

Minutes
West Virginia University Faculty Senate
Monday, March 9, 2020

1. Emily Murphy, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in the Event Hall of the Law Center.

Members Present:

Andress, L.	Cottrell, L.	Fraustino, J.	McCrary, J.	Ryan, E.
Arthurs, J.	Crichlow, S.	Galvan-Turner, V.	McCusker, B.	Sand-Jecklin, K.
Atkins, C.	Cronin, A.	Garofoli, G.	Morris, A.	Schaeffer, P.
Bailey, K.	Davis, D.	Germana, M.	Morris, T.	Sealey, V.
Ballard, D.	DiBartolomeo, L.	Goodykoontz, E.	Mucino, V.	Sims, J.
Bastress, R.	Dickman, B.	Hardy, S.	Murphy, E.	Singh-Corcoran, N.
Bernardes, E.	Donley, D.	Harrison, N.	Nix, A.	Sowards, A.
Bernstein, M.	Downes, M.	Hauser, D.	Nutter, R.	Toppe, M.
Bhandari, R.	Eades, D.	Hibbert, A.	Ogden, L.	Tu, S.
Billings, H.	Elliott, E.	Hildebrand, L.	Olfert, M.	Utzman, R.
Bragg, R.	Elswick, D.	Hileman, S.	Olson, K.	Valentine, K.
Bravo, G.	Estep, C.	Holbein, M.	Perhinschi, M.	Vanderhoff, J.
Bryner, R.	Eubank, T.	Hudgins, C.	Plein, C.	Vercelli, M.
Butina, M.	Evans, J.	Kitchen, S.	Rakes, P.	Wayne, S.
Chantler, P.	Famouri, P.	Li, H.	Reddy, R.	Woloshuk, J.
Chisholm, S.	Feaster, K.	Martucci, A.	Rice, T.	Woods, S.
Corio, E.	Fleming, S.	McCombie, R.	Rowlands, A.	Zegre, N.
Costas, M.				

Members Excused:

Anderson, K.	Cohen, S.	Kolar, M.	Miltenberger, M.	Schimmel, C.
Benedito, V.	Cui, A.	Mallow, J.	Phillips, T.	Swager, L.
Morgan, J.	Galvez, M.	Matak, K.	Pyzdrowski, L.	Vona-Davis, L.
Bonner, D.	Gilleland, D.	McMillen, J.	Scaife, B.	Young, S.
Burt, A.	Jacobson, G.			

Members Absent:

Angeline, M.	Hambrick, G.	Kupec, J.	Pradhan, T.	Smith, M.
Burnside, J.	Hartnett, H.	Law, K.	Schaefer, G.	Soccorsi, A.
Clemmer, M.	Hessl, A.	Lockman, J.	Scott, D.	Watson, J.
Dietz, M.	Hornsby, G.	Mbayo, T.	Sedney, C.	Welsh, A.
Geldenhuys, W..	Hutson, Z.	McKibben, J.	Shapiro, R.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Murphy moved for approval of the minutes from the Monday, February 10, 2020 meeting.
Motion carried.
3. President Gordon Gee reported that the legislative session ended at midnight on March 7, 2020. WVU's budget stabilized this year. A number of bills related to the University's role in economic development moved through the legislature. The legislature was fully engaged with our Government Relations staff.

4. Provost Maryanne Reed and Clay Marsh, Vice President and Executive Dean for Health Sciences, provided updates on contingency planning surrounding COVID-19. Information is available on the coronavirus.wvu.edu and tlcommons.wvu.edu web sites.
5. Cindi Roth, President and CEO, and BJ Davisson, Executive Vice President and Chief Development Officer, gave a presentation on the WVU Foundation.
6. Chair Murphy reported that she is planning a roundtable discussion for the April 13 Faculty Senate meeting on the topic of communication.
7. Two people have declared their candidacy for Faculty Senate Chair-Elect: Ashley Martucci, College of Education and Human Services, and Scott Wayne, Statler College of Engineering and Mineral Resources.

The chair asked for additional nominations from the floor; none were given. Hearing no objections, the nominations were closed.

The candidates will have an opportunity to speak before the Faculty Senate at the April 13 meeting and to submit a candidate statement beforehand. The elected candidate will serve as Faculty Senate Chair during the 2021-2022 academic year, and as one of the two faculty representatives to the Board of Governors from 2021-2023.

8. Ednilson Bernardes, Chair, Curriculum Committee, moved for approval of the following reports. Motion carried, except that BIOL 345 and BIOL 346 on Annex I were passed pending further clarification and discussion between Eberly College and the School of Medicine.

Annex I, New Courses Report.

Annex II, Course Changes, Deactivations, and Adoptions Report.

Annex III, Capstone Courses Report.

New Major in Youth and Family Sciences.

New BA in Anthropology.

New BA in Criminology.

New Program in Integrated Marketing Communications.

Program Changes to Social Studies/Secondary Education.

Program Changes to the Major in Sustainable Food and Farming.

The following reports were submitted for information. Reports filed.

New Minor in Arts Entrepreneurship.

New Minor in Insurance.

Annex IV, Administrative Course Approvals.

Annex V, Graduate Programs Report.

9. General Education Foundations Committee – no report.
10. Teaching and Assessment Committee – no report.
11. Lesley Cottrell, Chair of the Committee on Committees, Membership and Constituencies, moved for approval of the following report. Motion carried.
Annex VI, Standing Committee Membership Changes.

12. Roy Nutter, Faculty Representative to State Government, advised everyone of the importance of students participating in the census. He mentioned that individuals are counted where they sleep at night, not where they vote.
13. Stan Hileman, BOG Representative, reported that the Board met on February 28, 2020 to:
 - Approve proposed changes to Rule 4.2 and 4.7 to include service-track faculty in promotion and tenure and reduction in forces rules.
 - Approve a funding plan for improvements to the WVU Coliseum and the Milan Puskar Stadium, and for construction of the WVU Athletic Performance Center.
 - Transfer buildings and property to the West Virginia State Armory Board.
 - Receive information that the Department of Communication Sciences and Disorders will be moving to the School of Medicine.
 - Approve a tuition schedule for the Maymester pilot.
14. New Business – none.
15. The meeting adjourned at 4:41 p.m. to reconvene on Monday, April 13, 2020.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee

