is a core subject for legal education and is critical for state bar exam preparation. Adjudication courses are offered, either in part or as a separate course, at all law schools. The course is designed to provide legal reasoning challenges in a setting with practical exercises for the development of essential lawyering skills, particularly as a prosecutor or defense attorney.
LAW 635: Land Use & Resilience Law	Law	3	College Restriction - Include 77	This course covers the multi-faceted nature of land use and resilience law, including common-law and private-law mechanisms and the regulatory state and planning. In addition, various topics in resilience law are introduced.	The College of Law Academic Planning Committee has approved this course to be a valuable part of the law school curriculum because the course provides a critical component to the newly approved energy and sustainable development law LLM, and energy and sustainable development law concentration. The course provides the doctrinal background for the land use and sustainable development law clinic and relates to the existing energy courses. Location of energy facilities often results in land use disputes. The course prepares students for legal careers that focus on energy, sustainable development, and land use and resilience.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 637: Transactional Skills	Law	3	LAW 779	A practical approach to transactional skills development with in-class simulation of all aspects including, planning, interviewing, negotiating, and drafting of business contracts.	The College of Law Academic Planning Committee has approved this course to be a valuable inclusion in the law school curriculum because it provides students with practical, hands-on experience to develop business and transactional skills, which are essential for a practitioner. It teaches the basic transactional competencies and provides direction for acquiring more advanced transactional competencies. Establishing and maintaining client relationships, the preparation of attorney retainer agreements, confidentiality agreements, checklists for discussion with clients, and drafting of other legal documents in the attorney-client relationship are covered thoroughly, as well as ethical practices. The course provides a practical bridge between substantive law and the appropriate and effective application to actual transaction deals in real-world legal settings.
LAW 638: Legislation & Regulation	Law	3		An introduction to the modern administrative regulatory state, addressing main instruments of governance, including legislation and agency regulations, as well as statutory interpretation and application.	The College of Law Academic Planning Committee has determined this course to be a valuable inclusion in the first year law curriculum because it focuses on common law and gives students a clearer picture of where most laws originate. The Legislation and Regulation course gives attention to institutional competence and the processes by which statutes and regulations are made, introducing students to American law primarily through the work done by legislatures and agencies. The rationale for such a course is simple: to clear any misconception that judges are primary lawmakers, and instead, to maintain that much actually practiced American law is based on statutes and regulations. The idea behind putting Legislation and Regulation in the first year is that students should learn how to work with those sources of law as early in their law school careers as possible and be exposed to the sorts of material with which many will deal in practice.  Legislation and Regulation begins with statutes and agency regulations and students are introduced to legislative history, learning how it is produced and how different sources of legislative history are ranked and evaluated by courts. Students learn the variety of tools that attorneys use to interpret statutes and regulations and also the many different sources of agency lawmaking, from full-blown substantive regulations that implement statutory directives to other forms of agency directives that they may encounter as attorneys.
LAW 639: Food & Drug Law	Law	3		This course focuses on the historical development of food and drug law and issues involving carcinogens and risk assessment in food safety; regulation of nutrition, and approval of new drugs, devices, and vaccines for diseases.	The College of Law Academic Planning Committee has approved this course to be a valuable part of the law school curriculum because Food and Drug Law is an important piece of health care law that is important both to the state of West Virginia and the country as a whole. It helps students to understand the drug and medical device approval process, as well as how food and drug regulation fits into healthcare law to include carcinogens and risk assessment in food safety; regulation of nutrition; and approval of new drugs and vaccines for infectious diseases.  This course provides students the opportunity to draft specific FDA law documents, and to act as oral advocates for mock clients, preparing students for legal careers that specialize in healthcare law.  Any lawyer employed by an FDA-regulated manufacturer, or who represents or advises an FDA-regulated manufacturer, including contract negotiation or patent prosecution, should be acquainted with the regulatory milieu in which the company operates.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 640: Parent, Child, & State	Law	3		An exploration of the role and responsibility of the state to protect children and appropriate legal intervention as based upon West Virginia laws.	The College of Law Academic Planning Committee has approved this course to be a valuable part of the law school curriculum because it adds a crucial component to the College of Law's family law course offerings. This course delves into many issues that are not part of the Family Law survey course, such as child abuse and protection, the state's rights to intervene into the family structure, parent's rights to direct and control the upbringing of their children, children's rights to legal defense and first amendment protections, and more. Lawyers who would like to work in public service, private family law practice, or engage in pro bono representation of children or parents would be better able to represent their clients with some exposure to these issues.
LAW 670: LL.M. Seminar	Law	3		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.	The College of Law Academic Planning Committee recommended and the full faculty approved, the creation of the LL.M. Seminar course as required for obtaining the LL.M. degree. The LL.M. Seminar ensures that LL.M. students have at least one course during the program that is restricted to LL.M. students in their area of emphasis (as most other courses will be taken along side J.D. students). The course will allow LL.M. students the opportunity to develop their expertise in their degree area along side others pursuing the same degree and sharing similar goals. The Seminar also facilitates a primary goal of the program, which is to ensure that every student who earns the LL.M. will have honed and heightened their skills and understanding of their area of emphasis, through close interaction with experts in their fields from the College of Law, the WVU community, and beyond. The Seminar is designed to give depth to the learning process and help students deepen their critical thinking skills, which should assist them in creating their final projects and preparing for their post-degree careers.
JRL 322: Gaming Design and Digital Narrative	Media	3		This lecture/lab course covers an introduction to the principles and practice of game design as a tool for interactivity, database storytelling, and audience building within journalism. The course will analyze case studies and provide hands-on development and application of game mechanics and game dynamics within journalism and strategic media across web, mobile, tablet and emergent augmented reality platforms.	This course will be offered as part of the Reed College of Media Interactive Media Design Minor, and represents an emerging component of design practice for interactive media. Digital media practice has expanded across traditional programmatic boundaries to draw upon multidisciplinary digital and interactive skill sets, including computer science. Game dynamics has emerged as an important new reference for interactive media design and multimedia storytelling. This course introduces students to a range of game theory and game dynamics, including the nature of motivations and rewards within gaming narratives, and demonstrates these within a media context. Through case studies and collaborative course projects, this course lays the ground work for the creative integration of game dynamics into the students final capstone work within the minor.
JRL 485: Reed College MDS Capstone	Media	3	JRL119	JRL485. Reed College MDS Capstone. 3 hours. PR: JRL 119. The Reed College MDS capstone instructs students on the methods and advantages of multidisciplinary education. This capstone includes an experimental project with real world relevance.	This course, as a part of a new SOJ major curriculum in Multidisciplinary Studies we are proposing, will be a required capstone course designed to allow students to demonstrate the advantages of a multidisciplinary education via an experimental project with real world relevance. The characteristics of the final project will vary, but could include a 30-hour service learning project conceived and carried out in collaboration with a designated faculty member, a research paper where they express how they will apply the advantages of their MDS degree to their respective job searches and identification/pursuit of professional goals or a multimedia publication synthesizing and applying what the student learned.
CCMD 701: Problem-based Learning	Medicine	2		Students in this course work in facilitated groups to apply basic science concepts and principles to solve problems pertaining to clinical cases. Students are expected to develop and demonstrate independent learning and group communication skills. Students will also explore the roles of other health care practitioners, and learn to work in healthcare teams, through the use of interprofessional education exercises.	A Liaison Committee on Medical Education (LCME) accreditation standard requires that MD programs include instructional opportunities for active learning and independent study to foster the skills necessary for lifelong learning. Problem-based learning is an ideal instructional method for students to independently identify, analyze, and synthesize relevant information. Students also appraise the credibility of information sources, which is a skill students will need to exercise as a life-long learning skill.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
OTH 361: Qualitative Research in OT	Medicine	1		OTH 361 Qualitative Research in OT, 1 cr. This course will introduce students to qualitative research methodologies, data collection and data analysis techniques within occupational therapy.	Recent changes to the accreditation standards for OT education have emphasized the importance of qualitative research in OT. The standard requires students to collect, and analyze qualitative data. With the current curriculum structure and structure of the current research course a new course is necessary to meet the educational needs of students in this area.
PHAR 757: Patient Reported Outcomes	Pharmacy	3		Provides a foundation in health outcomes research with an emphasis on patient reported outcomes in health services research.	This is a required course in the Health Outcomes Research PhD track in the Pharmaceutical and Pharmacological Sciences. This will provide students with an opportunity to learn how to conduct patient reported outcomes in health services research.
EPID 663: Public Health Surveillance	Public Health	3	EPID 601 or EPID 610 with a grade of B or better	This course includes presentations and discussions of epidemiologic principles, basic statistical analysis, public health surveillance, field investigations, surveys and sampling, and epidemiologic aspects of current major public health problems in international health. The course will cover chronic and infectious diseases surveillance, and procedures and policies for data collection, compilation, and reporting. Metrics developed by the WHO will be used.	Instruction in the use of public health surveillance systems is standard curriculum in an MPH EPID program. Currently, there is no course which provides instruction in this area.



