

Minutes  
West Virginia University Faculty Senate  
Monday, January 12, 2015

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

Members Present:

Abate, M.	Crosno, J.	Harris, T.	Miltenerberger, M.	Sand-Jecklin, K.
Ameri, S.	Davari, A.	Hartley, D.	Montgomery-Downs, H.	Sherlock, L.
Atkins, C.	Davis, D.	Hauser, D.	Murphy, E.	Sperow, M.
Attaallah, A.	DiBartolomeo, L.	Hileman, S.	Murray, P.	Srivastava, A.
Baldwin, C.	Dietz, M.	Hostuttler, L.	Nutter, R.	Stolzenberg, A.
Bass, A.	Donley, D.	Ibrahim, M.	Orlikoff, J.	Turton, R.
Bastress, R.	Elmore, S.	Jaczynski, J.	Peace, G.	Tveter, K.
Bergner, G.	Eschen, E.	Johnston, A.	Proudfoot, C.	Utzman, R.
Bonner, D.	Ferrara, L.	Kale, U.	Prudhomme, J.	Valenti, M.
Boone, D.	Finkel, M.	Kleist, V.	Reddy, R.	Vester, M.
Brazaitis, M.	Fisher, S.	Li, B.	Reymond, R.	Vona-Davis, L.
Brooks, R.	Giacobbi, P.	Lofaso, A.	Riedel, B.	Walter, S.
Bryner, R.	Graves, C.	Mandich, M.	Rockett, I.	Waterson, R.
Clement, D.	Griffith, R.	Maynor, L.	Ruscello, D.	Weihman, L.
Connors, J.	Haines, K.	Mays, M.	Ryan, K.	Wilcox, G.
Cottrell, L.	Harner, J.	Merrifield, J.	Salm, A.	Yang, H.

Members Excused:

Balian, A.	Cohen, S.	Fint-Clark, R.	Kirby, B.	Rowlands, A.
Billings, H.	Cronin, A.	Funk, A.	Kromar, R.	Sowards, A.
Bowen, E.	Deshler, J.	Gilleland, D.	Matak, K.	Weed, S.
Brock, R.	Downes, M.	Hornsby, G.	McCusker, B.	
Campbell, L.	Etheredge, S.	Hutson, Z.	McTeer, M.	
Claycomb, R.	Famouri, P.	Jackowitz, A.	Petty, T.	

Members Absent:

Anderson, K.	Johnstone, R.	Mucino, V.	Rishel, C.	Tippets, W.
Burnside, J.	Lively, M.	Perna, N.	Sadler, J.	Tou, J.
Insch, G.	Lorimer, D.	Regier, M.	Scott, D.	Whiteman, C.

Faculty Senate Officers Present:

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

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, December 8, 2014 meeting.  
Motion carried.
3. Provost Joyce McConnell reported the following:
- On December 31, we submitted an offer of \$8 million to purchase the Mountain State University campus. The campus includes 15 acres of land and approximately 15 buildings that are in very good condition. We are also seeking permission to have 2 buildings transferred to us that were built with federal funds and cannot be part of the purchase

agreement. There are 400 residential beds, 200 of which are in a dormitory that has virtually never been occupied. We are focusing on interdisciplinary programs and live-learn communities for that campus. She has been in touch with the presidents of Concord University and Bluefield State College to begin to establish partnerships and develop pathways that will make it possible for their students to move into WVU programs that are not otherwise available to them. The due diligence period we are now in is to ensure that 1) there are no hazards that we are unaware of, and 2) we can deliver the kinds of educational services that we envision at an acceptable cost. We hope to finalize the acquisition this spring, and our target date for offering classes is in the fall of 2016.

