

Minutes
West Virginia University Faculty Senate
Monday, September 14, 2015

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

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

Members Excused:

Bass, A.	Dietz, M.	Floyd, K.	McCusker, B.	Regier, M.
Cohen, S.	Dubin, P.	Jackowitz, A.	McTeer, M.	Vester, M.
Crosno, C.	Famouri, P.	Kromar, R.	Mitchell, M.	Wilson, M.

Members Absent:

Abate, M.	Lively, M.	Rose, T.	Sowards, A.	Tippets, W.
Burnside, J.	Mucino, V.			

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the [minutes](#) from the Monday, June 8, 2015 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - The University and Board of Governors made the decision to move WVU Tech from Montgomery to the new campus we purchased in Beckley. To divide the WVU Tech campus between the two locations would not have been a healthy decision, particularly for the highly-ranked science and technology programs. The continuing problem of deferred

maintenance and the inability to correct those problems was a second compelling reason for moving. In addition, we received strong indications from faculty, staff, and students that the move to Beckley would make the most sense.

- He recently toured an experimental gas well. WVU and Ohio State University, project partners, maintain the well to study environmental impacts and other issues surrounding horizontal drilling. He suggested interested faculty members work with Dr. Tim Carr and his colleagues to learn more about the project.
- We will kick off the yearlong celebration of the Arts and Humanities on September 29 and 30th. He encouraged everyone to participate.
- The opening of school began with about 1000 students engaged in volunteer work around the city for an Honors Day of Service. We started a number of new events, including Saturday Night Lights, for incoming freshmen. Fall Fest was moved to Sunday and resulted in zero incidents for the first time in its history.
- The Hunting Ground, a documentary regarding sexual assault, was shown on campus. The film provides students a chance to view some of the challenges colleges face surrounding sexual misconduct on campus. The documentary will be made available to faculty members.
- We are engaged in a series of outreach programs as part of our Center for Big Ideas. One program is underway in Weirton and another on the West Side of Charleston, where we are working with Reverend Matthew Watts to help revitalize that community. In addition, representatives from Extension Service, the College of Business and Economics, the College of Law, and the School of Medicine have helped the 289 citizens of Harper's Ferry recover from the fire in the city's historic district. The volunteer mayor is astonished with the progress we are making.
- He toured 40 counties this summer. Those visits reconfirmed his view of the power of this state and the resiliency of its people.
- University Park celebrated its grand opening, as did the new Art Museum. The iconic Michael Graves building and the new Art Museum comprise a wonderful facility and provide a strong statement about the commitment to the arts in this community.

4. Vice Provost Russ Dean reported the following:

- Airport interviews were recently conducted by the Dean of Eberly College search committee. A number of candidates were selected for further reference checks. The committee intends to further reduce the candidate field and hold on-campus interviews within the next two to three weeks.
- The search committee for the Dean of the College of Business and Economics has been formed and will hold its first meeting in the near future. Greenwood/Asher & Associates will be assisting in the search.
- Now that the Board of Governors has made a decision regarding WVU Tech and the Beckley campus, serious planning can begin for academic programs for the fall of 2016 and the fall of 2017. New programs may be launched as early as the fall of 2017. Some elements of the planned move will need to be presented to the Higher Education Policy Commission (HEPC) and the Higher Learning Commission (HLC).

5. Chair Turton reported the following:

- He accompanied President Gee on one of his multi-county tours. He was impressed with the impact of the tours, and has never seen more enthusiastic support for WVU.
- He spent time in Denmark and Columbia this summer on research and educational activities, and in promoting the University.
- He accompanied Bob Griffith to Charleston for the Board of Governors HEPC summit.
- He attended the ACF meeting at Stonewall Resort.
- He encouraged everyone serving on Faculty Senate committees to work efficiently and focus on developing strategies rather than spending too much time discussing philosophy. He wants to implement strategies to streamline some of what the Faculty Senate does, and towards that end, has started to working with and attending meetings of various Faculty Senate committees. So far, he has attended Curriculum Committee, GECO Committee, Teaching and Assessment Committee, and Faculty Welfare Committee meetings. He hopes to meet with the other committees shortly.
- His goals for this year include continuing to work on implementing the General Education Foundations, working with the Teaching and Assessment Committee and with Information Technology Services to implement the pilot program for the new eSEI system, continuing to work with the Provost to implement a faculty ombudsperson, and updating the Faculty Senate web site. He has asked the Curriculum Committee and the GECO Committee to provide a set of resources to post on the web site to assist faculty in developing new courses; the site will also include an online comment form to be monitored by the Faculty Welfare Committee.

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

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

[Annex II](#), 2014-15 Committee Report and 2015-16 Goals. Accepted.

[Annex III](#), Corrections to June 2015 New Courses Report. Motion carried.

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

[Annex IV](#), Change in Degreeworks Coding. Accepted.

[Annex V](#), Update on GEF Implementation. Accepted.