<b>Memorandum</b>				
<b>To: Faculty Senate Executive Committee</b>				
<b>From: Matthew Valenti, SCC Chair Elect</b>				
<b>Date: 9/1/2014</b>				
<b>RE: September 2014 Alterations Report</b>				
<b>Action: Course Alterations (Minor Changes).</b>			<b>Effective Term: Summer 2015</b>	
<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
PHAR 766	Change title and description	PHAR 766. Elective Rotation 3. 5 Hours. PR: Fourth year professional standing or consent. Five-week experience in a pharmacy practice setting, such as acute care, ambulatory, community, hospital, poison center, drug information, home health, long-term care, and research.	PHAR 766. Selective Rotation. 5 Hours. PR: Fourth year professional standing or consent. Five-week experience in a pharmacy practice setting, selected from a list and includes pharmacy administration, discharge counseling, drug information, informatics, long term care, managed care, medication reconciliation, medication safety, nuclear pharmacy, clinical toxicology, and quality outcomes.	A change in the course title is being requested to better describe the rotation in that students select a rotation from a set list of direct patient care or pharmacy administrative electives. This is in contrast to their elective rotations, where they can choose from among all rotations offered in the School of Pharmacy. The course description is also modified to be more specific in describing exactly which rotations students can select to complete. The previous catalog description gave them examples. The new description is more specific.
<b>Action: Course Alterations (Minor Changes).</b>			<b>Effective Term: Spring 2015</b>	
<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>