- Oliver Luck has left WVU for a position with the NCAA. She thanked Oliver for his dedication in elevating our athletic programs and for overseeing growth in facilities. We are delighted to welcome Shane Lyons as the new director of intercollegiate athletics and associate vice president. He is from Parkersburg and is currently the deputy director of athletics at the University of Alabama. He has 30 years of administrative experience in intercollegiate athletics. She is impressed with his engagement around the issues of academic success and student-athletes. Keli Cunningham will continue to serve as interim athletic director until Shane arrives in early February.
- Bryan Shaver has been named the new director of internal audit. He is a WVU alumnus who previously served as vice president and director of internal audit of Federated Mutual Insurance. She is delighted that he is on board with cutting bureaucracy wherever we can.
- The online Executive MBA program has ranked among the top 30 in the country for the third time in four years by *US News & World Report*. Other online programs ranked highly were the nursing graduate program at 36<sup>th</sup> and graduate education at 86<sup>th</sup>.
- The new legislative session kicks off on January 14, 2015 with the State of the State address. President Gee and our legislative affairs team will be present. She remarked on the wonderful job President Gee and Rob Alsop are doing in building relationships with our new legislators and leaders.
- She congratulated Cheryl Ball, a new faculty member in the Department of English, for having been awarded a \$1 million grant from the Andrew W. Mellon Foundation to support innovation in online journal publishing.
- Vicki Sealey, an Associate Professor in the Department of Mathematics, recently collaborated with colleagues from Auburn University, the University of Colorado Boulder, the University of Nebraska-Lincoln, the University of Nebraska Omaha and the Nebraska system to submit a grant proposal to the NSF entitled Student Engagement and Mathematics through an Institutional Network for Active Learning. This is evidence that our leadership work in STEM education is beginning to be nationally recognized.
- There will be several events on campus and in Morgantown to celebrate Martin Luther King Jr. Day. At 7:00 p.m. on January 15, there will be a commemoration speech at the St. Paul African Methodist Episcopal Church by Anand Giridharadas, columnist with the New York Times and author of “The True American: Murder and Mercy in Texas” about a Muslim immigrant’s work to spare the man who attempted to kill him from death row. On January 19, the University will host its 25<sup>th</sup> annual Martin Luther King Jr. Breakfast at 8:00 a.m. in the Mountainlair Ballrooms.
- Lynne Schrum has resigned as dean of the College of Education and Human Services (CEHS). Associate Provost Gypsy Denzine, who served as the dean of the college of

education at Northern Arizona University, has been appointed to a 3-year term as dean of CEHS.

- Candidates for Dean/Director of the WVU Extension Service will be on campus next week, candidates for Dean of Law will be on campus the last week of January, and candidates for Dean of Eberly College will be on campus beginning the second week of February.

4. Chair Orlikoff reported the following:

- Faculty have expressed to her that they find the academic dishonesty process confusing since it is no longer strictly with Office of Student Conduct. To address this, she and Richard Turton will be working with the provost's office and with legal services to review the processes and to make sure they are smooth and understandable. The forms will be changed to better address the workflow and the obligations of various parties.
- A subcommittee of the Curriculum Committee, called the Transparency Committee, has been working on creating very precise documents about submitting courses for approval. The items include an evaluators' rubric to help faculty members understand how their course proposals are being evaluated. She thanked Jim Harner for overseeing this project.
- She and Richard Turton will be joining a delegation from the Office of the University Registrar (OUR) to visit Potomac State and WVU-Tech. OUR will be demonstrating the Catalog Inventory Management System as part of the process of bringing the two campuses online.

5. Jim Harner, Chair, Curriculum Committee, moved for approval of the following reports:

[Annex I](#), New Courses Report. Motion carried after ARSC 120 was pulled from the report.  
[Annex II](#), Course Changes Report. Motion carried.  
[Annex III](#), Monthly Alterations Report. Accepted.

Chair Harner moved that SPA 270 be retroactively removed from the Monthly Alterations Report accepted by the Faculty Senate on December 8, 2014. Motion carried. The course will revert to its former description.

The Transparency Committee is developing tools for creating effective curriculum-based rationales and learning outcomes. The committee will also provide an updated and diverse set of sample syllabi for initiators to consult when preparing proposals. All of this information will soon be available on the Faculty Senate Office web site.

6. Lena Maynor, Chair, General Education Curriculum Oversight Committee, presented the following report:

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

7. Meredith Morris, Scheduling Manager, provided an update on scheduling procedures.

8. Roy Nutter, ACF Representative reported that LOCEA (Legislative Oversight Commission on Education Accountability) met for the last time under the 81<sup>st</sup> West Virginia Legislature. The meeting agenda mainly consisted of the presentation of reports. Under the capital project report, there was a one-time \$10 million request for HEPC institutions that is unlikely to move forward. The Advisory Council of Faculty will meet on January 29 in Charleston.

9. Robert Griffith, BOG representative, reported that the Board of Governors met at the Coliseum on December 19, 2014. Financial reports reflected that the University's accounts are in great shape. The board approved the following new degree programs: Bachelor's Degree in Aviation Management (WVU-Tech), Master of Arts in Education, and Master of Arts in Higher Education Administration. The Master of Arts in Elementary Education and Master of Arts in Secondary Education programs were terminated, as they are being rolled into the single Master of Arts in Education program.

10. Syllabus Statement

Richard Turton assumed the chair to permit Jennifer Orlikoff to present the optional syllabus statement on sexual misconduct, [Annex V](#). After discussion, Dr. Orlikoff moved and the motion was seconded to approve the syllabus statement, modified to include appropriate contact numbers for Keyser and Montgomery. Motion carried.

