

Minutes  
West Virginia University Faculty Senate  
Monday, May 14, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cottrell, L.	Hodge, J.	Martucci, A.	Rowlands, A.
Atkins, C.	Culcasi, K.	Hornsby, G.	Maynor, L.	Schimmel, C.
Barko, C.	Di Bartolomeo, L.	Jacobson, G.	McCombie, R.	Scott, D.
Bastress, R.	Dickman, B.	Johnson-Olin, M.	McCrory, J.	Shrader, C.
Bergner, G.	Eller, W.	Kiefer, A.	Montgomery-Downs, H.	Singh-Corcoran, N.
Bilgesu, I.	Eschen, E.	Kiefer, C.	Mucino, V.	Smith, M.
Billings, H.	Estep, C.	Knight, J.	Murphy, E.	Soccorsi, A.
Bishop, J.	Feaster, K.	Knox, S.	Murray, J.	Sowards, A.
Bonner, D.	Fleming, S.	Kolar, M.	Myers, S.	Tapia, J.
Bravo, G.	Garofoli, G.	Krause, M.	Nicholson, R.	Thomas, J.
Brooks, R.	Gilleland, D.	Kuhlman, J.	Plein, C.	Tu, S.
Burnside, J.	Goff, N.	LaBarbara, J.	Proudfoot, C.	Tudorascu, A.
Collins, A.	Hartnett, H.	Law, K.	Rakes, P.	Utzman, R.
Connors, J.	Hauser, D.	Li, B.	Reymond, R.	Valenti, M.
Cossman, L.	Hibbert, A.	Lieving, G.	Rice, T.	Wietholter, J.
Costas, M.	Hileman, S.	Lockman, J.	Rockett, I.	Yocke, R.

Members Excused:

Benedito, V.	Cronin, A.	Haines, K.	Kirby, B.	Prucz, J.
Bernardes, E.	Cui, A.	Hambrick, G.	Matak, K.	Ryan, E.
Bowman, N.	Elliot, E.	Harris, T.	McTeer, M.	Walter, S.
Cohen, S.	Fraustino, J.	Harrison, N.	Nutter, R.	

Members Absent:

Anderson, K.	Criser, A.	Hessl, A.	Robertson-Honecker, J.	Vona-Davis, L.
Blobaum, R.	Davis, D.	Kitchen, S.	Schaefer, G.	Widders, E.
Brock, R.	Dietz, M.	Lee, S.	Schaeffer, P.	Wilcox, G.
Bryner, R.	Famouri, P.	M'bayo, T.	Scott, H.	Wilson, M.
Burt, A.	Floyd, K.	McCusker, B.	Shapiro, R.	
Carpenter, R.	Gannon, K.	Nath, C.	Tobin, G.	
Casey, F.	Hartley, D.	Olfert, M.	Trickett Shockey, A.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Maynor, L.	Proudfoot, C.	Valenti, M.
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2. Chair Valenti moved for approval of the minutes from the Monday, April 9, 2018 meeting.  
Motion carried.
3. President E. Gordon Gee reported the following:
  - Including all of the institutions he has served at, he has never seen a more poignant time than commencement at WVU. For so many of the people who attend, this is their first generation college student, making the celebration even more exciting and engaging for them. In

addition, he cannot believe the time and energy faculty put forward in terms of participation and in getting people ready for commencement.

- He recognized Matt Valenti and Stan Hileman for the magnificent job they do in representing faculty and the University on the Board of Governors.