From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee

Date: February 24, 2020

Re: New Courses Report

Title	College	Credits	Prerequisites	Catalog Description
BIOL 345: Human Anatomy	AS	3	BIOL 219 with a minimum grade of C- and PR or CONC: BIOL 346.	The study of human morphology, with a focus on anatomical function and medical applications. Lecture integrates integument, skeletal, muscular, cardiovascular, digestive, urogenital, respiratory, and nervous system anatomy. The co-requisite lab parallels these lecture topics. This course is intended for students interested in the human health fields.
BIOL 346: Human Anatomy Laboratory	AS	2	BIOL 219 with a minimum grade of C- and PR or CONC: BIOL 345.	Biology 346 lab meets twice a week and parallels the discussion of anatomy and function in Biology 345 lecture. Students use microscopes to identify integument anatomy, examine human bones in order to name bones and relevant bone landmarks. Students collaborate with a partner to fully dissect a cat, sheep brain, pig heart and cow eye.
LANG 321: Language Matters	AS	3		Focuses on issues regarding language, culture, and “myths,” including facts about language learning, cultural dynamics in relation to the use of language, and current cross-cultural issues in the aspect of language as a medium.
PSYC 729: Performance Management	AS	3	PSYC 533 with a minimum grade of B-.	Best-practice techniques for performance management, including behavioral approaches to performance management in the context of clinical supervision, personnel management, and consultation.
PSYC 738: Behavior Analysis in Education	AS	3	PSYC 533 with a minimum grade of B-.	Behavior-analytic strategies in educational contexts, including problems facing the educational system, curriculum-based measurement, individualized educational assessment, and instructional design.
SOWK 402: Practice and Family Violence	AS	3	SOWK 300 and SOWK 319 and SOWK 320 and SOWK 330 with a minimum grade of C- in each.	Exploration of generalist Social Work practice with individuals who utilize services from the Child Protective Services and Intimate Partner Violence areas of practice. Primary focus is on learning and utilizing direct-practice skills for assessment and effective, best-practice interventions with families experiencing violence within their homes.
BCOR 121: Introduction to Business Applications	BE	2	Must be admitted into the Chambers College of Business and Economics.	BCOR 121 is designed to teach students the fundamentals of business personal computer applications, including word processors, presentation tools, and spreadsheets, with a focus on using the tools for successful communication and data organization in a business setting.
BIOM 201: Introduction to Biometrics Systems	CEMR	1	ENGR 102 with a minimum grade of C-.	A basic introduction to biometric technologies, including the modalities of fingerprints, face, iris, and voice. An overview of essential biometrics terminology, use cases, and trends. Perspectives from industry, government, and academia, as presented by guest speakers.

Title	College	Credits	Prerequisites	Catalog Description
CHE 226: Reaction Phenomena	CEMR	3	CHEM 116 or CHEM 118 with a minimum grade of C-.	Theory and application of reaction kinetics, analysis of rate data, reaction equilibrium, and catalysis. The application of these phenomena to industrial relevant systems will be emphasized.
CSEE 380: Engineering Professionalism Seminar	CEMR	1	Junior standing.	Survey of resources available to support engineering design, implementation, entrepreneurship, research, and professional development. Impact of ethical, legal, cultural, global, economic, environmental, and safety factors on design choices. Survey of options for capstone design projects.
CSEE 480: Capstone Project - Design	CEMR	2	(ENGL 102 or ENGL 103) and CSEE 380 with a minimum grade of C- in each.	Penultimate semester. Group senior design projects with individual design assignments appropriate to student's discipline. Complete system-level designs of the subsequent semester's project presented in written proposals and oral presentations. (Equivalent to BIOM 480, CPE 480, CS 480, CYBE 480, and EE 480.) (2 hr. lec., 1 hr. conf.)
CSEE 481: Capstone Project - Implementation	CEMR	3	(CSEE 480 or BIOM 480 or CPE 480 or CS 480 or EE 480) with a minimum grade of C-.	Continuation of CSEE 480. Detailed design and implementation of the system including choice of components, algorithm development, interfacing, troubleshooting, working in groups, and project management. Also covers professional topics, including ethics, liability, safety, socio-legal issues, risks and employment agreements. (1 hr. lec., 1 hr. conf., 2 hr. lab.)
MAE 212: Introduction to Computer Aided Design	CEMR	1	ENGR 101 with a minimum grade of C-.	Introduction to the process of drawing and creating mechanical objects using a computer. Basics of engineering graphics and creation of computer-based models of components and assemblies.
MAE 216: Intermediate Engineering Computation	CEMR	1	(ENGR 102 or MAE 102 or CHE 102) with a minimum grade of C-.	This course will use basic coding skills learned in ENGR 102 / MAE 102 / CHE 102 and apply them to intermediate complex coding problems. Students will learn to use of the software debugger to solve coding issues that arise in more complex routines. Students will work individually to solve intermediate difficult engineering-oriented problems.
MAE 253: Fundamentals of Materials Engineering	CEMR	2	CHEM 115 and PHYS 111 with a minimum grade of C- in both.	Atomic and crystallographic structure of materials, thermal and mechanical processing influences on microstructure, and composition and microstructural effects on mechanical and physical properties attributes.
MAE 254: Materials Engineering Laboratory	CEMR	1	CHEM 115 and PHYS 111 and PR or CONC: MAE 253 with a minimum grade of C- in all.	Introduction to microscopy and spectroscopy material microstructure characterization techniques; materials macroscopic physical properties based on processing history, chemistry, crystal structure and microstructure; and methods to identify material needs for engineering application.
MAE 353: Intermediate Mechanics of Materials	CEMR	3	MAE 243 and (MATH 251 with a minimum grade of C-).	Strength under combined stresses, failure methods, energy methods, column theory, unsymmetrical bending, composite materials, fundamentals of fatigue and fracture, and vibrations.