11. New Business

Lisa DiBartolomeo recognized non-Senator Richard Thomas, chair of the Department of Biology, so he could address the Faculty Senate. Dr. Thomas is a climate change ecologist. He reported that over the past several years the National Research Council, in collaboration with the National Science Teachers Association and the American Association for the Advancement of Science, has been developing new science standards for K-12 education. The new science standards will be the first time students will be required to learn about the evidence for human driven climate change. States are now trying to determine whether they want to adopt these standards for their K-12 education. In December, the West Virginia Board of Education (WV BOE) met and adopted the Next Generation Science Standards to be implemented in schools by the 2016-17 school year. However, before their adoption, the WV BOE modified the climate standards so that they are not consistent with the science of climate change. In response to criticism, the WV BOE has reopened a period of public comment ending on January 14. Dr. Thomas addressed a letter to the WV BOE asking them to repeal their modifications and accept the standards as they were written by the National Research Council. He offered to add his colleagues' names and affiliations to that letter.

A motion was made and duly seconded to write a letter to the West Virginia Board of Education indicating that the Faculty Senate voted to request the WV BOE adopt the national standards with regard to climate change without modification. Motion carried.

12. The meeting adjourned at 4:49 p.m. to reconvene on Monday, February 9, 2015.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee

From: James Harner, Chair, Senate Curriculum Committee

Date: December 15, 2014

Re: December New Course Report

Title	Prerequisites	College	Credits	Description	Curriculum Based Rationale
BIOL 409: Biochemical Basis of Therapeutics	BIOL 219	Arts and Sciences	3	This course explores the process of drug discovery and development. The topics emphasized include the biological factors that determine success, failure, or limitation of therapeutics. Other topics include specific therapeutic areas and regulation.	This course incorporates the understanding of molecular, cellular and physiological processes in the discovery and development of new drugs. This understanding will also enable the comprehension of success, failure and limitations in the production of treatments. Selected therapeutic areas will be used to explore the pharmacological mechanisms of action in remedying pathophysiological conditions. Thus, this course will serve as an introduction for future healthcare professionals, but also for those who will make healthcare decisions. This course will primarily contribute to the cell and molecular biology portfolio, and it will be an elective option for Group I—Cell and Molecular Biology, Group II—Organismal Biology, or Group IV—Integrative Biology for Biology majors. It will also become a restricted elective for Biochemistry majors.
SOWK 627: Advanced Clinical Social Work Practice in Integrated Healthcare	SOWK 520, 540, 533, 531, 581, 633,621,649.	Arts and Sciences	3	The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care and support for persons with health, mental health and substance use problems.	This course is a specialized elective that is appropriate for students in either the direct practice or community organization and social administration practice track who are interested in integrated practice. It is also one of the required courses in a newly designed certificate in Mental and Behavioral Health. The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

Title	Prerequisites	College	Credits	Description	Curriculum Based Rationale
MKTG 450: Practicum in Marketing	MKTG 325	Business and Economics	3	This is an experiential course that requires using sustainability principles and/or social media principles to solve marketing problems for organizations.	Marketing students are presented with several foundational courses that cover topics that interplay with each other in current business situations. This course allows the student to provide integrated solutions to current problems encountered by business clients. This course fulfills the experiential portion of the sustainability and integrated digital marketing communications "tracks" in the marketing curriculum.
CS 576: Design of Immersive Media Systems	Consent.	Engineering Mineral Resources	3	Team-based development of a video game, demo reel, or other project demonstrating expertise in game development.	This course is required by the recently approved certificate in Interactive Technologies and Serious Gaming. It provides students with the opportunity to develop an actual game.
LAW 642: Law Practice Management		Law	3	This course introduces law office business operations and simulates office decision making dynamics. Subjects include human resources, financial planning/management, marketing, project management, office design, technology, quality control and similar subjects.	The College of Law faculty has approved this course because it prepares aspiring lawyers to fulfill ethical and contractual duties to clients and professional colleagues. The course is comprehensive in scope and realistically confront management issues. It is complementary to other courses now taught including professional responsibility, trial practice and clinic, leadership for lawyers, business transactions drafting, business organizations, taxation, and other service delivery and business related subjects.
IMC 623: Global Brand Communication	IMC 610.	Reed College of Media	3	This course examines key issues needed to develop strong global brands by considering past successes and failures in strategy, addressing the importance of knowing local culture in communication and positioning, and discussing emerging issues in brand globalization.	This course is offered as an elective course for students within the Integrated Marketing Communications graduate program.