8. Jennifer Orlikoff, Past Chair, presented [Annex VI](#), a comment on the transferability of credits and grades at West Virginia colleges and universities. The letter was approved by the Faculty Senate Executive Committee and forwarded to Chancellor Hill prior to the close of the comment period.

9. Roy Nutter, ACF Representative, reported that two issues in particular are receiving a great deal of discussion: transferability and Common Core.

10. Robert Griffith, BOG representative, reported that the Board of Governors held a special meeting on September 1 to authorize the transition of WVU Tech to WVU Beckley. The next regular meeting of the BOG will be September 24-25, 2015.

11. New Business – None.

12. The meeting adjourned at 3:58 p.m. to reconvene on Monday, October 5, 2015.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matt Valenti, Chair, Senate Curriculum Committee
 Date: August 24, 2015
 Re: New Course Report

Title	College	Credits	Pre-req	Course Description	Course Rationale
THET 524: Production Planning	Creative Arts	3		Through the use of examples from the industry and an examination of current shows in the School's production program, this course will offer a detailed study of the principles and successful strategies of production planning. An emphasis will be placed on time and labor management and budgeting for theatrical productions.	This course is a requirement for the proposed Master of Fine Arts major in Technical Direction. It teaches the student how to plan and lead a show through the production process. This course will also serve as an elective to the existing MFA majors in theatre design and technology.
LAW 644: Energy Siting & Permitting	LAW	3		This course involves a review of the statutes, regulations and administrative processes associated with the regulatory approvals necessary to develop various energy facilities.	Students interested in practicing law in the energy field need to be familiar with the various regulatory approvals that are necessary to develop energy facilities. While other courses in the law school curriculum discuss the public policies and administrative framework that relate to the development of energy resources, this course provides the practical skills to navigate the siting and permitting of energy facilities, including identification of the governing statutes and regulations, as well as the agency responsible for administering them. The benefit of the course is that it will provide the necessary framework for students to navigate siting and permitting issues once they enter the practice of law.
LAW 647: Nuclear Law & Policy	LAW	3		An examination of the law and regulations governing nuclear power facilities in the U.S. and the policies related to such regulations.	This course has been approved by the College of Law's Academic Planning Committee. It is a valuable addition to the college's energy and sustainability course offerings because nuclear law is a highly regulated and specialized area of law. Although there are few planned new nuclear energy sites, the existing plants will require significant legal services for years to come, including services related to ongoing operations, plant upgrades, nuclear waste disposal, and the effect of nuclear accidents. It is especially beneficial to students who plan to pursue a career in the area of environmental or energy law, and it is a unique course offering that differentiates WVU College of Law from other programs in the country.

Title	College	Credits	Pre-req	Course Description	Course Rationale
LAW 648: Energy Business/Law & Strategy	LAW	3		An examination of how law and regulation are used for strategic purposes in the energy industry, including: multi-market case studies using law in business strategies and the business perspective on the evolution of energy law.	This course provides students the unique opportunity to learn about the strategic use of law and regulation by businesses pursuing their interest in the energy section. Study in this area is often found in business schools, but lawyers are often expected to analyze and create new laws and regulations for their business clients. Understanding the business motivations behind an entity's political efforts, and how companies undertake such efforts, will help prepare students, regardless of their career aspirations. The broad understanding provided in this course will provide critical tools for students interested in working for industry, regulators, legislators, or environmental organizations.
LAW 671: LL.M. Capstone	LAW	3		An advanced course requiring the completion of a research paper or fieldwork project in the area of energy and sustainable development in the LL.M. Program.	The College of Law Academic Planning Committee recommended, and the full faculty approved, an LL.M. degree requirement of a four-credit research paper or field-work project. The LL.M. Capstone is the course that facilitates this requirement. Students have the option to enroll for variable credits (1-4), permitting them to complete the four-credit research paper or field-work project requirement through a single four-credit LL.M. Capstone course or by combining the LL.M. Capstone course with another College of Law course, which will be the most likely option. The LL.M. Capstone ensures that LL.M. students have a course during the program that both allows and requires them to demonstrate their advanced knowledge in their area in emphasis.

To: Faculty Senate Executive Committee
From: Faculty Senate Curriculum Committee
Re: Annual Report 2014-2015 and Goals for 2015-2016
Date: June 12, 2015

Committee Members:

Jim Harner, Chair, ECAS	Karen Haines, CEHS
Matthew Valenti, Chair-elect, STATLER	Janet Hunt, PUBH
Heather Billings, MED	Brian Jara, ECAS
Sheryl Chisholm, POT	Rebecca Kromar, NSG
Alan Collins, DAVIS	Nick Perna, CCA
Kim Floyd, CEHS	Dennis Ruscello, CEHS
Amy Funk, DENT	Ralph Utzman, MED
Gretchen Garofoli, PHAR	

Ex-officio Members:

Elizabeth Dooley, Associate Provost
Suzy Slaughter, Registrar's Office
Melanie Stimeling, Registrar's Office
Oliver Street, Registrar's Office

The Faculty Senate approved the following submissions from October 9, 2014 through June 8, 2015:

<u>New Courses:</u>	204
<u>Course Changes:</u>	4
<u>Course Alterations:</u>	222
<u>Course Drops:</u>	50
<u>Capstones:</u>	4
<u>New Minor:</u>	Journalism
<u>New Subject Codes:</u>	CSAD, CSEE, EDHS, SHED and UTCH

New Majors: B.S. in Aviation Management and B.S. Undergraduate Degree in Public Health

Curriculum Changes: Change of Major Title for B.A. Program in Interdisciplinary Studies and Changes to the Public Health Undergraduate Degree

Guidelines for University Registrar's Office

Goals:

1. Articulate the expectations of the committee to all units in the approval chain.
2. Improve the committee's effectiveness and efficiency by focusing committee meeting time on major curricular issues.
3. Prepare for the transition to the new GEF.
4. Complete the transition to online program proposals and changes (CIMS Programs).

To: Faculty Senate Executive Committee
 From: Jim Harner, Chair, Senate Curriculum Committee
 Date: May 18, 2015
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
POLS 322: Race, Ethnicity & US Politics	Arts and Sciences	3		Examines the influence of race and ethnicity on U.S. politics, including contemporary scientific research on minority politics. The focus is on African American politics, and, to a lesser extent, Latino or Hispanic politics, but other racial and ethnic groups are also discussed.	This course will build on lower-level broad-based political science courses, and students will make use of the concepts introduced and skills developed in those courses to study a specific area of research in greater depth. The study of racial and ethnic politics constitutes a large and important subfield of political science research. In the context of U.S. politics, the influence of race and ethnicity on politics is not easily captured or adequately described by broad, ostensibly race-neutral theories of public opinion and political behavior. The history of race relations in the United States has also resulted in a political system that is often influenced by race-related considerations at the local, state, and national levels. West Virginia University does not currently offer a course devoted to the distinctive contemporary politics of racial and ethnic minorities. This course would fill that void. It would also contribute to efforts at the university level to encourage communication and understanding between students of various races and ethnicity and to increase diversity on campus. The course received positive reviews after being offered as a special topics course in the Spring 2014 semester.
POLS 323: Religion & Politics	Arts and Sciences	3		Examines how religion and religious institutions affect political outcomes and vice versa. The focus is on American politics, but the effects of religion on politics in other nations will also be discussed.	This course will build on lower-level broad-based political science courses, and students will make use of the concepts introduced and skills developed in those courses to study a specific area of research in greater depth. In recent years, the influence of religion on politics in the United States has received increasing attention from both scholars and the popular media. Many observers feel the role of religion in political advocacy and policy making has expanded, the constitutional separation of religion and government has been frequently re-examined, and incidents of religious violence have brought increasing attention to interactions between religion and the state. The volume and sophistication of the scholarly literature on politics and religion has increased dramatically as well, with work on religion and politics frequently appearing in leading political science journals in recent years. The Department of Political Science does not currently offer a course that focuses on this important and growing subfield.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PSYC 367: Introduction to Clinical Psychology	Arts and Sciences	3	PSYC 202 and Junior or Senior standing	Surveys field of clinical psychology, including its development, important issues regarding the training and practice of clinical psychologists, some of the politics of the profession, and future directions for the field.	Clinical psychology attracts the largest number of graduate students in psychology across the country, but our undergraduate students have limited exposure to the field. Psychology 362 (Psychological Assessment) and Psychology 281 (Abnormal Psychology) cover two elements of the field but do not address prevention, treatment, the various subspecialties of the field (e.g., Forensic Psychology, Health Psychology, Geropsychology, Clinical Child Psychology, Neuropsychology), and clinical research methods. The proposed course provides an overview of the development of the field of clinical psychology, current issues, and an integration of material covered in Psychology 281 and Psychology 362 with the additional topics noted above. This will be a particularly useful course for students seeking graduate training in clinical, counseling, and school psychology.
SOCA 600: Becoming a Sociologist	Arts and Sciences	1		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 underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 600, Professional Development Pro-seminar, is one of three pro-seminars aimed at helping students make the transition from student to professional scholar. This seminar, the first in the series, is designed to introduce students to the program, inform them about the research strengths of the department, and help them begin building a research agenda of their own.
SOCA 601: Professional Research/Writing	Arts and Sciences	1	SOCA 600	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.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 601, Research and Writing Pro-seminar, is one of three pro-seminars aimed at helping students make the transition from student to scholar. This seminar, the second in the series, is designed to improve students' writing and communication skills and inform them about the practical steps to completing an independent research project.