FIN 305	Change PR	FIN 305. Intermediate Finance. 3 Hours. PR: BCOR 340. Continuation of BCOR 340. Use of computers to help solve extended problems and/or short cases.	FIN 305. Intermediate Finance. 3 Hours. PR: (BCOR 340 with a grade of B or better). Continuation of BCOR 340. Use of computers to help solve extended problems and/or short cases.	Increased grade requirement for prerequisite course.
FIN 310	Change PR	FIN 310. Investments. 3 Hours. PR: BCOR 340. Investment analysis and management for the individual and the financial institution.	FIN 310 Investments. 3 Hours. PR: (BCOR 340 with a grade of B or better) and PR or CONC: FIN 330. Investment analysis and management for the individual and the financial institution.	Increasing the minimum grade requirement for BCOR 340 and adding the PR or CONC designation for FIN 330 which contains introductory material for this course.
FIN 320	Change PR	FIN 320. Financial Statements Analysis. 3 Hours. PR or CONC: BCOR 340. This course analyses financial accounting statements from the perspective of users for the purpose of making sound decisions in business and financial investment.	FIN 320. Financial Statements Analysis. 3 Hours. PR: (BCOR 340 with a grade of B or better). This course analyzes financial accounting statements from the perspective of users for the purpose of making sound decisions in business and financial investment.	To ensure students are better prepared, eliminating the option of taking BCOR 340 concurrently and requiring that BCOR 340 is passed with a minimum grade of B.
FIN 410	Change PR	FIN 410. Security Analy/Portfolo Mngmnt. 3 Hours. PR: FIN 310. The systematic selection, assessment, and ranking of corporate securities in a portfolio framework through a synthesis of fundamental analysis, technical analysis, and the random walk perspective.	FIN 410. Security Analy/Portfolo Mngmnt. 3 Hours. PR: (FIN 310 with a grade of B or better) and FIN 305. The systematic selection, assessment, and ranking of corporate securities in a portfolio framework through a synthesis of fundamental analysis, technical analysis, and the random walk perspective.	Prerequisite courses added with minimum grade requirements as this course is an advanced topics course that requires a minimum level of understanding to master the material presented.