To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: December 15, 2014  
 Re: Course Changes Report

Title	Prerequisites	College	Credits	Old Course Description	New Course Description	Curriculum Based Rationale
PT 720: Clinical Education 1		Medicine	1	Students observe various members of the health care team in practice. Students practice verbal and written communication skills. Course open to PT majors.	This course is designed to introduce the first year doctorate of physical therapy student to the roles of the physical therapist and other members of the health care team through a combination of varied classroom and clinical opportunities. This will occur under the supervision of a licensed physical therapist as well as through interprofessional opportunities with peers and mentors.	The primary change requested is to change this from a Pass/Fail course to Normal Grading Mode. This course is the first structured clinical education experience in the physical therapy curriculum and is a combination of classroom and clinical experiences. Changing this to a graded course will allow an increase in the depth and breadth of experiences for the student while also maximizing their learning and accountability in the classroom and clinic.
PT 740: Clinical Education 2		Medicine	1	Students practice basic clinical skills under direct supervision of licensed physical therapists and prepare for full-time clinical internship experiences.	This course is designed to give the second year doctorate of physical therapy student hands-on experience and practice with communication, examination, documentation and treatment techniques through a combination of varied classroom and clinical opportunities. This will occur under the supervision of a licensed physical therapist as well as through interprofessional opportunities with peers and mentors.	The primary change requested is to change this from a Pass/Fail course to Normal Grading Mode. This course is the second structured clinical education experience in the physical therapy curriculum and is a combination of classroom and clinical experiences. Changing this to a graded course will allow an increase in the depth and breadth of experiences for the student while also maximizing their learning and accountability in the classroom and clinic.
SPED 680: Culminating Project	Consent	Education and Human Services	6	Completion of master's program; projects in applied research, curriculum development, or program design, culminating project serves as the final course in the special education sequence.	Planning for and completion of an individualized project in applied research or curriculum development or program design to document integration of knowledge and skills across courses as the final requirement for completion of the Master's degree in special education.	This course has been increased to 6 credits to: 1) enable the instructor to provide students with a greater level of support in planning and preparing the project; 2) assign a higher number of credits better aligned with the actual time and effort required to design and complete the project; and 3) ensure greater consistency in project activities within a single course with the same instructor rather than present practice of completing them in two courses in different semesters with different instructors. To complete the final project, students previously completed EDP 612 or SPED 675 as a prerequisite course. EDP 612 has been removed as a prerequisite because it is too focused on preparing formal research proposals so it is no longer appropriate for this re-designed course; a letter is attached to document that the EDP program supports this change. SPED 675 will no longer be used as a prerequisite since content most directly relevant to the project has been incorporated into the new version of SPED 680. The change to 6 credits does not increase the total credits for the Master's degree in special education since the 3 credits for the prerequisite course will no longer be required.

To: Faculty Senate Executive Committee

From: Matthew Valenti, SCC Chair Elect

Date: 12/15/2014

RE: Monthly Alterations Report

**Action: Course Alterations (Minor Changes).**

**Effective Term: Summer 2015**

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
EPID 611	Change title and PR.	EPID 611. Advanced Epidemiologic Theory. 3 Hours. PR: BIOS 610 and EPID 610. An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of masters-level students.	EPID 611: Concepts & Methods of Epidemiology. 3 Hours. PR: BIOS 610 An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of masters-level students.	Course originally inappropriately named, changing name for accuracy. EPID 610 removed, as pre-requisite as EPID 610 was deleted. Remove the equivalency with EPID 711, as the accompanying alteration to EPID 711 is adding EPID 611 as a PR.
EPID 711	Change title and PR.	EPID 711. Adv Epidemiologic Theory. 3 Hours. PR: EPID 710 and BIOS 610. An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of doctoral students.	EPID 711: Intermediate Epidemiology. 3 Hours. PR: EPID 611 and BIOS 610. An in-depth examination of the theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of doctoral students.	Course inappropriately named, name changed to reflect content and for accuracy. Pre-requisite of EPID 710 has been replaced with EPID 611 as EPID 710 was deleted. Remove the equivalency with EPID 611, as EPID 611 is now a PR.
FIN 452	Change PR.	FIN 452. Employee Benefit Plans. 3 Hours. PR: FIN 350. 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.	FIN 452: Employee Benefit Plans. 3 Hours. PR: FIN 350 with a grade of C- or better. PR: FIN 350 with a grade of C- or better. 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.	In order to be successful, students attempting 400-level risk and insurance courses need a foundation in general insurance as substantiated by a grade of C- or better in FIN 350.



Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
GEOL 311	Change course credits and PR.	GEOL 311. Stratigraphy and Sedimentation. 3 Hours. PR: GEOL 103 and GEOL 104 and GEOL 285 and GEOL 321. Study of sediments and sedimentary rocks with an emphasis on the analysis of facies. (Required field trips at student's expense.).	GEOL 311: Stratigraphy and Sedimentation. 4 Hours. PR: GEOL 103 and GEOL 104 and CONC: GEOL 285 Study of sediments and sedimentary rocks with an emphasis on the analysis of facies.	1. Increase credit hours: The course meets for three 50-minute lectures during the week and a required lab section meets for 1 hour and 50 minutes each week during the regular 15-week semester. Also trip(s) to rock outcrop exposures on the weekends are typically scheduled (weather permitting) as part of the required coursework. This number of contact hours is equivalent to 4 credit hours. 2. Prereqs: GEOL 285 is typically offered the same semester as GEOL 311 and the content of these courses regarding the origin/creation of rocks are integral to the concepts and skills taught in 311. If GEOL 285 is taken concurrently with 311, the students will be getting the background needed to fully assimilate GEOL 311 course material and knowledge into their conceptualization of geologic principles. GEOL 311 and GEOL 285 are required courses for the GEOL Major BS degree, however GEOL 321 is no longer required for the GEOL Major BS degree and so it cannot be a pre-requisite for GEOL 311 or it de facto becomes a required course for the GEOL Major BS degree. Therefore, GEOL 321 is being dropped as a pre-requisite to conform to the degree program curriculum. 3. Course description: Due to increasing course enrollments, the costly overnight field trips have been removed and replaced by shorter trips whose cost is covered by the department.
GEOL 645	Change title and course credits.	GEOL 645. Basin Structures. 4 Hours. PR: GEOL 341 and GEOL 311 or equivalent. The origin, development, and distribution of basins and the structure found within basins throughout the world are studied. The distribution of energy-related minerals related to basins and structural accumulations is emphasized.	GEOL 645: Basin Analysis. 3 Hours. PR: GEOL 341 and GEOL 311 or equivalent. The origin, development, and distribution of basins and the structure found within basins throughout the world are studied. The techniques used for investigating basin evolution are emphasized. The effects of basin processes on the occurrence of energy resources are addressed.	1. Reduce the number of credits from 4 to 3 to reflect the time commitment required from students in this class as it is currently taught. 2. Change the title from "Basin Structures" to "Basin Analysis" to reflect the emphasis on the techniques used to understand basin evolution and implications for energy resource occurrence.

**Action: Course Alterations (Minor Changes).****Effective Term: Fall 2015**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
BIOL 235	Change PR.	BIOL 235. Human Physiology. 3 Hours. PR: BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104. (Intended for non-biology majors.) An introductory course in the function of the human.	BIOL 235: Human Physiology. 3 Hours. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) OR BIOL 115. (Intended for non-biology majors.) An introductory course in the function of the human.	BIOL101-104 has been made equivalent and anti-requisite to BIOL115. The change here reflects that change.
BIOL 236	Change PR.	BIOL 236. Human Phys:Quantitative Lab. 1 Hour. PR: MATH 156 and CHEM 116 and BIOL 115 and PR or CONC: BIOL 235. Optional lab for BIOL 235 incorporating engineering concepts, such as mass and energy balances, circuit theory, and chemical kinetics to quantify and help understand many aspects of human physiology.	BIOL 236: Human Phys:Quantitative Lab. 1 Hour. PR: MATH 156; and CHEM 116; and BIOL 115 OR (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104); and PR or CONC: BIOL 235. Optional lab for BIOL 235 incorporating engineering concepts, such as mass and energy balances, circuit theory, and chemical kinetics to quantify and help understand many aspects of human physiology.	Biology 101-104 and Biology 115 are considered anti-requisite by the college. This update reflects that change.