Title	College	Credits	Prerequisites	Catalog Description
MAE 354: Materials Processing and Manufacturing	CEMR	3	MAE 253 or CHE 366.	Processing and manufacturing methods for metals, ceramics, polymers, composites, and hybrid materials; considerations for nano-, micro-, and macro-scale; relationships between process method, material structure, properties, cost, process energy requirements, and geometric limitations; and process selection based on materials selection and desired properties.
MAE 355: Mechanical and Physical Properties of Materials	CEMR	3	MAE 253 or CHE 366.	Mechanical, electrical, magnetic, optical properties of materials; relationships between materials synthesis, microstructure and physical properties; and selection of materials for application.
MAE 422: Energy Conversion Laboratory	CEMR	1	MAE 321 or MAE 426.	Experiments demonstrating renewable and fossil-derived sources energy conversion including wind, solar, fuel cells, heat engines and refrigeration devices. Statistical analysis of data.
MAE 442: Mechanical Vibrations	CEMR	3	MAE 316 and MAE 343 with a minimum grade of C- in both.	Response analysis of one, two, and multi degree of freedom systems; natural frequencies and modes of vibrations; damping; methods to avoid excessive vibrations; whirling of rotating shafts; balancing; vibration isolation; vibration measurements; and instrumentation.
PASS 339: Professional Immersion in Health and Well-being	CPASS	3	PASS 110 with a minimum grade of C-.	This course will provide prospective healthcare professionals with an immersive experience within the health and well-being field based on their specific academic and professional goals. To supplement the experiential learning outside of the classroom, students will spend classroom time exploring critical topics related to professional development and career exploration related to the health and well-being profession.
BIOC 730: Current Topics in Cell Biology	MED	3	Consent.	Provides advanced graduate students an opportunity to independently study a focused area of cell biology in considerable depth with the guidance of a faculty member as tutor. Over the course of the semester, the student will scrutinize the primary literature covering a topic of interest and draft an original review of the topic, under the guidance of the faculty tutor.
CCMD 801: Medical Biochemistry and Cellular Function	MED	8		Medical Biochemistry combines the traditional subjects of biochemistry, human genetics and cell biology in one course. Information is presented in lectures, problem solving exercises, and clinical correlations. Accordingly, a considerable amount of instructional time will be devoted to self-directed learning activities.
CCMD 802: Professional Development	MED	1		Introduction to professional behaviors for contemporary medical practice. Includes independent and group learning activities that target core competencies and program objectives related to accountability, lifelong learning, and interprofessional collaboration.
EXPH 661: Clinical Research Methods 1	MED	1		Develops skills to understand, design, assess, and evaluate clinical techniques and research that are relevant to Clinical Exercise Physiologists, including pathologies resulting from lack of exercise. Students will evaluate clinical scientific literature and case studies of various disease conditions and incorporate exercise testing and prescription in small group, student-centered, problem-based learning activities

Title	College	Credits	Prerequisites	Catalog Description
EXPH 662: Clinical Research Methods 2	MED	1	EXPH 661.	Advance the foundation knowledge from Clinical Research Methods 1. Advance skills to understand, design, assess, and evaluate clinical techniques and research, including pathologies resulting from lack of exercise. Students will evaluate clinical scientific literature and case studies of various disease conditions and incorporate exercise testing and prescription in small group, student-centered, problem-based learning activities. Completion of this course.
NSG 755: Acute Care Professional Role Development	NSG	1	None	This course is designed to explore, analyze, and compare and contrast the role of the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult-gerontology acutely ill patients.
NSG 757: Acute Care Practicum	NSG	1 to 10	NSG 755 and NSG 758 and PR or CONC: NSG 759.	This supervised practicum is designed to facilitate the student's competency in the delivery of acute care to adult and geriatric patients.
NSG 758: Acute Care 1	NSG	5	NSG 755.	This course is designed for the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult-gerontology acutely ill patients.
NSG 759: Acute Care 2	NSG	5	NSG 755 and NSG 758.	This course builds upon the knowledge and concepts presented in Acute Care 1. It is designed for the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult-gerontology acutely ill patients.
WVUE 280: Presidential Student Ambassadors: Leading Serving	UC	3	Consent.	In addition to developing and presenting four major public speaking assignments, students fulfill Student Engagement Leadership requirements of 20 leadership events and 40 service hours to become Certified Student Leaders.
WVUE 281: Presidential Student Ambassadors: Speakers Bureau	UC	1	WVUE 280 with a minimum grade of B-.	Students who have completed WVUE 280 (Presidential Student Ambassadors: Leading Serving) will enroll in Speakers Bureau the following semester. They will speak to eight external audiences (e.g., prospective and current WVU students and/or their families, WVU/State audiences, etc.) about university-related topics. The professor will assign four events; students will be responsible for scheduling additional audiences, pre-approved by the Professor.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: February 24, 2020
 Re: Course Changes and Deactivations Report

Course Changes

Field	Old Value	New Value
ACCT 321		
Catalog Description	Accounting software for record keeping, financial analysis, and accounting policy evaluation, with emphasis on the accounting cycle.	Manual and automated accounting procedures emphasizing the accounting cycle, internal controls, and data analysis software certification.
Justification for Course Change	This is a change to remove certain prerequisites. The prerequisites removed were originally added for course spacing purposes -- not to provide content needed for the course.	The reason for the course change was to change the course description. The updates to the Outcomes and Syllabus, were required because the description change was requested.
ACCT 322		
Catalog Description	Analysis of data processing fundamentals and information systems analysis, design, and implementation, including necessary computer hardware and software components with particular reference to accounting information systems and the controls necessary therein.	Analysis of accounting data using current technologies to assist in accounting and business decisions.
Justification for Course Change		This change updates the course description to be consistent with how the course has evolved over time to meet the needs of students and accommodate technological advances. Additionally, the changes reflect a re-positioning of this course later in the curriculum consistent with changes to the accounting plan of study that has been submitted contemporaneously with this request.
ACE 215		
Full Title	Sport for Exceptional Athlete	Sport for the Exceptional Athlete
Catalog Prerequisites		PET 175 with a minimum grade of C-.
Justification for Course Change	The proposal is to change the course number 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.	PET 175 and ACE 215 are both required courses in the major. The proposed change (beginning Fall 2020) is for PET 175 Motor Development to be a pre-req or co-req with ACE 215. Students will be more successful in ACE 215 if they have a basic understanding of growth and development.

Field	Old Value	New Value
ART 367		
Catalog Description	This class examines multiple aspects of classroom technology in arts education. The course combines hands-on computer techniques, critical analysis of digital art, and practical experience with curriculum design.	Examines multiple aspects of classroom technology in arts education. Combines hands-on computer techniques, critical analysis of digital art, and practical experience with curriculum design focusing on the integration and teaching of new and emerging technologies within K-12 school classrooms.
Course Code	ART 267	ART 367
Justification for Course Change		Graduate students are also required to take this course to complete the state requirements for certification but do not receive credit for the course. By changing the course number to 367 we can initiate a graduate section and allow for this course to be cross listed so both undergraduates and graduate students can collaborate together on eCampus.

ART 610		
Full Title	Introduction to Ethics of Visual Arts Therapy	Introduction to Visual Arts Therapy
Transcript Title	Intro to Ethics Vis Arts Thera	Intro to Visual Arts Therapy
Catalog Description	Introduces students to basic approaches of visual arts therapy and the professional ethics involved with its applicability in school settings. Provides overview of how art educators face numerous ethical dilemmas beginning with ownership and exposure of treatment records and artwork.	Introduces students to basic principles and practices of visual arts therapy through historical background, theoretical frameworks, and in-field issues. Provides information on pioneers in the field, how and where art therapists practice, training required for the profession, as well as interactive art explorations to incorporate art therapy principles into their own teaching and/or artistic practice. Online lectures and discussion.
Catalog Prerequisites		Must have a bachelors degree in art, counseling, psychology, education, or special education.
Justification for Course Change		Eliminating the word "ethics" in the title will make this a more balanced and appealing course for anyone interested in improving student learning outcomes in the K-12 classroom.