FIN 411	Add PR	FIN 411. Derivatives. 3 Hours. PR: FIN 310. Examines derivatives markets with an emphasis on options. Introduces the concept of arbitrage and the implications for derivatives equilibrium pricing. Applications of derivatives in financial risk management.	FIN 411. Derivatives. 3 Hours. PR: FIN 310 and FIN 305. Examines derivatives markets with an emphasis on options. Introduces the concept of arbitrage and the implications for derivatives equilibrium pricing. Applications of derivatives in financial risk management.	Inclusion of two core 300 level courses as prerequisites that will ensure students are prepared for the rigor and depth of the material presented in this course.
FIN 420	Change PR	FIN 420. Business Valuation. 3 Hours. PR: BCOR 340. Develop the basic knowledge necessary to value an entire company or division of a company using a variety of models. Extend the valuation techniques to project valuation.	FIN 420. Business Valuation. 3 Hours. PR: FIN 305. Develop the basic knowledge necessary to value an entire company or division of a company using a variety of models. Extend the valuation techniques to project valuation.	Change to prerequisite to ensure students are prepared for the rigor and depth of the material presented in this course.
FIN 421	Change PR	FIN 421. Mergers and Acquisitions. 3 Hours. PR: FIN 305. Mergers and acquisitions are value drivers in financial markets, allowing the companies to grow and reinvent themselves. This course provides students with the skills necessary to measure and enhance corporate valuation in equity markets.	FIN 421. Mergers and Acquisitions. 3 Hours. PR: FIN 420 with a grade of C or better and FIN 305. Mergers and acquisitions are value drivers in financial markets, allowing the companies to grow and reinvent themselves. This course provides students with the skills necessary to measure and enhance corporate valuation in equity markets.	Due to this course being an advanced, case study based course we are requiring that a C or better in the introductory level course be earned before progressing to the more advanced material.
GEOL 489	Change title and description	GEOL 489. Senior Seminar. 1 Hour. The presentation and discussion of topics regarding graduate school and career preparation for graduating seniors. Grading will be Pass/ Fail.	GEOL 489. Junior-Senior Seminar. 1 Hour. The presentation and discussion of topics regarding graduate school and career preparation for geology majors. Grading will be Pass/ Fail.	Assessment findings have indicated course content on course selection, internships, etc. as well as career and graduate school preparation will be useful to students earlier in their program.

HPML 670	Remove PR	HPML 670. Policy Analysis-Popltn Hlth 1. 3 Hours. PR: BIOS 601 and HPML 601 and HPML 622 and HPML 671. This course provides students an intermediate understanding of policy analysis approaches during the formation, implementation, and outcome stages of a policy's lifespan. A wide variety of healthcare and public health policies will be analyzed.	HPML 670. Policy Analysis-Popltn Hlth 1. 3 Hours. PR: BIOS 601 and HPML 601 and HPML 622. This course provides students an intermediate understanding of policy analysis approaches during the formation, implementation, and outcome stages of a policy's lifespan. A wide variety of healthcare and public health policies will be analyzed.	When HPML 670 was developed it was believed that HPML 671 would be a co-requisite for this course, however, shortly after the course was formed, it was a consensus that HPML 671 not be required as a co-requisite for HPML 670. At the present time HPML 671 is not being offered
HPML 671	Remove PR	HPML 671. Popltn Hlth Plcy Anlyss Info 1. 3 Hours. PR: BIOS 601 and HPML 601 and HPML 622 and HPML 670. This course provides students with the applied practical understanding of and skills needed to access and use public health and policy information systems used in performing health policy analysis.	HPML 671. Popltn Hlth Plcy Anlyss Info 1. 3 Hours. PR: BIOS 601 and HPML 601 and HPML 622. This course provides students with the applied practical understanding of and skills needed to access and use public health and policy information systems used in performing health policy analysis.	This course is not being offered at this time however we do not want to deactivate this course number therefore we are removing the co-requisite to HPML 670.