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
BIOL 316	Change PR.	BIOL 316. Developmental Biology. 3 Hours. PR: BIOL 115 and BIOL 117 and BIOL 219. A molecular genetic analysis of the mechanisms by which multicellular organisms develop from single cells.	BIOL 316: Developmental Biology. 3 Hours. PR: BIOL 219. A molecular genetic analysis of the mechanisms by which multicellular organisms develop from single cells.	This change simplifies the pre-requisites as Biology 219 requires prior completion of Biology 115 and Biology 117 (or equivalent).
BIOL 436	Change PR.	BIOL 436. General Animal Physiology. 3 Hours. PR: BIOL 115 and BIOL 117 and BIOL 119 and BIOL 221. In-depth, current treatment of physiological principles which operate at various levels of biological organization in animals of diverse taxonomic relationships. Understanding is developed from background lectures and student analyses in discussion sessions of research literature.	BIOL 436: General Animal Physiology. 3 Hours. PR: BIOL 221. In-depth, current treatment of physiological principles which operate at various levels of biological organization in animals of diverse taxonomic relationships. Understanding is developed from background lectures and student analyses in discussion sessions of research literature.	Simplifies pre-reqs. Anyone completing BIOL 221 will have to have satisfied BIOL 115, 117 and 219 as pre-reqs earlier in the sequence.
BIOL 438	Change PR.	BIOL 438. Animal Behavior. 4 Hours. PR: BIOL 221 and (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104 or BIOL 115). Introduction to animal behavior (ethology) emphasizing the ecology and evolution of individual and social behaviors. Laboratory includes independent investigation of behavioral phenomena. (Offered in even numbered years.).	BIOL 438: Animal Behavior. 4 Hours. PR: BIOL 221. Introduction to animal behavior (ethology) emphasizing the ecology and evolution of individual and social behaviors. Laboratory includes independent investigation of behavioral phenomena. (Offered in even numbered years.)	This change simplifies the pre-requisites as Biology 221 requires prior completion of Biology 115 or equivalent.
BIOL 440	Change PR.	BIOL 440. Comparative Anatomy. 4 Hours. PR: BIOL 115 and BIOL 117 and BIOL 219 and BIOL 221 or consent. A functional and evolutionary study of vertebrate structure. (Dissection kit required.).	BIOL 440: Comparative Anatomy. 4 Hours. PR: BIOL 219 and BIOL 221 or consent. A functional and evolutionary study of vertebrate structure. (Dissection kit required.)	This change simplifies the pre-requisites, as BIOL 219 requires prior completion of BIOL 115 and BIOL 117. The instructor has requested that we keep both BIOL219 and BIOL 221.
BIOL 441	Change PR.	BIOL 441. Vertebrate Microanatomy. 5 Hours. PR: BIOL 115 and BIOL 117 and BIOL 219 and BIOL 221. Structural and functional approach to the study of tissues and organs of vertebrates.	BIOL 441: Vertebrate Microanatomy. 5 Hours. PR: BIOL 219. Structural and functional approach to the study of tissues and organs of vertebrates.	This change simplifies the pre-requisites as Biology 219 requires prior completion of Biology 115 and Biology 117. This course does not have a strong ecology or evolution component, so the Biology 221 pre-requisite has been removed.
BIOL 446	Change number and PR.	BIOL 362. Limnology. 4 Hours. PR: (BIOL 101 and BIOL 103) or BIOL 115 or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems. (Also listed as WMAN 446.).	BIOL 446: Freshwater Ecology. 4 Hours. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL104) or BIOL 115 or WMAN 224 or consent. Physical, chemical, and biological characteristics of inland waters with emphasis on the structure and function of stream ecosystems. (Also listed as WMAN 446.)	The number change will match the cross-listed class (WMAN 446). The name change better reflects the content of the class and will have more meaning to students. The textbook used in the class is titled "Freshwater Ecology." Course content is not changing. The change in pre-reqs in Banner aligns with current equivalencies. BIOL101-104 has been made equivalent and anti-requisite to BIOL115. The change here reflects that change.