CCMD 811		
Full Title	Physical Diagnosis/Clinical Integration 1	Physical Diagnosis/Clinical Integration (PDCI) 1
Transcript Title	Physcl Diagnos/Clincl Intgrt 1	Phys Diagnos/Clin Intgrt 1
Course Code	CCMD 745	CCMD 811
Catalog Description	This course will introduce the student to persons with health concerns. Students will begin development of skills of medical communication, data gathering, and physical examination techniques. (Lec. 5 hr., other 2 hr., contact 7 hr.)	PDCI I will introduce medical students to clinical medicine. Students will develop skills including medical communication, data gathering, and introductory physical examination techniques. Students will develop skills and knowledge that target comprehensive health issues, differential diagnosis, and detailed assessments while integrating basic science concepts into clinical medicine. Students will also learn the fundamentals of biostatistics and epidemiology.
Credit Hours	Jan-00	5
Catalog Prerequisites		None
Justification for Course Change		The MD degree curriculum committee recommended that the introduction of clinical skills and knowledge content be reexamined and realigned with other concurrent courses. Accordingly, the courses that are titled Physical Diagnosis and Clinical Introduction (PDCI) will also be modified. Instead of bifurcating the course into PDCI 1 and PDCI 2, the ad hoc committee recommended that PDCI be divided into three courses that align content across concurrent courses. For example, students will learn about central nervous system clinical examination in PDCI 2 during the spring semester of the first year curriculum, parallel to a spring first-year course: Neurosciences and Human Behavior. PDCI 3 will continue to align clinical knowledge and examination skills with content across the systems.

Field	Old Value	New Value
CHE 315		
Catalog Prerequisites	CHE 310 and CHE 311 and CHE 320 and MATH 261.	CHE 310 and CHE 311 and MATH 261.
Justification for Course Change		This change is part of a comprehensive review of the undergraduate prerequisites for chemical engineering. The information in CHE 320 is not applicable to students succeeding in this course, so it has been removed as a prerequisite.

CHE 320		
Credit Hours	0 or 3	3
Catalog Prerequisites	(CHE 202 or CHE 212) and MATH 251.	((CHE 202 and CHE 230) or CHE 212) and MATH 251.
Justification for Course Change		This change is part of a comprehensive prerequisite review of the chemical engineering program. The addition of CHE 230 will ensure students have the numerical analysis needed for the content in this course.

CHE 355		
Catalog Prerequisites	CHE 312 and CHE 325.	CHE 310 and PR or CONC: CHE 312 and CHE 325.
Justification for Course Change		This change is part of a comprehensive review of prerequisites. An understanding of fluid mechanics is essential to the design and simulations of equipment that will be done in this class.

CHE 450		
Credit Hours	0 or 2	2
Catalog Prerequisites	(CHE 312 or CHE 317) and (CHE 350 or CHE 351).	(CHE 310 and CHE 311 and CHE 312 and CHE 325 and CHE 351) or (CHE 317 and CHE 350).
Justification for Course Change		This change is part of a comprehensive review of the chemical engineering curriculum prerequisites. The labs involved in the course require a knowledge of heat transfer, fluid mechanics, process separations, and reactions engineering.

CHE 455		
Catalog Prerequisites	(CHE 312 or CHE 317) and CHE 325.	(CHE 312 or CHE 317) and CHE 325 and CHE 355.
Justification for Course Change		This change is part of a comprehensive review of the chemical engineering curriculum prerequisites. Students will need knowledge of simulations, design, separations, and reaction engineering to be able to complete the design projects and other coursework required in this course.

CHE 475		
Catalog Description	Introduction to safety, health and loss prevention in the chemical process industry; regulations, toxicology, hazard identification, system safety analysis and safety design techniques. (3 hr. lec.)	Introduction to safety, health and loss prevention in the chemical process industry; regulations, toxicology, hazard identification, system safety analysis and safety design techniques.
Catalog Prerequisites	CHE 202 or CHE 212.	(CHE 202 or CHE 212) and CHE 310.
Justification for Course Change		This change is being made as a result of a curriculum wide review of prerequisite courses in the chemical engineering curriculum. The CHE 475 Safety course includes a great deal of information about how fluids are moving through systems and how that is impacted by a faulty device or broken equipment. Having the CHE 310 Fluid Mechanics course as a prerequisite ensure students know how fluids move in a functioning system so they can then understand how it moves through a broken one.

Field	Old Value	New Value
CHEM 111		
Catalog Description	Designed primarily for students taking only one year of college chemistry. Atomic structure; chemical bonding; acids, bases, and salts; periodicity; properties of gases, liquids, and solids; stoichiometry; oxidation-reduction. (3 hr. lecture) (Students may not receive credit for CHEM 115 or CHEM 117 and for CHEM 111.)	Designed primarily for students taking only one year of college chemistry. Atomic structure; chemical bonding; acids, bases, and salts; periodicity; properties of gases, liquids, and solids; stoichiometry; oxidation-reduction. (3 hr. lecture)
Catalog Prerequisites	WVU sections require MATH 122 or MATH 124S or MATH 126S with a minimum grade of C- or ALEKS Score of ML 20 or Math ACT Score of 22 or Math SAT Score of 540 or Math SAT (March 2016) Score of 570 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155, WVUIT and PSC sections require MATH 122 or MATH 124S or MATH 126S with a minimum grade of C- or ALEKS Score of ML 10 or Math ACT Score of 19 or Math SAT Score of 460 or Math SAT (March 2016) Score of 500 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155 and PR or CONC: CHEM 111L.	PR or CONC: WVU sections require MATH 124 or MATH 126, (including 126 A, B, or C) with a minimum grade of C-, or a higher Math class, or ALEKS Score of 45, or Math ACT Score of 22, or Math SAT Score of 540 or Math SAT of 510 (Pre-March 2016). WVUIT and PSC sections require MATH 122 or MATH 124S or MATH 126S with a minimum grade of C- or ML 10, or Math ACT Score of 19 or Math SAT Score of 460 or Math SAT (March 2016) Score of 500 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155 and PR or CONC: CHEM 111L.
Justification for Course Change	There is no change to the course.	Pre-requisites have been updated for Morgantown campus to reflect what is in the Schedule of Courses.

CHEM 111L

Credit Hours	0	1
Justification for Course Change		Changing lab to 1-credit hour format to align with how our other chemistry courses are offered and address registration and DegreeWorks issues.