IMC 610	Change course description	IMC 610. Introduction to IMC. 3 Hours. PR: Admission to the program. Examines how IMC is used to ensure consistency of messages and complementary use of media to maximize the impact on consumers and other audiences.	IMC 610. Introduction to IMC. 3 Hours. PR: Admission to the program. Introduces students to the fundamentals of Integrated Marketing Communications (IMC). Students learn and apply the IMC planning process and examine the role of integration to ensure consistency of creative strategy and complementary use of traditional and digital media. This course also provides a comprehensive orientation to the WVU IMC graduate program.	Description Outdated.
IMC 611	Change course description	IMC 611. Marketing Research & Analysis. 3 Hours. PR: IMC 610. Examines research within an IMC campaign. Students learn to identify marketing problems, distinguish what can and cannot be learned from marketing research, gather and analyze marketing data, and make business decisions based on the data.	IMC 611. Marketing Research & Analysis. 3 Hours. PR: IMC 610. Examines the role of marketing research within an IMC campaign. Students learn to identify research problems and select appropriate quantitative and qualitative designs to address them. They will examine sampling, questionnaire design, data processing and how to communicate research needs and results.	Course description outdated.

IMC 613	Change course description	IMC 613. Brand Equity Management. 3 Hours. PR: IMC 610. Explores strategies and tactics that are used to build, measure, and manage brands and brand equity, including the introduction of new products. Also covers creative decisions in branding.	IMC 613. Brand Equity Management. 3 Hours. PR: IMC 610. Explores strategic and creative decisions to manage, build, and measure brands. Brand management issues investigated include consumer perceptions, competitive analysis, new product development, crafting communication messages, crisis management, and development of marketing programs.	Course description outdated.
IMC 621	Change course description	IMC 621. Current Topics in IMC. 3 Hours. PR: IMC 610. A team- taught seminar highlights significant issues and trends in IMC. Topics vary by term.	IMC 621. Current Topics in IMC. 3 Hours. PR: IMC 610. A seminar that highlights significant issues and trends in IMC. Topics vary by term.	Course description outdated.
IMC 624	Change course description	IMC 624. Cause Marketing. 3 Hours. PR: IMC 610. Examines the mutually beneficial partnership of a "for profit" business and a non-profit organization. Uses case studies to explore the history and uses of cause marketing and the future of the marketing practice.	IMC 624. Cause Marketing. 3 Hours. PR: IMC 610. Examines the marketing techniques used by businesses to make a difference in the world, focusing on partnerships between businesses and non-profit organizations. Through case studies, the history and uses of cause marketing are examined as well as predictions for the future of the marketing practice.	Course description outdated.

IMC 626	Change course description	IMC 626. B2B Direct Marketing. 3 Hours. PR: IMC 610 and IMC 616. Covers objectives, strategies, and tactics for business-to-business (B2B) direct marketing management, placing particular emphasis on B2B direct marketing implementation and its integration into an IMC campaign.	IMC 626. B2B Direct Marketing. 3 Hours. PR: IMC 610 and IMC 616. Course builds upon the basics of Direct Marketing developed in IMC 616. Students will learn to apply those concepts and techniques in the world of Business-to-Business IMC Direct Marketing. Some assignments allow the students to apply the strategies and tactics to their present employment.	Course description outdated.
IMC 628	Change course description	IMC 628. Applied Public Relations. 3 Hours. PR: IMC 610 and IMC 618. Provides practical knowledge and hands-on experience in public relations. Students develop and produce PR tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters, and special events for a chosen client.	IMC 628. Applied Public Relations. 3 Hours. PR: IMC 610 and IMC 618. Provides practical knowledge and hands-on experience in public relations from both the client and agency perspective. Students develop and produce PR tools and tactics including press releases, public service announcements, crisis communication plans, speeches, newsletters, and special events for a chosen client.	Course description outdated.
IMC 634	Change course description	IMC 634. Digital Storytelling. 3 Hours. PR: IMC 610. Students learn how to develop a marketing story that has a beginning, middle, and end as an intriguing plot that is dramatic enough to effectively connect with a digital audience.	IMC 634. Digital Storytelling. 3 Hours. PR: IMC 610. Students will design a brand for a product or service and express that brand as a video for the Web. This course will provide guidelines for how to create a movie that reaches the desired audience and can be shared via social media.	Course description outdated.