SOCA 700: Navigating the Job Market	Arts and Sciences	1		This course is designed to help students successfully navigate the job market. There are four main topic areas covered in this course. These include 1) getting started, 2) the interview process, 3) getting the job, and 4) surviving the first year as a faculty member. Students will take this class in the same semester they defend their dissertation proposal.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 700, Navigating the Job Market, is one of three pro-seminars aimed at helping students make the transition from student to professional. This seminar, the third in the series, is designed to help students be successful in the job market after completing the program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SOCA 715: Advanced Statistical Methods for Sociology	Arts and Sciences	3	SOCA 615 & SOCA 616	Course covers statistical methods beyond basic descriptive and inferential analysis. Topics may include categorical analysis, structural equation modeling and/or hierarchical linear models. The use of statistical software is also discussed.	A myriad of social phenomenon require statistical methods beyond basic t-tests and regression analyses for valid conclusions to be reached. For example, research in education often requires analysis at three-levels: Students nested within classrooms that are nested within school districts that are nested within states. Basic regression techniques cannot adequately capture such complex data structures. A course covering such advanced methods, including categorical data analysis, structural equation modeling and/or hierarchical linear modeling, will give sociology PhD students an extended toolkit for statistical analysis, thereby providing a competitive advantage on the job market.
SOCA 720: Sociological Survey Methods	Arts and Sciences	3	SOCA 620	Provides students with tools to critically evaluate and design survey research projects in sociology. Key topics include relationships among sampling, questionnaire construction, and mode choice. Course designed around types of error in surveys and ways to minimize.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 720, Survey Research Methods – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended for students who are carrying out quantitative studies or preparing for a career as a data analyst in the government or private sectors.
SOCA 727: Demographic Research Methods	Arts and Sciences	3	SOCA 620	This course will comprise an overview of demographic data and methods commonly used by professionals in public health practice and research. The course is a graduate level seminar.	This is an advanced research methods class that will supplement basic research methods training in the doctoral curriculum. It will be most appropriate for students who want to work for the federal government or pursue academic work in the area of demography.
SOCA 729: Experimental Design and Analysis for Sociology	Arts and Sciences	3	SOCA 620	This course examines how to design, carry out, and analyze experiments. Various designs are discussed and their respective differences, advantages, and disadvantages are noted. The use of statistical software to conduct analysis is also explored.	A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 729, Experimental Design and Analysis – is a specialized methods course that builds on SOCA 620, Sociological Research Methods. It is intended primarily for students who are working on experimental studies or training for a research career in the government or private sectors.
SOCA 740: Theories of Crime and Deviance	Arts and Sciences	3	SOCA 610	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.	The proposed PhD program in sociology is designed to provide training in three specialty areas of the discipline – crime, community, and culture. A baseline requirement for all PhD students is to demonstrate advanced knowledge of the canonical literature in their chosen area. In service of this objective, one required course has been developed in each of specialization areas. This course serves as a foundational course for students who are specializing in crime.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ECON 465: Health Economics	Business and Economics	3	ECON 201 and (ECON 225 or STAT 211)	Health economics applies the tools of economics and econometrics to issues of the organization, delivery and financing of health care.	Health Economics is an important and rapidly growing field within economics. Indeed, it is one of the University "mountains of excellence" initiatives. It is also a subject that should be of interest to students across multiple colleges and departments within WVU.
ARHS 541: Art of the Review	Creative Arts	3	Junior or senior standing and ARHS 120 (C- or higher) and ARHS 160 (C- or higher); or graduate status.	This advanced readings and discussion-based seminar is designed to introduce students to the role of art criticism in the arts professions and to develop skill with writing for the unique format of the short exhibition review.	This course, intended for graduate-level or advanced undergraduates, will help build students' skills of observation, writing, and conceptual analysis that are essential for success in the arts. No other course in the Art History or Art curriculum focuses on how to approach the task of the written exhibition review. Additionally, the course is intended to help prepare undergraduates for writing their senior thesis and graduates for writing their master's thesis. Students are required to hone their research skills, especially in relation to the contemporary artists under examination, to meet the expectation of excellence in research and creative activity for upper-level and graduate students, as indicated in the goals of the university's strategic plan. As an advanced seminar, the course intends to engage students in a challenging academic environment that models the competitive nature of writing for professional arts publications. The editorial process is mimicked in professor/student interaction and assignments address the rapidly changing print and on-line academic publishing environment. The goal is to prepare students to be successful in persuasive writing about art as they complete their degree program and to set them up for career success achieved through stronger writing.