CHEM 112

Credit Hours	4	3
Catalog Description	Continuation of CHEM 111. Nuclear chemistry; air and water pollution; useful natural materials; consumer chemistry; introduction to organic and biochemistry. (3 hr. lec.) (Students may not receive credit for CHEM 116 or CHEM 118 and for CHEM 112.) (CHEM 111 and CHEM 112 cannot be used as pre-requisite courses for organic chemistry).	Continuation of CHEM 111. Nuclear chemistry; air and water pollution; useful natural materials; consumer chemistry; introduction to organic and biochemistry. (3 hr. lec.)
Justification for Course Change	There is no change to the course.	Because of technical issues with Banner with grade reporting, the lecture needs to be fully independent from the laboratory and only carry 3 credit hours. Students will be assessed separately in a 1 credit CHEM 111L lab. There are no curricular changes, and the change will not affect students.

CHEM 112L

Credit Hours	0	1
Justification for Course Change		Because of technical issues with Banner with grade reporting, the lab needs to be fully independent from the laboratory and only carry 1 credit hour. Students will be assessed separately in a 3 credit CHEM 112 lecture. There are no curricular changes, and the change will not affect students.

Field	Old Value	New Value
COMM 102		
Full Title	Human Communication in the Interpersonal Context	Fundamentals of Interpersonal Communication
Transcript Title	Human Comm-Interprsnl Context	Fundamentals Interpersonal Com
Catalog Description	Introduction to interpersonal communication with emphasis upon application of one to one communication in a variety of social contexts.	Emphasizes identification, definition, and application of the appropriate and effective interpersonal communication behaviors and skills needed for the development, maintenance, and termination of relationships with romantic partners, friends, family members, group members, superiors, and coworkers.
Credit Hours	2	3
Justification for Course Change		The available content (i.e., communication theory and research) that can (and should) be taught in this course has evolved and grown exponentially since the course was first developed as a 2 credit hour course decades ago. Increasing the credit hours to 3 hours will enable students to acquire a greater breadth and depth of the interpersonal communication process, which ultimately will enable students to become more competent communicator in their interpersonal communication relationships.

CS 110		
Catalog Prerequisites	(MATH 126 and MATH 128) or MATH 129 or MSAT score of 600 math ACT score of 26.	(MATH 126 and MATH 128 with a minimum grade of C- in both) or MATH 129 with a minimum grade of C- or meets the entry requirements of MATH 153..
Justification for Course Change		This is a clarification of existing prerequisites. This update adds all instances of Math 126, 128, and 129, and all current ACT, ALEKS, Math level, and SAT scores.

CS 320		
Catalog Prerequisites	WVU sections require CS 111 with a grade of C- or better and CS 220 with a grade of C- or better and MATH 156, WVUIT sections require CS 201 and CS 220 and MATH 156.	WVU sections require CS 111 and CS 220 and MATH 156 with a minimum grade of C- in each, WVUIT sections require CS 201 and CS 220 and MATH 156 with a minimum grade of C- in each.
Course Code	CS 221	CS 320
Justification for Course Change		We are renumbering this course because it is taken by our Juniors and has a Sophomore-level prerequisite (CS 220).

CS 450		
Catalog Description	Support of computer components; device management and interrupts, process scheduling, file management, complete OS structure, OS development and debugging, configuration management, and performance testing. (3 hr. lec.)	Support of computer components; device management and interrupts, process scheduling, file management, complete OS structure, OS development and debugging, configuration management, and performance testing. (3 hr. lec., 1 hr. lab.)
Catalog Prerequisites	CS 350 with a C- or better or CS 355.	CS 350 with a minimum grade of C- or CS 355.
Credit Hours	3	4
Justification for Course Change		The project is an important component of CS450, which is used to illustrate various theoretical topics covered in lecture. Historically, one lecture a week has been allotted to project development (led by a teaching assistant), limiting lecture to two days a week. Adding one credit hour will allow us to have a separate, longer lab time for the teaching assistant to work with students and reclaim one class period per week for lecture. This will allow lecture topics to be covered in more depth, and provide a scheduled time for project teams to work together with the aid of a teaching assistant. We anticipate that this change will improve students' mastery of the course material.

Field	Old Value	New Value
EE 251		
Catalog Prerequisites	EE 221 and CPE 271 and PHYS 112.	EE 221 with grade of C- or better, PHYS 112 with grade of C- or better, and CPE 271
Justification for Course Change		After the Spring 2019 semester, the EE faculty met to assess student outcomes in this course. The instructors observed that some students did not have sufficient proficiency in circuit analysis that necessitated several remedial lectures. The faculty felt that having a higher entrance standard would alleviate this problem, and in particular that students should have a C- or better in EE 221 and PHYS 112 to enter the class.

EE 329		
Catalog Prerequisites	EE 327 and (STAT 215 or MATH 448).	EE 327 and (MATH 448 or PR or CONC: STAT 215).
Justification for Course Change		This change allows for greater student scheduling flexibility.

EXPH 681		
Credit Hours	4	5
Justification for Course Change		As part of the new approved EXPH clinical MS, we have deleted certain courses, and as such we are adding some materials to EXPH 681. Therefore, with the addition of material (highlighted in yellow) we are requesting the course credits for EXPH 681 go from 4 to 5 credits. that is the only change. thanks

FIN 305		
Catalog Description	Continuation of BCOR 340. Use of computers to help solve extended problems and/or short cases.	Core course in corporate finance theory and practice and builds on the concepts introduced in the BCOR 340 and includes the use of excel to help solve extended problems and/or short cases. Topics covered include corporate valuation, cost of capital, and capital budgeting.
Justification for Course Change		Update of the catalog description to reflect current instruction

FIN 315		
Catalog Prerequisites	BCOR 340 with a minimum grade of C-.	BCOR 340 with a minimum grade of B-.
Justification for Course Change		Creation of a new course

FIN 320		
Catalog Description	This course analyzes financial accounting statements from the perspective of users for the purpose of making sound decisions in business and financial investment.	This course analyzes financial accounting statements from the perspective of investors and stakeholders for the purpose of making sound decisions in business and financial investments.
Justification for Course Change		Adjustment to grammar and intent of course description in catalog.

FIN 370		
Catalog Description	Develops a life financial plan for students. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.	Students develop a personal financial life-plan as well as gain an understanding of how to produce plans for others. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.
Justification for Course Change	BUSA 340 is being replaced with BCOR 340.	BUSA 340 is being replaced with BCOR 340. Students should be able to handle the materials in these courses simultaneously.

Field	Old Value	New Value
FIN 410		
Catalog Prerequisites	FIN 310 with a minimum grade of B and FIN 305.	FIN 310 with a minimum grade of B- and FIN 305.
Justification for Course Change		Adjusting the pre-requisite catalog description to match the actual pre-requisite

FIN 411		
Catalog Prerequisites	FIN 310 and FIN 305.	FIN 310 with a minimum B- and FIN 305.
Justification for Course Change	Adjustments made to the course description to reflect true coverage of the course.	Adjustment to pre-reqs to match those of Security Analysis and Portfolio Management.