IMC 635	Change course description	IMC 635. Visual Information Design. 3 Hours. PR: IMC 610. As information complexity and frequency have grown, so has the need for visual literacy. Explores the various sender- receiver processes that enhance the readers' and viewers' abilities to create meaningful, effective visual presentations.	IMC 635. Visual Information Design. 3 Hours. PR: IMC 610. Students explore the power of imagery and how visual perception drives our memory. Student examine how to look at images, deconstruct layouts and apply color, design and typography to create effective verbo-visual messages for print and online and will gain valuable creative insight and skills that will serve them now and into the future.	Course description outdated.
IMC 643	Change course description	IMC 643. Digital Video Production. 3 Hours. PR: IMC 610 or IMC 640. Ontroduces the technical and conceptual skills needed to produce creative, engaging audio and video files for the web, and provides hand-on experience incorporating these elements into interactive content for integrated marketing campaigns.	IMC 643. Digital Video Production. 3 Hours. PR: IMC 610 or IMC 640. Introduces the technical and conceptual skills needed to create and add videos into integrated marketing campaigns. Covers the basics of selecting the best hardware and software for video projects. Students gain hands-on experience in shooting and producing engaging videos.	Course description outdated.



JRL 115	Increase course credits	JRL 115. Journalism Orientation. 1 Hour. Support first-year students to make successful transition from high school to college, introduce students to careers, majors in journalism, develop a better understanding of the learning process, and acquire basic academic and personal "survival skills.".	JRL 115. Journalism Orientation. 2 Hours. Support first-year students to make successful transition from high school to college, introduce students to careers, majors in journalism, develop a better understanding of the learning process, and acquire basic academic and personal "survival skills."	JRL 115 has already been approved as a GEC 6F. The course alteration is being submitted to increase the number of credit hours from 1 to 2 for the course. In order to adequately ensure all learning outcomes are achieved and cover all course material sufficiently, it is necessary for the course to be increased to 2 hours. Students engage in classroom discussions, participate in out of class experiences, and attend additional College of Media programming. The work required in this course substantiates an increased number of credit hours for students.
JRL 361	Change PR	JRL 361. Media Relations In Sport. 3 Hours. PR: ADV 201 or ADV 215. Provides an in-depth understanding of how effective public relations plays an integral role in any sports organization via a myriad of communication efforts used in the dissemination of information to the media and the public.	JRL 361. Media Relations In Sport. 3 Hours. PR: ADV 201 or ADV 215 or PR 215 or STCM 215. Provides an in-depth understanding of how effective public relations plays an integral role in any sports organization via a myriad of communication efforts used in the dissemination of information to the media and the public.	Added other acceptable prerequisites.