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
BIOL 450	Change PR.	BIOL 450. Plant Systematics. 4 Hours. PR: (BIOL 101 and BIOL 103 and BIOL 102 and BIOL 104) or BIOL 117. Study of the taxonomy of flowering plants worldwide and related topics in angiosperm classification and evolution. Laboratories emphasize characteristics of selected families of monocotyledons and dicotyledons using living and herbarium material.	BIOL 450: Plant Systematics. 4 Hours. PR: BIOL 117. Study of the taxonomy of flowering plants worldwide and related topics in angiosperm classification and evolution. Laboratories emphasize characteristics of selected families of monocotyledons and dicotyledons using living and herbarium material.	This change simplifies the pre-requisites as Biology 117 requires prior completion of Biology 115 or its antirequisite (BIOL 101 and BIOL 103 and BIOL 102 and BIOL 104).
BIOL 455	Change PR.	BIOL 455. Evolution-Infectious Diseases. 3 Hours. PR: BIOL 115 and BIOL 117 and BIOL 221. The application of phylogenetics, microbiology, immunology, and epidemiology towards understanding the evolution of infectious diseases. Students will develop a fundamental understanding of the significance of evolution and ecology in infectious disease emergence and control.	BIOL 455: Evolution-Infectious Diseases. 3 Hours. PR: BIOL 221. The application of phylogenetics, microbiology, immunology, and epidemiology towards understanding the evolution of infectious diseases. Students will develop a fundamental understanding of the significance of evolution and ecology in infectious disease emergence and control.	This change simplifies the pre-requisites, as Biology 221 requires prior completion of Biology 115 and Biology 117 (or equivalent).
CHPR 250	Change title and description.	CHPR 250. History & Philosophy Health Ed. 3 Hours. Provides the student with a historical perspective of health education's development, its present status, and its current philosophical foundations.	CHPR 250: Foundations of School Health. 3 Hours. The goals for this course include introducing students to the field of school health education and promotion and developing the theoretical background, philosophical approach, and professional skills required to effectively serve as a school-based public health professional. Further, this course emphasizes child and adolescent health promotion and advocating for student health and wellbeing in school and community settings.	This course title and description have been altered to reflect the fact that this course is specifically tailored to school health and to more accurately describe the actual scope of the course. In particular, this change de-emphasizes the historical and non-school specific aspects of the course and emphasizes the theoretical and professional skills necessary to conduct public health practice in a school-based setting. This course is distinct from our other courses in that it represents our introduction to the field and provides a comprehensive framework that connects the other courses in our academic program.
FIN 453	Change PR.	FIN 453. Life Insurance/Estate Planning. 3 Hours. PR: FIN 350. Principles of life and health insurance protection; application of life insurance to individual, family, business, and societal needs; study of trusts, wills and estates, integrating of income programming into estate management.	FIN 453: Life Insurance/Estate Planning. 3 Hours. PR: FIN 350 with a grade of C- or better. Principles of life and health insurance protection; application of life insurance to individual, family, business, and societal needs; study of trusts, wills and estates, integrating of income programming into estate management.	In order to be successful, students attempting 400-level risk and insurance courses need a foundation in general insurance as substantiated by a grade of C- or better in FIN 350,
FIN 454	Change PR.	FIN 454. Property & Liability Insurance. 3 Hours. PR: FIN 350. Study of the use and production of property and liability insurance, including evaluation of insurance contracts and current insurance practices; legal and regulatory environment affecting use and production of insurance.	FIN 454: Property & Liability Insurance. 3 Hours. PR: FIN 350 with a grade of C- or better. Study of the use and production of property and liability insurance, including evaluation of insurance contracts and current insurance practices; legal and regulatory environment affecting use and production of insurance.	In order to be successful, students attempting 400-level risk and insurances courses need a foundation in general insurance substantiated by a grade of C- or better in FIN 350.

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
FIN 455	Change PR.	FIN 455. Risk Management. 3 Hours. PR: FIN 350. Transferable risks with which the entrepreneur must deal. Emphasis on the process by which decisions are made for handling these risks, including an examination of contributions and limitations of insurance system.	FIN 455: Risk Management. 3 Hours. PR: FIN 350 with a grade of C- or better. Transferable risks with which the entrepreneur must deal. Emphasis on the process by which decisions are made for handling these risks, including an examination of contributions and limitations of insurance system.	In order to be successful, students attempting 400-level risk and insurance courses need a foundation in general insurance as substantiated by a grade of C- or better in FIN 350.
GEOL 351	Change PR and description.	GEOL 351. Geomathematics. 3 Hours. PR: GEOL 101 and (MATH 150 or MATH 155). Mathematical methods and applications in geology, geochemistry, geophysics, and environmental science. Review of integral calculus, differential equations, and non-linear systems. Use of computers as geological problem-solving tools.	GEOL 351: Geomathematics. 3 Hours. PR: GEOL 101 and (MATH 154 or MATH 155). Mathematical methods and applications in geology, geochemistry, geophysics, and environmental science. Review of basic mathematics, differential and integral calculus. Use of computers (Excel) as geological problem-solving tools.	The course is designed to enhance math skills using geological examples. The students gain experience solving practical quantitative problems based mainly in the geosciences. Math 155 or 154, but not Math 150, fulfill the Bachelor of Science math requirement for the Geology major.
GEOL 522	Change course credits and number.	GEOL 622. Surficial/Glacial Geology. 4 Hours. PR: GEOL 321 or GEOG 321 or Consent. Analysis of late Cenozoic landscapes, especially those caused by glaciers or otherwise influenced by global climate change. (Required weekend field trips at student's expense; also listed as GEOG 522.).	GEOL 522: Surficial/Glacial Geology. 3 Hours. PR: GEOL 321 or GEOG 321 or Consent. Analysis of late Cenozoic landscapes, especially those caused by glaciers or otherwise influenced by global climate change. (Required weekend field trips at student's expense; also listed as GEOG 522.)	Course being renumbered to make them accessible to exceptional undergrads, thereby lessening demand on other advanced undergrad courses. Hours being reduced so that course constitutes a smaller portion of individual grad student programs of study.
LAW 757	Change course credits and title.	LAW 757. Law Review Seminar 1. 2 Hours. Legal research, writing, and editing involved in the production for publication of analytical and scholarly commentary on the law. Enrollment is limited to third-year students who are members of the West Virginia Law Review.	LAW 757: Law Review 1. 1 Hour. PR: College Restriction = 77 Legal research, writing, and editing involved in the production for publication of analytical and scholarly commentary on the law. Enrollment is limited to third-year students who are members of the West Virginia Law Review.	1. Title Change: The course content doesn't match the criteria for seminars, so it shouldn't be called "seminar." 2. Credits: Law review students receive one credit hour for each semester of work, but all of the credit has been awarded during the third year (with 2 credits fall and 2 spring). It is more accurate and more compliant with BOG policy to have students register for one hour of credit for each semester of Law Review work. Law Review I would be taken in the second (staff) year. Law Review II would be taken in the third (editorial board) year.
LAW 758	Change course credits and title.	LAW 758. Law Review Seminar 2. 2 Hours. PR: LAW 757. Continuation of LAW 757.	LAW 758: Law Review 2. 1 Hour. PR: LAW 757. Continuation of LAW 757.	1. Title Change: The course content doesn't match the criteria for seminars, so it shouldn't be called "seminar." 2. Credits: Law review students receive one credit hour for each semester of work, but all of the credit has been awarded during the third year (with 2 credits fall and 2 spring). It is more accurate and more compliant with BOG policy to have students register for one hour of credit for each semester of Law Review work. Law Review I would be taken in the second (staff) year. Law Review II would be taken in the third (editorial board) year.