MUSC 612: Music Product Advancement	Creative Arts	3	MUSC 611	Practices, tools, and creative concepts of music product advancement in today's music market place. Methods and organization of music product content, commercial communication, and distribution. Integrated music product advancement strategies and techniques.	Methods and practices of the music product advancement and market placement are vital components of the music industry commerce and trade, and should therefore be learned and mastered by all the music industry professionals, regardless of their particular music industry field. The Music Product Advancement course offers such academic training, and is thus one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.
MUSC 613: Music Performance Organization and Commerce	Creative Arts	3	MUSC 611	Advanced study of strategies, methods, and practices in the contemporary commercial music performance field. Regulations, organization and compliance procedures. Commercial production standards and processes.	The live music industry is the oldest and one of the most significant branches of the today's music industry in general. Management, organization, and commerce of live music events are a crucial part of the professional activities in that branch of the music industry, and are thus covered under this course. The Music Performance Organization and Commerce course is one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 614: Advanced Recording Industry	Creative Arts	3	MUSC 611	Administration, regulations, and commercial strategies of today's recording industry. Recorded music product production planning, budgeting, organization, advancement, and sales in the digital and physical market place.	Representing a significant portion of the music industry today, the recording industry's systems, methods, and practices must be mastered by anyone who desires to successfully participate in it as a professional. Recorded music products and recording artists, as the central focus of the recording industry's commerce and trade, are managed and administered within the context of the contemporary record company structures through an ever expanding set of means and processes. The Advanced Recording Industry course covers these contemporary systems, structures, processes and means, and is thus one of the required courses for the MA in Music Industry, as well as for the Graduate Certificate in Music Industry Program.
EXPH 387: Advanced Physiology of Exercise 2	Medicine	3	EXPH 386 and EXPH 388	A study of the functioning of body systems during exercise and the acute and chronic adaptations that occur from exercise stress. Special focus is given to the endocrine system, obesity and body composition, exercise throughout the lifespan, environmental exercise stress, and clinical exercise physiology	This course serves as the second in a series of two courses (EXPH 386 being the first) with the primary mission is to teach the foundations of exercise physiology in the exercise physiology undergraduate curriculum. It builds on the information learned in EXPH 386 primarily focusing on clinical applications.
EXPH 389: Advanced Physiology of Exercise Lab 2	Medicine	1	EXPH 386 and EXPH 388	A study of the laboratory techniques and methods used in clinical and athletic settings by exercise professionals specifically as they relate to those topics covered in EXPH 387.	EXPH 389: Physiology of Exercise Lab II, is one of two foundational laboratory courses within the Exercise Physiology undergraduate curriculum. It was previously taught with the lecture component over one-semester. However, based on student surveys, the Exercise Physiology Curriculum Committee unanimously agreed that students needed more hands-on experience in order to stay current with new advances pertaining to exercise physiology. Therefore, in conjunction with the lecture (EXPH 387), this lab was split into two parts to be taught over two semesters. This lab will be the study of techniques and methods used by exercise professionals specifically as they relate to topics covered in lecture (EXPH 387).
OTH 309: The Brain and Occupation in Occupational Therapy	Medicine	1		OTH 309 The Brain and Occupation in OT 1 cr Introduction to brain-behavior relationships and the study of cognitive, behavioral, and perceptual impairments that accompany common adult neurological conditions. Emphasis is on these impairments and the manner in which such they impact human occupation and societal participation.	The course is being added to meet the newly adopted education standards implemented by the Accreditation Council for Occupational Therapy Education. Neuro-rehabilitation is also an identified area of emphasis in the Occupational therapy curriculum and this additional course is needed to provide students critical information in neuro-rehabilitation prior to the first clinical experience.
PHAR 811: Foundational Pharmacy Skills	Pharmacy	1	First professional year standing or consent.	Provide students with foundational skills necessary for the provision of patient care including physical assessment, point of care testing, and oral and written communication. Many skills learned during this course will be further strengthened throughout pharmacy school.	This is a required course in the revised Doctor of Pharmacy curriculum. It is a critical component to the curriculum as it teaches students basic physical assessment skills (such as blood pressure, heart rate) and patient care skills (such as communications). Demonstration that students can master skills is a component of the new Doctor of Pharmacy accreditation standards.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 812: Drug Chemistry and Biotechnology	Pharmacy	3	First professional year standing or consent.	Introduces principles of chemical stability and chemical properties as they relate to drugs and to the basic metabolic processes observed for drug molecules. Biotechnology will focus on pharmaceutical applications of cell and molecular biotechnology.	This is a required course in the revised PharmD curriculum. It provides a strong foundation on drug chemistry that first year students will utilize in subsequent courses.
PHAR 815: Self-Care	Pharmacy	3	First professional year standing or consent.	Provides an introduction to nonprescription medications and the application to patient care. Learners will assess the patient, make appropriate recommendations, and educate the patient on self-care treatment options for commonly encountered disease states and patient complaints.	This course is a required course in the revised Doctor of Pharmacy curriculum. The content is instrumental in pharmacy practice as it focuses on non-prescription medications and the importance of educating patients on self-care. It was previously taught in the third year of the curriculum. The faculty believe this content should be taught earlier in the curriculum.