PHAR 739	Change description and reduce course credits	PHAR 739. Therapeutic Patient Monitoring. 3 Hours. PR: Third professional year standing or consent. Employs both didactic and experiential instruction to provide students with the knowledge and skills required to assess the health status of medicated patients with special emphasis on monitoring therapeutic endpoints.	PHAR 739. Therapeutic Patient Monitoring. 2 Hours. PR: Third professional year standing or consent. Employs both didactic and experiential instruction to provide students with the knowledge and skills required to care for patients with diabetes, perform immunizations, and care for complex patients with multiple disease states.	We propose decreasing the course from 3-credit hours to 2-credit hours to more accurately reflect the time spent in class and the amount of content in the course. Some of the content has been moved to other courses, and the remaining content is better reflected in a 2-credit hour course.
SPED 312	Remove PR and change course description (typo)	SPED 312. Diffrenttd Instrctn -Yng Chldrn. 3 Hours. PR: SPED 304. Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental accomodations.	SPED 312. Diffrenttd Instrctn -Yng Chldrn. 3 Hours. Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental accommodations.	The only change is to remove SPED 304 as a prerequisite for SPED 312 because program faculty no longer feel the content of that course is essential to this course. This change will make this course available to more students and allow more flexibility in scheduling courses in the sequence leading to an additional endorsement in Preschool Special Needs.
SPED 365	Remove PR and change description (typo)	SPED 365. Technlgy/Universal Design-Lrng. 3 Hours. PR: SPED 304. Application of computer hardware and software, adaptive and assistive devices, instructional and productivity software, and principles and practices of Universal Design for Learning for students with special needs.	SPED 365. Technlgy/Universal Design-Lrng. 3 Hours. Application of computer hardware and software, adaptive and assistive devices, instructional and productivity software, and principles and practices of Universal Design for Learning for students with special needs.	The only change is to remove SPED 304 as a prerequisite for SPED 365 because program faculty no longer feel the content of that course is essential to this course. This change will allow students more flexibility in scheduling required courses.

SPED 514	Change course description (typo)	SPED 514. Internship: MSE 5-Adult. 3 Hours. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 1-12.	SPED 514. Internship: MSE 5-Adult. 3 Hours. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 5-12.	The only change is a minor correction to modify a typographical error in the course description. This correction will change the grade levels in the course description to match those in the course title - the correct grade levels are 5-12, not 1-12.
SPED 652	Remove PR	SPED 652. EdI Interventions: Autism. 3 Hours. PR: SPED 650. Design, delivery and evaluation of instruction for individuals with autism spectrum disorders, use of assistive technology and augmentative communication and implementation of functional behavior assessment and positive behavior support for children and adults.	SPED 652. EdI Interventions: Autism. 3 Hours. Design, delivery and evaluation of instruction for individuals with autism spectrum disorders, use of assistive technology and augmentative communication and implementation of functional behavior assessment and positive behavior support for children and adults.	The only change is to remove SPED 650 as a prerequisite for SPED 652 because program faculty no longer feel the content of that course is essential to this course. This change will enable students completing the 2 course requirement leading to additional endorsement in Autism within a single semester, facilitating completion of degree program requirements.

### Deactivations

PATH 520: Seminars- Molecular Diagnostics PATH	This course is not a part of the curriculum.	

To: Faculty Senate Executive Committee

From: Lena Maynor, Chair, General Education Curriculum Oversight Committee

Date: September 22, 2014

Re: GEC Actions

The GEC Oversight Committee met on September 15, 2014 and recommends the following courses for Faculty Senate approval:

Title	Course Type	Objectives
HUM 112: Humanities of Greece	New GEC	3. The Past and Its Traditions 8. Western Culture
BUSA 201: Survey of Economics	New GEC	4. Contemporary Society 8. Western Culture
PSYC 332: Multiculturalism in Psychology	New Writing	Writing
ENGL 338: Environmental Criticism	New Writing	Writing

To: Faculty Senate Executive Committee

From: Lena Maynor, Chair, General Education Curriculum Oversight Committee

Date: September 22, 2014

Re: GEC Audits

The GEC Oversight Committee met on September 15, 2014 and passed the following courses for GEC Audit:

<b>Title</b>	<b>Audit Type</b>	<b>Objectives</b>
POLS 334: Politics of Economic Policy	Writing Audit	Writing
EE 480: Senior Design Seminar	Writing Audit	Writing
BIOM 480: Senior Design Seminar	Writing Audit	Writing
CS 480: Senior Design	Writing Audit	Writing
CPE 480: Senior Design Seminar	Writing Audit	Writing
LARC 450: Adv Landscape Archtctrl Dsgn 1	Writing Audit	Writing