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
MUSC 434	Change course credit range.	MUSC 434. Repertoire. 0-2 Hours.	MUSC 434: Repertoire. 0-3 Hours. This course is designed to give a survey of the available art song literature for the voice. The major emphasis is on the standard performing repertoire for one voice with piano accompaniment. The course will cover repertoire from the early 17th Century to the present.	The credit range of 0-3 hours allows for greater flexibility in the depth of exploration of vocal styles and genres.
MUSC 435C	Change course credit range.	MUSC 435C. Repertoire. 0-2 Hours.	MUSC 435C: Repertoire. 0-3 Hours. An in-depth study of the standard operatic repertoire from the 17th Century to the present. Focus is on the development of the genre and the performance characteristics and styles.	The credit range of 0-3 hours allows for greater flexibility in the depth of exploration of vocal styles and genres.

**Deactivations**

SBHS 612 Course changed to SBHS 615.

SBHS 712 Course changed to SBHS 761.

BIOL 362 Course changed to BIOL 446 in this report.

GEOL 622 Course changed to GEOL 522 in this report.

To: Faculty Senate Executive Committee  
 From: Lena Maynor, Chair, General Education Curriculum Oversight Committee  
 Date: December 15, 2014  
 Re: GEC Audits

The GEC Oversight Committee met on December 1, 2014 and passed the following courses for GEC Audit:

<b>Title</b>	<b>Audit Type</b>	<b>Objectives</b>
FILM 101: The Art of Film 1	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
FILM 102: The Art of Film 2	GEC Audit	5. Artistic Expression 7. American Culture
HIST 180: World History Since 1500	GEC Audit	3. The Past and Its Traditions 9. Non-Western Culture
HIST 207: Revolutionary Europe	GEC Audit	3. The Past and Its Traditions 8. Western Culture
HIST 221: History of Modern Germany	GEC Audit	3. The Past and Its Traditions 8. Western Culture
RELG 231: Religions of China and Japan	GEC Audit	3. The Past and Its Traditions 9. Non-Western Culture
SEP 271: Sport in American Society	GEC Audit	4. Contemporary Society 7. American Culture

### **Optional Syllabus Statement on Sexual Misconduct and Resources:**

West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the **Carruth Center**, **304-293-9355** or **304-293-4431** (24-hour hotline), and locally within the community at the **Rape and Domestic Violence Information Center** (RDVIC), **304-292-5100** or **304-292-4431** (24-hour hotline).

For students at WVU-Tech, contact the **Women's Resource Center** at **304-255-1585** (toll free at **1-888-825-7836**) or **REACH** at **304-340-3676**. For students at Potomac State, contact the **PSC Psychological Services Office** at **304-788-6976**, and locally in Keyser, the **Family Crisis Center**, **304-788-6061** or **1-800-698-1240** (24-hour hotline).

For more information please consult WVU policies at <http://titleix.wvu.edu>.