Change in Degreeworks Coding for BIOL 105, GEOG 107, GEOL 101 and GEOL 103

In the Spring of 2015 the Senate received for information the list of courses assigned to each GEF area for information. Area 2 ("Science and Technology") was divided into two sub-areas of course numbers - 2A (non-lab courses - typically 3 hours) and 2B (courses with an associated lab - typically 4+0 or 3+1 hours).

Four courses (BIOL 105, GEOG 107, GEOL 101 and GEOL 103) are offered both without the laboratory component (as a 3 hour course) and with the laboratory component (as a 3+1) in our WVU system. Therefore, there is a need to add these four courses to the "2A" sub-area as well as retaining them in the "2B" sub-area. Their associated laboratory sections would remain only in 2B.

Distinction between students completing a lab course and those completing two non-lab courses will be programmed into Degreeworks, and will cover the presence of these four courses in both sub-areas.

It should be noted that

1. Only the lab course associated with the appropriate lecture course will count for 3+1 option. For example, successful completion of the lab component and lecture component for BIOL 105 would satisfy the requirement for Area 2 under the 3+1 option. However, successful completion of the lab section for BIOL 105 and say the lecture component for GEOL 101 would not satisfy the GEF requirement for Area 2.
2. The lecture portions (only) of the courses listed above are all acceptable 3 h credits for Area 2. For example, taking the lecture portion BIOL 105 and the lecture portion of GEOL 101 would satisfy the 6 h of credit needed to satisfy GEF Area 2.

General Education Curriculum Oversight Committee General Education Foundations (GEF) Transition Progress Report

Introduction

The General Education Foundations (GEF) provides students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. WVU aims to help students build the foundational skills and knowledge necessary to reason clearly, communicate effectively, think critically, and contribute to society. The General Education Foundations (GEF) is designed to ensure that students meet these goals through inquiry-based learning across disciplines. In conjunction with a major field, and in consultation with their advisors, students will design programs of study that satisfy the GEF. The GEF works to fulfill the University's goals of (1) creating well-rounded students with a broad base of skills and knowledge, (2) linking together the courses that students take at WVU, and (3) instilling in students a permanent connection to learning and education, giving them the skills to learn what they need outside a formal educational environment. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives. The GEF replaces the present system (General Educational Curriculum – GEC) as of the fall semester of 2016.

Students will take between 31 and 37 credits, organized into eight foundation areas (F1 through F8).

Courses used to satisfy requirements of the GEF may also simultaneously satisfy major or other requirements for an undergraduate degree at WVU. Colleges and schools may elect to restrict the number of credits that can be shared between the GEF requirements and others required for their program(s). All undergraduate students must at a minimum complete 120 credits (or higher as established by their degree program) to earn a baccalaureate degree at WVU.

In addition to fulfilling seven foundation areas (F1 through F7) (22-28 credits), students will choose a minimum of three courses (9 credits) to fulfill foundation area F8, the Focus. Working in consultation with their advisors, students will select these courses from the list of GEF courses, from any combination of disciplines. This Focus foundation area may be considered a flexible or concentrated area, depending on the courses chosen. Students should work with advisors to determine the best mix of appropriate classes for the Focus.

Transition Progress

Over the course of the 2014-2015 academic year, the GECO Committee has worked in collaboration with GEF Implementation (GEFI) Team in transition planning for the new GEF.

The following is a summary of completed projects related to the GEF transition:

- Finalized definitions of GEF areas and requirements. Information outlining GEF requirements and descriptions of GEF areas can be accessed at <http://registrar.wvu.edu/gef>
- Transitioned all GEC courses into appropriate GEF areas. Note that unlike the GEC, where courses could be in two GECs, courses in the GEF have only one assigned area. A current course listing for the GEF can be accessed at <http://registrar.wvu.edu/gef>
- WVU GEF Learning Goals have been developed using the LEAP Essential Learning Outcomes (Appendix A). Courses within the GEF will be required to have course specific learning outcomes or objectives that map directly to at least one WVU GEF Learning Goal.
- Instructions for new GEF course applications as well as form information for GEF applications in the Course Inventory Management (CIM) system have been developed and will be accessible through the revised Faculty Senate website.
- An initial workshop with 20 faculty with courses in the new GEF was held in June 2015. The workshop was facilitated by the Teaching and Learning Commons and provided assistance in development of individual course objectives consistent with WVU GEF Learning Goals. Each workshop participant is required to submit a revised syllabus consistent with GEF course requirements and will assist other faculty in his or her respective department in revising and developing GEF courses.