FIN 420		
Catalog Description	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.	Develop the basic knowledge necessary to value an entire company or a division of a company using non-proprietary models. Analysis includes a practical consideration of financial market operations, comparisons of business opportunities and how they change over time, and the elements of the decision-making criteria for a financial manager or investor.
Justification for Course Change		Update the current course description to match the current instruction.

FIN 422		
Catalog Description	This is an experiential learning course intended primarily for Finance and Accounting majors who wish to expand their ability to interpret financial information relating to private, public and not-for-profit entities.	This course is an extension of FIN 320 and will address special topics relating to financial statement analysis for private, public and not-for-profit entities.
Justification for Course Change		This is a new course.

FIN 451		
Catalog Prerequisites	ECON 201 and ECON 202 and FIN 350 with a minimum grade of C-.	FIN 350 with a minimum grade of C-.
Justification for Course Change	Adding one more prerequisite it would match the pre-requisites for all of the other insurance electives. We are changing the course number to correspond with more advanced material covered in the course.	Removal of per-requisites so it matches pre-reqs of insurance courses and will allow for students in the minors to enter through the courses without having to take a substantial amount of additional classes.

FIN 452		
Catalog Description	Use, design and regulation of group life insurance, health care and pensions, including their federal tax consequences. Study of the available contracts in each area and financing alternatives and practices.	Use, design, and regulation of group life insurance, health care, and pensions, including their federal tax consequences. Study of the available contracts in each area and financing alternatives and practices.
Justification for Course Change		Requested addition of oxford comma to course catalog.

FIN 460		
Catalog Description	(May not be taken for both undergraduate and graduate credit.) Management of bank funds. Principles of organization lending and investment. Policy relationships to bank productivity, organization, and profitability; preparation of financial reports; management of a simulated bank in a changing environment.	Introduction to bank management and builds on the topics introduced in FIN 330. The course will apply traditional finance concepts to the management of financial institutions. Topics covered include bank financial statement analysis, principles of lending and investment, and government policy relationships to bank organization and profitability. (May not be taken for both undergraduate and graduate credit.)
Catalog Prerequisites	(BCOR 340 or FIN 325) and PR or CONC: FIN 305.	BCOR 340 (or FIN 325), FIN 330, and PR or CONC: FIN 305.
Justification for Course Change		Course follows on to FIN 330, the description has been adjusted to include this item and the pre-req adjusted as well.

Field	Old Value	New Value
MATH 338		
Course Number	238	338
Full Title	Modern Geometry for Teachers	Geometry for Teachers
Catalog Description	(For prospective high school mathematics teachers.) Foundations of geometry. Special topics from Euclidean, projective, and non-Euclidean geometries.	Special topics from Euclidean and non-Euclidean geometries needed for teaching high school mathematics.
Catalog Prerequisites	MATH 156 with a minimum grade of C- or consent.	MATH 156 with a minimum grade of C- and PR or CONC: MATH 283 with a minimum grade of C- or consent.
Justification for Course Change		The change in the Math 238 course is being requested for the following reasons: 1) to update the prerequisite from only Math 156 to Math 156 and at least co-requisite of Math 283, so that the new Math 338 (old Math 238) will expose students (and require) to mathematical proofs. 2) The course will be part of the Area of Emphasis in Mathematics Education 3) The bring the new Bachelor of Science and Mathematics Education Area of Emphasis in compliance with over 50% of the degree is at or above the 300 level.

MDIA 328		
Course Code	JRL 428	MDIA 328
Catalog Prerequisites	JRL 215.	JRL 215 or MDIA 215 with a minimum grade of C-.
Justification for Course Change		Course change required minimum prerequisite grade to C- (from D-) per college standards. Changing course number from a 400-level course to a 300-level course, as students should learn more about media law and ethics earlier in their College of Media curriculum (this new number was already approved earlier this year). This will help ensure they are better equipped when working in WVU student media outlets and at internships. This course has been updated to reflect the new course subject code from JRL 328 to MDIA 328 as of Fall 2020. The syllabus has also been updated and uploaded to reflect this change as of Fall 2020. The info has been changed to the catalog description. The program chair's info has been added as the point of contact. The catalog's pre-reqs and expected learning outcomes have also been changed/added.

MDIA 485		
Course Code	JRL 485	MDIA 485
Catalog Prerequisites	JRL 119.	JRL 119 or MDIA 119 with a minimum grade of C- and College of Media MDS Major and departmental approval.
Justification for Course Change		This course has been updated to reflect the new course subject code from JRL 485 to MDIA 485 as of Fall 2020. The syllabus has also been updated and uploaded to reflect this change as of Fall 2020. Information has been added to the capstone experience form. The program chair's info has been added as the point of contact. The catalog's pre-reqs and expected learning outcomes have also been added. The pre-req of JRL 119 or MDIA 119 grade of a minimum D has been changed to a minimum of a C-.

MICB 781		
Catalog Prerequisites	BMS 710 and BMS 736 or MICB 701 or permission from the instructor.	
Justification for Course Change		All prerequisites were removed from the course at the instructors request. We will only include a major restriction on this for the following spring 21' in Banner.

Field	Old Value	New Value
MKTG 425		
Full Title	Sustainable Marketing	Environmental and Social Issues in Marketing
Transcript Title	Sustainable Marketing	Environ and Social Issues Mktg
Justification for Course Change	Students do not need Marketing Analytics to be successful. Thus, the only prerequisite should be the Principles of Marketing course.	The title is being changed to more accurately reflect course content and for inclusion into the new Area of Emphasis, Start Up/High Tech Marketing

PALM 206		
Catalog Prerequisites	PALM 205 or PALM 301 or consent.	
Justification for Course Change		no prerequisites needed

PALM 801		
Catalog Description	Integrated approach combining human gross anatomy, microanatomy and embryology. Includes human cadaver dissection, microscopic anatomy of cells, tissues and organs with application to human health and disease.	Human Structure is an integrated course combining human gross anatomy, microanatomy and embryology. Students will conduct human cadaver dissection and learn the microscopic anatomy of cells, tissues and organs with application to human health and disease.
Justification for Course Change		PALM 801 Human Structure will be moved from the spring semester to the fall semester of the first year curriculum of the MD degree program. PALM 801 will be streamlined from a 14 week to a 9-week course. The reduction of the course will be made possible by limiting, but not purging altogether, time spent in the laboratory for human cadaver dissection. While students will still dissect, they will also utilize prosected cadavers to identify anatomical structures. The course director for Human Structure has also been working with clinical faculty to introduce more ultrasound techniques and imaging into the course content.