The following is a summary of projects in progress related to the GEF transition:

- Propose revisions to GEC committee charges and formalize committee name change.
- Propose a timeline for the needed syllabus changes in order to transition all GEC courses to the GEF. All instructors responsible for the development of GEF courses may be asked to participate in a GEF workshop to assist with GEC to GEF course changes prior to submitting a revised syllabus.
- Determine methods for collection of data from GEF courses in order to assess the effectiveness of the goals of the GEF and LEAP. The GECO Committee and GEFI Team will be exploring options for electronic data collection with Information Technology Services (ITS), such as through e-campus.
- Finalize ongoing assessment plan for the GEF, to replace course audits.
- Finalize GEF course instructor GEF transition education and outreach plan.
- Update Faculty Senate/GECO Committee website:
 - Background information about the GEF
 - New application instructions
 - Resources for faculty teaching GEF courses
 - Examples of measureable learning outcomes for lower and upper division courses
 - Sample GEF syllabus language
 - Sample responses to application questions
 - Information about assessment of GEF

Appendix A WVU GEF Learning Goals

Assessment of learning within the GEF incorporates WVU GEF learning goals and course specific student learning outcomes. The WVU GEF learning goals are adapted from the LEAP Essential Outcomes.¹ These learning goals are broad, and course specific learning goals for each syllabus will be directly related to the WVU GEF learning goals.

Courses approved for GEF must have measurable learning outcome goals.

Among a GEF course's learning outcome goals there must be at least one course goal that relates directly to at least one of the four "WVU GEF Learning Goals" below.

The "WVU GEF Learning Outcome Goals" are not themselves course LO goals; rather at least one of the course goals must reflect a GEF goal. For example, the course goal would not be "Upon successful completion of this course students will be able to tie some aspect of course objectives to problems and issues in today's world" but "Upon successful completion of this course students will demonstrate ability to analyze causes of urban violence from three sociological perspectives." GEF courses have learning objectives that go beyond just disciplinary knowledge and incorporate multiple parts of the LEAP outcomes. Faculty will outline in their GEF course application how they are measuring student success at meeting those objectives.

All GEF-certified courses must meet at least one of the following WVU GEF Learning Goals, drawn from the four primary LEAP goals.

WVU GEF Learning Goal 1: GEF courses should tie some aspect of course objectives to problems and issues that students recognize in today's world.

WVU GEF Learning Goal 2: GEF courses should teach at least one intellectual or practical skill relevant for modern life, and explicitly describe to students what it is and where it is applicable.

Examples of intellectual or practical skills:

- a. Inquiry and analysis*
- b. Critical and creative thinking*
- c. Written and oral communication*
- d. Quantitative literacy*
- e. Information literacy*
- f. Teamwork and problem solving*

WVU GEF Learning Goal 3: GEF courses should engage the personal or social responsibility of students, and courses should explicitly discuss personal, local, national, and/or international dilemmas and problems.

Examples of personal or social responsibilities:

- a. Civic knowledge and engagement—local and global*
- b. Intercultural knowledge and competence*
- c. Ethical reasoning and action*
- d. Foundations and skills for lifelong learning*

WVU GEF Learning Goal 4: GEF courses should allow for the integration and synthesis of knowledge across disciplines, and courses should explicitly explain the connection of knowledge across disciplines.

1. Essential Learning Outcomes. Association of American Colleges & Universities.
<http://209.29.151.145/leap/essential-learning-outcomes>

September 8, 2015

Dear Chancellor Hill;

It is with the mutual goal of supporting students in pursuit of their educational success in mind, that we, West Virginia University faculty and administrators, bring to your attention concerns regarding House Bill 2867. This bill addresses the transferability of credits and grades at West Virginia Colleges and Universities. Through its various guidelines, the intended outcome of this bill is to support and assist students in achieving their educational goals in a timely manner.

West Virginia University (WVU) is in agreement with the desire to help students achieve their educational goals in as timely a manner as possible. To this end, WVU has launched a wide array of programs and initiatives that span the entirety of the university experience, from the recruitment phase all the way through graduation, with the ultimate focus on student success.

Since the success of transfer students is directly related to their ability to integrate into the university setting and into their selected program of study, WVU's goal is to assist and support them through the process. WVU wants to ensure that the transition to the institution is as smooth as possible and it is understood that a key component of this transition is the transfer of as many credits as possible and appropriate to their chosen field of study.

WVU recognizes the importance of transitioning transfer students in a positive and supportive manner, which HB 2867 seeks to address. However, WVU has concerns and would like to comment on specific aspects of the proposed Transfer Guidelines Rule (§133-17-3 Transfer Guidelines).

One of WVU's concerns is with regard to the accreditation of institutions under the Transfer Guidelines Rule. In 3.1, it is stated:

(. . .) Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education (. . .)

The accrediting agencies listed by the U.S. Department of Education vary in the type of education they address. In order to uphold educational standards, and to ensure student success, WVU only accepts credits from **regionally** accredited institutions, namely those

accredited by the Higher Learning Commission (HLC) that is the accrediting body for all institutions of higher education in West Virginia (see <http://www.chea.org/Directories/regional.asp>). Accepting credits exclusively from regionally accredited institutions is consistent with other institutions of higher education in West Virginia and our defined academic peers.

Additionally, in order for WVU (and other institutions of higher education in West Virginia) to participate in the State Authorization Reciprocity Agreement (SARA), a college or university must be regionally accredited. Partnership in SARA is critical for WVU's online and internship programming, which, through its outreach capabilities, has tremendous impact on the state as a whole.

A further concern related to (§133-17-3 Transfer Guidelines) is 3.2.b that states:

Each post-secondary institution, both private and public, must make the course objectives for every credit-bearing course available to the public. These course objectives may be posted on an easily accessible location on the institution's web site or may be made available through the college catalog or other easily accessible format.

This policy is problematic on several levels, the most salient being the proprietary nature of most upper-division classes. Faculty members work diligently to conduct discipline based research and hone their syllabi to reflect specialized learning objectives. This work and effort advances the learning of students, however it is the intellectual property of faculty and not considered available to the public at large. Further, WVU offers over 3,700 credit-bearing courses per semester. Therefore, posting course objectives for each course would be an immense and undue burden to the institution.

This being said, WVU proposes a few options. To support the spirit of transparency, especially in regards to the majority of classes that students may want to transfer, WVU would be willing to post the learning objectives for the general education courses. Also, WVU supports the concept of programmatic learning outcomes being available to the public. In fact, these are now available through the current undergraduate catalog. These program goals benefit many constituents: students, to help in selecting a major; parents, to help understand their children's selected course of study; and, employers, to help understand the value of their candidates' educational background.

Also of concern to WVU is §133-17-3 Transfer Guidelines, 3.2.c that outlines:

Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution's comparable course. That, if 70

percent of the learning objectives are in alignment, then the receiving institution must accept the course credit.

For courses that fulfill the general education requirements, the 70 percent threshold is probably adequate. This percentage would only be sufficient, however, for the courses that are not intended to be the “building blocks” of a major. The exception would be particularly true for programs that require certain knowledge to be in place prior to progressively building upon each of the previous courses. Missing 30 percent of the material would be a huge detriment to the student’s success in that program and is not in the best interest of the student.

In practice, many institutions of higher education accept the transfer of credits for general education courses from other regionally accredited institutions; however, they require that courses used to count for a degree in a program of study be reviewed by the faculty in the program. As an example, The Ohio State University’s guidelines:

http://registrar.osu.edu/Transfer_Credit/transferCreditPolicy.pdf

Or: http://registrar.osu.edu/Transfer_Credit/tcr_brochure.pdf

Additionally, WVU is concerned about §133-17-3 Transfer Guidelines, 3.2.d.1 that provides:

3.2.d. (. . .) If requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the student and sending institution in regard to:

3.2.d.1 The changes to the course curriculum that are needed to achieve 70% percent alignment

This provision is an undue burden on the receiving institution’s part. The underlying premise is that it is the responsibility of the receiving institution to train and educate faculty members and administrators at other institutions. It also assumes that the sending institution wants to make the changes, which may not be the case. An open dialogue would be more conducive to intercollegiate relationship building.

In summary, WVU supports the common goal to help students achieve their educational goals in a timely manner. However, it is important to consider the following issues relating to HB 2867:

1. The institutions of higher education that are a part of this transferability of credit “conference” need to be regionally accredited.
2. The posting of Learning Objectives for every single course is problematic. Selecting and focusing on the general courses will support the goals of this bill and assist students and institutions in this exchange.
3. Seventy percent alignment is sufficient for general education courses; however, it is insufficient for courses that are being used as building blocks for a major.

- a. It is not in the best interest of the students to receive credit for only 70 percent of the material in a course that is required for a major. This means that they could be missing 30 percent of critical knowledge and content, which would clearly diminish their potential for success.
4. It is not the receiving institution's responsibility to redress the sending institution's curriculum (an interference that would perhaps not even be welcome).

WVU is committed to student success. The outlined concerns are consistent with the best interests of transfer students as they pursue their academic and career success.

In raising these issues, we note that HB 2867 charged the Higher Education Policy Commission with analyzing a number of issues related to transferring credits and to develop a set of recommendations regarding those issues to the Legislature by December 1, 2015. Specifically, HB 2867 states:

The commission and council jointly shall develop recommendations for implementing course credit transfer among private and public higher education institutions in the state. When developing policy regarding transfer affecting private institutions, the commission and council shall consult with at least two representatives from the private higher education institutions. The commission and council shall report the recommendations on public higher education institutions to the Legislative Oversight Commission on Education Accountability by December 1, 2015. The commission and council shall report the recommendations on private higher education institutions to the Legislative Oversight Commission on Education Accountability by December 1, 2017.

Given that the Legislature did not in HB 2867 charge the Commission with moving forward with a rule at this point in time, we would ask that you consider working through our issues of concern and make recommendations to the Legislature on the best practices for transfer credit guidelines prior to actual implementation of a rule.

Thank you for considering these issues. We would be happy to participate in a discussion regarding these noted concerns.

Sincerely,

Joyce McConnell, Provost

Richard Turton, Chair, Faculty Senate