PSYC 203		
Catalog Prerequisites	PSYC 101 and (MATH 124 or higher, or a satisfactory ACT/SAT math score, or satisfactory math placement exam performance).	PSYC 101 with a minimum grade of C- and (MATH 124 or higher with a minimum grade of D-; or MATH ACT 26; or pre-2016 MATH SAT 590, or post-2016 MATH SAT 610, or ALEKS score of 65).
Justification for Course Change		We are trying to be more specific with the MATH SAT and ACT scores. Also, specify a grade of C- in PSYC 101 (not D- as was listed before). A C- is what is required of all majors.

PSYC 612		
Catalog Description	Data analysis techniques in psychology with application to typical research problems. Includes simple matrix algebra, discriminant analysis, multivariate analysis of variance, and an introduction to factor analysis. (Equiv. to STAT 541.)	Data analysis techniques in psychology with application to typical research problems. Includes simple matrix algebra, discriminant analysis, multivariate analysis of variance, and an introduction to factor analysis.
Justification for Course Change		Remove Stat 541 as a course equivalent because Stat 541 is no longer offered.

Field	Old Value	New Value
SOCA 600		
Catalog Description	The purpose of this seminar is to socialize students into the discipline and profession of sociology. Students will receive instruction and practical experience in the skills needed to become a professional scholar and independent researcher. Students are required to take this course during their first semester in the program.	The purpose of this seminar is to socialize students into the discipline and profession of sociology. Training to become a professional sociologist includes learning information on (a) policies and procedures, (b) the importance and means of presentation of self, and (c) information on research, teaching and service. Students are required to take this course during their first semester.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 601		
Catalog Description	This course is focused on the successful completion of independent research. Topics include selecting a major professor/committee, navigating the IRB approval process, understanding how to write a scholarly journal article, expectations for conference presentations, and time management skills for successful completion of a research project.	Focused on the successful completion of independent research. Topics include understanding how to write a scholarly journal article, providing critical feedback on others'™ scholarly work, time management skills for successful completion of a research project, and identifying appropriate journals for submission of manuscripts.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 610		
Catalog Description	This course orients students to the field of sociology, providing them with an understanding of the breadth of the field. With a solid foundation in the field, students will be better prepared to conduct their own research and teach their own introduction to sociology class. Students are required to take this course in their first semester of the program.	Introduces students to five main areas of Sociology's™ principles of sociology, individuals and groups, inequality, institutions, and change, while also introducing them to the three areas of emphasis in the Sociology program's™ crime, community, and culture. Students will be able to determine their area of research focus and be further exposed to faculty research within a particular content area.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 615		
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 616		
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 620		
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.

Field	Old Value	New Value
SOCA 710		
Catalog Description	Students will engage in the literature on teaching and learning, exploring the major issues involved in teaching at the university level. Each student will work with an instructor in the activities that constitute the teaching enterprise in an apprenticeship role for the semester. Students are expected to develop a course plan by the end of the semester.	Students will engage in the literature on teaching and learning, exploring the major issues involved in teaching sociology at the university level. Each student will work with an instructor in the activities that constitute the teaching enterprise in an apprenticeship role for the semester. Students are expected to develop a course plan by the end of the semester.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 721		
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 730		
Catalog Prerequisites	SOCA 630.	
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 740		
Catalog Description	This seminar offers a graduate-level foundation of theory and new empirical research in sociological criminology. Our focus is definitive statements from important theoretical traditions and critical empirical tests of these theories. In addition, we consider critiques of the theories or the research generated by them and attempts to translate theories into policy and action.	Graduate-level foundation of theory and new empirical research in sociological criminology. Focus is definitive statements from important theoretical traditions and critical empirical tests of these theories. Critiques of the theories or the research generated by them and attempts to translate theories into policy and action.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 760		
Catalog Description	This course presents sociological based ideas about space, place and community, discussing the theoretical contributions in these areas, assessing the methodological contributions to the discipline and linking them all to sub-areas within community, including urban, rural, medical and environmental sociology.	Sociological based ideas about space, place and community, discussing the theoretical contributions in these areas, assessing the methodological contributions to the discipline and linking them all to sub-areas within community, including urban, rural, medical and environmental sociology.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.
SOCA 780		
Catalog Description	This course provides the foundation for understanding culture, as defined according to three main areas of inquiry: the study of how systems of ideas interact with, reproduce, and transform other social structures and social identities; the study of cultural products, including media; and analysis of the patterns of social interaction of groups of people.	Examines micro and macro-linkages and uncovers relationships between society and the perceptions, beliefs, and behaviors of individuals.
Justification for Course Change		GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.

Course Deletions

Course	Course Title
BUSA 202	Survey of Accounting
DENT 755	Clinico-Pathologic Correlation Conference
HONR 189	Career Exploration Internship
HONR 200	Peer Mentoring
ID 100	Interior Design Peer Mentoring
ID 110	Introduction to Interior Design
ID 125	Design Foundations
NSG 501	Advanced Practice Role Seminar
NSG 522	Culture and Health
NSG 610	Leadership in Health Care
NSG 612	Leading Health System Change
NSG 613	Managing Health Care Resources
NSG 614	Health Care Infomatics
NSG 615	Program Plann/Evaluation
NSG 629	Advanced Practice/Families
NSG 654	Neonatal Pathophysiology
NSG 655	Neonatal Health Promotion
NSG 656	Current Issues in Aging
NSG 657	Advanced Assessment of Older Adults
NSG 658	Geriatric Primary Care 1
NSG 659	Geriatric Primary Care 2
NSG 660	Women's Reproductive Health
NSG 663	Neonatal Assessment/Care 1
NSG 664	Neonatal Care 2
NSG 665	Neonatal Practicum 1
NSG 666	Neonatal Practicum 2
NSG 670	Curriculum in Nursing
NSG 671	Clinical Practicum-Educators
NSG 672	Education Practicum
NSG 674	Teaching in Nursing
NSG 675	Geriatric Practicum 1
NSG 676	Geriatric Practicum 2
NSG 683	Primary Care: Women and Girls 1
NSG 684	Primary Care: Women and Girls 2
NSG 685	Clinical Scholarship
NSG 686	WHNP Practicum 1

Course	Course Title
NSG 687	WHNP Practicum 2
NSG 708	Role Seminar for Advanced Practice
NSG 711	Health Care Focus
NSG 713	Doctor of Nursing Practice Role Application
NSG 760	DNP Project Proposal
NSG 761	Clinical Project 1
NSG 762	Clinical Project 2
NSG 769	Faculty Career Development
ORTH 625A	Orthodontic Seminar
ORTH 625B	Orthodontic Seminar
ORTH 625C	Orthodontic Seminar
ORTH 625D	Orthodontic Seminar
ORTH 625E	Orthodontic Seminar
ORTH 625F	Orthodontic Seminar
ORTH 625G	Orthodontic Seminar
ORTH 625H	Orthodontic Seminar
ORTH 625I	Orthodontic Seminar
ORTH 625J	Orthodontic Seminar
ORTH 625K	Orthodontic Seminar
ORTH 625L	Orthodontic Seminar
ORTH 625M	Orthodontic Seminar
ORTH 625N	Orthodontic Seminar
ORTH 625O	Orthodontic Seminar
ORTH 625Q	Orthodontic Seminar
ORTH 625R	Orthodontic Seminar
ORTH 625S	Orthodontic Seminar
ORTH 625T	Orthodontic Seminar
ORTH 625U	Orthodontic Seminar
ORTH 625V	Orthodontic Seminar
ORTH 625W	Orthodontic Seminar
ORTH 625X	Orthodontic Seminar
ORTH 625Y	Orthodontic Seminar
ORTH 625Z	Orthodontic Seminar
RESM 441	Introduction Geographic Information Systems Natural Science
RESM 442	Introduction Geographic Information Systems Social Science
RESM 640	Geographic Information Systems for Aquatic Resource Management

Course Adoptions

Course Code	Course Description	Campus Requesting Course
EXPH 101 : Introduction to Exercise Physiology	A broad and foundational look at the function and adaptation of the systems of the human body in response to exercise.	PSC
EXPH 240 : Medical Terminology	The study of medical language with special emphasis given to terms used in the field of exercise physiology.	PSC
COUN 250 : Addiction Screen & Assessment	Skills, techniques and tools necessary for preliminary and in-depth evaluation for the presence of substance use disorders. Emphasis on establishing rapport, interviewing skills, diagnostic criteria, recognition of common co-occurring disorders, treatment planning and clinical writing.	PSC

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
 Date: February 24, 2020
 Re: Capstone Courses Report

Capstone Courses

		How will students demonstrate each of the following abilities:			Capstone Components:	
Title	College	1. Gather material independently, as needed:	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
CSEE 480: Capstone Project - Design	CEMR	The students will have to research existing products similar to their proposed design and present their findings and why their product is still needed in the existing market.	This course focuses on both integrative and lateral thinking as both are necessary to create the product.	The students are required to write a research paper on contemporary issues and identify the ethical aspects of the product they are going to create.	The students will have the following written components:• Write technical reports conforming to accepted standards. • Become proficient in combining the use of illustrations with technical prose to communicate effectively. • Articulate their ideas orally. • Present technical material to a general audience via a web page.	The students will orally present their work at four different points in the semester: (1) An Elevator Pitch; (2) A Preliminary presentation; (3) An Intermediate presentation; and (4) A Final presentation at the conclusion of the semester.
CSEE 481: Capstone Project - Implementation	CEMR	The students will have to research technologies which will enable them to develop their proposed product.	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers: This course focuses on both integrative and lateral thinking as both are necessary to create the product.	Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design: The students are required to write a research paper on contemporary issues and identify the ethical aspects of the product they are going to create.	The students are required to write a systems manual for their proposed product.	The students are required to present and demonstrate their products in a expo format.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: February 24, 2020
 Re: Administrative Course Approvals Report

Field**Old Value****New Value****MATH 153**

Course is Variable Credit	Yes	No
Credit Hours	0 or 4	3
Justification for Course Change		The course has been meeting for three 50-minute lecture sessions and one 50-minute recitation section. Since this structure reflects a 3-credit course, we are requesting the change in credit numbers to match the current meeting pattern of the course.

MATH 154

Course is Variable Credit	Yes	No
Credit Hours	0 or 4	3
Justification for Course Change		The course has been meeting for three 50-minute lecture sessions and one 50-minute recitation section. Since this structure reflects a 3-credit course, we are requesting the change in credit numbers to match the current meeting pattern of the course.

NSG 752A

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

NSG 752B

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

NSG 753A

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

Field**Old Value****New Value****NSG 753B**

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

NSG 753C

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

NSG 810

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

NSG 812

Grading Mode	Normal	Pass/Fail
Justification for Course Change		none

PHAR 783

Maximum Attempts	9	14
Total Credits	10	15
Justification for Course Change		We would like to increase the repeatable credits up to 15 as graduate students may take the course each semester.

PHAR 784

Course is Repeatable	No	Yes
Justification for Course Change		We are interested in making the course repeatable since it is a Journal Club and different articles and topics would be discussed in subsequent courses.

Field**Old Value****New Value****PHAR 787**

Course is Repeatable	No	Yes
Justification for Course Change		The change is to make the course repeatable, up to a total of 15 attempts. Students may be enrolled in the journal club each semester they are in the PhD program.

SAFM 641

Catalog Prerequisites	SAFM 501 and SAFM 505.	
Justification for Course Change		Our Program Advisory Committee (AC) has once again noted that while our graduates remain competent in technical aspects of the field of safety management, they are not as competent in communication, ethics, leader development, or preparation for the profession. The AC asked Program faculty to specifically increase emphasis on these areas. In response, the faculty propose to remove two pre-requisites to SAFM 641`which will open this course to first and second semester students rather than reserving it for last-semester students and to much greater participation. Students will then have a chance to integrate and apply the material offered during their time with us, and not just toward the end. Nothing else changes in this proposal except the removal of these two pre-requisites.

TO: Faculty Senate
FROM: Ednilson Bernardes, Chair Faculty Senate Curriculum Committee
DATE: February 15, 2020
RE: Graduate program reviews from Graduate Council January 16, 2020

1. Program proposals

- a. **New intent to plan** MS Petroleum Data Analytics (key 1212)
 - Graduate Council action: Approved
- b. **New intent to plan** PhD in Social Work (key 1186)
 - Graduate Council action: Approved
- c. **New intent to plan** certificates in Applied Qualitative Social Science Research Methods (1205), Applied Quantitative Social Science Research Methods (1204) and Quantitative & Qualitative Social Science Research Methods (1206)
 - Graduate Council action: Approved
- d. **New intent to plan** certificates in Graduate Certificate in Linguistics (1119), Graduate Certificate in Spanish (1118), and Graduate Certificate in TESOL (1120)
 - Graduate Council action: Approved
- e. **New major** MS in Digital Marketing Communications (key 1210)
 - Graduate Council action: Approved
- f. **New AoE** in MA in Higher Education Administration: College Student Affairs (1128)
 - Graduate Council action: Approved
- g. **New AoE** in MAcc in Accountancy: Business Data Analytics (1219)
 - Graduate Council action: Approved
- h. **Program changes in PhD**. Social & Behavioral Sciences (353), Occupational & Environmental Health Sciences (355) Epidemiology (358)
 - Graduate Council action: Approved

Standing Committee Membership Changes 2019-2020

Last Name	First Name	Constituency	Current Senator	Committee
Haight	Jessica	College of Law	no	Faculty Welfare