4. Provost Joyce McConnell reported the following:

- We kicked off the commencement season at Potomac State on May 5. On Thursday, May 10, we celebrated the following events: Honor Society, Order of Augusta, International Reception, and the Honors College Medallion Ceremony. Commencement ceremonies took place in Beckley and Morgantown from May 11 through May 13. She thanked faculty for inspiring our students to cross the finish line.
- We are very excited about Mylan's commitment to the new STEM-CARE initiative. Programming will be delivered through WVU's 4-H infrastructure and existing STEM outreach initiatives and will encourage children to become Curious, Active, Resilient, and Engaged (CARE).
- The Higher Education Policy Commission proposed funding formula would have removed about \$13.1 million from our budget and redistributed it to other schools. We submitted a brief to HEPC opposing the funding formula and are working with the governor's office to have him recommend a blue ribbon commission to study the appropriate organizational structure for higher education in West Virginia. The Faculty Senate Executive Committee responded quickly and persuasively in preparing a letter to HEPC.
- We have a record number of student Fulbright Scholars this year. She recognized Amy Cyphert and the ASPIRE office for the work they do in helping students compete for these types of awards. We also want to better support our faculty in pursuing Fulbright awards for themselves.
- We had an amazing Demo Day in our IDEA Hub. More than 250 people visited the main poster session. Mindy Walls, who has been the director of that program for three years, will be leaving for a position at Waynesburg University.
- English professor Stephanie Foote has been named a 2018 Andrew Carnegie Fellow for her work related to cultural production in and around the Anthropocene, the geological epoch in which human activity has had a global effect on Earth's climate and environment.
- Julian Nguyen, the Director of Undergraduate Advising in the School of Nursing, has received the National Academic Advising Association outstanding advising award for primary advising.
- Antar Jutla, assistant professor of civil and environmental engineering, and Brian Popp, assistant professor of chemistry, have been awarded National Science Foundation CAREER awards.
- Shelia Price has been awarded the 2018 Neil S. Bucklew Social Justice Award.
- Anna Gilpin, a senior biomedical engineering major, has been named a Graduate Research Fellow by the National Science Foundation.
- Rodney Elliott, a 20-year Air Force veteran majoring in physics and Russian studies, has been named a Goldwater Scholar.
- Emma Harrison, a junior political science and multidisciplinary studies major, has been awarded a Truman Scholarship.

5. Chair Valenti reported the following:

- Emily Murphy was elected faculty senate chair-elect for 2018-2019. Her term as chair will begin on July 1, 2019, at which time she will also begin a two-year term on the Board of Governors.
- We will be sending a ballot out to Faculty Senators on May 15 to elect the Board of Governors representative from extension or health sciences as well as the 2018-2019 executive committee members.
- We plan to have a new senator orientation right before the final Faculty Senate meeting. The orientation will be from 2:00-3:00 p.m. on June 11 at the Erickson Alumni Center. You do not have to be a brand new senator to attend, so feel free to join us.
- Because of the HEPC freedom agenda, we need to do a little housekeeping with respect to the Faculty Constitution. At a minimum, we should remove language that makes reference to HEPC as having authority to guide and regulate the University. While we are making this update, we also have the opportunity to make some other improvements. Over the summer, we will convene a working group to determine what changes and edits need to be made. The changes will go to the Executive Committee in August and to the Faculty Senate in September. Finally, it will be presented at the October Senate meeting, to be immediately followed by an electronic vote by the full faculty assembly.
- The comment period for HEPC's proposed funding model closed on April 27. He was asked to write a letter, and in doing so engaged with the Executive Committee to craft and approve a resolution. The letter will be attached as an annex to the minutes. Annex ID.

6. Meshea Poore, Vice President for Diversity Initiatives, introduced herself to the Faculty Senate and discussed her role since joining WVU in February of this year.

7. James Goins, Title IX Coordinator, provided an update on the Division of Diversity, Equity and Inclusion. Annex IC.

8. Dean Kenneth Blemings and Assistant Dean Damien Clement provided an update on the Honors College. Annex IB.

9. The candidates for BOG Representative from Extension or Health Sciences, Stan Hileman and Jason Burnside, addressed the Senate. Annex IA.

10. Ralph Utzman, Chair, Curriculum Committee, moved for approval of the following consent agenda items. Motion carried.

Annex I, New Courses Report.

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

Annex III, Capstone Courses Report.

New Major in Multidisciplinary Studies for PSC.

New Major in Technical Art History.

The following reports were submitted for information. Reports filed.

New Minor in Accounting.

New Minor in Marketing.

New Minor in Professional Sales.  
Annex IV, Graduate Programs Report.

11. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex V, GEF Deletions. Motion carried.

The following report was submitted for information:

Annex VI, GEF Transition Review. Report filed.

Dr. Singh-Corcoran announced that the moratorium on new GEF courses has been lifted. She also noted that MUSC 118 needs to be removed from the GEF Transition Review Annex presented to the Faculty Senate on April 9, 2018. MUSC 118 is actually a new course and was included on that report in error.

12. On behalf of Roy Nutter, Faculty Representative to State Government, Chair Valenti reported the following. Dr. Nutter attended the ACF meeting held on April 19 at the Advanced Technology Center in Fairmont, part of Pierpont Community & Technical College. The most notable discussion was around the erosion of tenure at Fairmont State University and Concord University. There was also a report that Glenville State College has seen tremendous growth in their student population; they are spending \$1.6 million to renovate a hotel for student housing.
13. Stan Hileman, BOG Representative, reported that the Board of Governors met on April 20. The following items were addressed:
- Proposed rule 5.1 regarding fiscal responsibility was approved to go out for comment.
  - Faculty rules 4.1 through 4.6 received final BOG approval.
  - Lisa Martin presented the staff constituency annual report. WVU employs 2241 classified employees, a decrease of 622 positions since 2014. Thirty-eight percent of current employees are eligible to retire by 2020.
  - Blake Humphrey presented the Student Government Association annual report. Blake has been an outstanding student representative.
  - The Board recognized Dixie Martinelli for her years of service as a staff representative to the Board of Governors.

The Board also held an emergency meeting on May 10 to be informed of the \$5 million gift from Mylan in support of STEM education. The BOG will meet on May 18 to consider academic rules (2.1 through 2.5) and the reduction-in-force rule (4.7), as well as tuition and fee increases. He and Matt Valenti will present the faculty constituency report at the meeting in June.

14. In accordance with the Faculty Constitution, the Executive Committee appointed Roy Nutter as the Faculty Representative to State Government for the 2018-2019 academic year. Chair Valenti presented this appointment to the Faculty Senate for confirmation. Dr. Nutter was confirmed unanimously.
15. In accordance with the Faculty Constitution, the Executive Committee appointed Chad Proudfoot as the Parliamentarian for the 2018-2019 academic year. Chair Valenti presented this appointment to the Faculty Senate for confirmation. Mr. Proudfoot was confirmed unanimously.

16. New Business – None

17. The meeting adjourned at 4:35 p.m. to reconvene on Monday, June 11, 2018.

Judy Hamilton  
Office Administrator



BENJAMIN M. STATLER COLLEGE OF ENGINEERING AND MINERAL RESOURCES

April 27, 2018

Dear Members of the West Virginia Higher Education Policy Commission:

Nineteen years ago, I was drawn to West Virginia University because I saw it to be a place of purpose and potential. Since then, I have worked my way through the ranks and tenure system, and currently hold the position of full Professor in the University's Lane Department of Computer Science and Electrical Engineering.

Additionally, I serve as the University's Director of the Center for Identification Technology Research (CITeR). This is a National Science Foundation Industry/University Cooperative Research Center that works to support the flourishing biometrics industry in West Virginia. CITeR's research has been incorporated into the recognition capabilities used by the FBI, Department of Defense, and Department of Homeland Security that make our lives more secure. Importantly, the industry-directed research that we perform creates training opportunities for WVU students, making them better qualified for high-tech jobs. Having a pool of qualified high-tech workers is a critical component in attracting new businesses to West Virginia. The technology developed by the Center has resulted in several spin-off companies that provide new opportunities and jobs.

Moreover, I currently serve as Chair of the WVU Faculty Senate. In this capacity, I represent over 3,600 faculty members across the WVU System, which includes WVU, WVU Potomac State College, and the WVU Institute of Technology.

I am writing this letter to share the concerns that WVU faculty have regarding the new funding model that is under consideration. These concerns amplify the public statements made by our Provost Joyce McConnell. We firmly believe that, if adopted, this proposed model will have serious ramifications for our University and a negative overall effect on the state. We respectfully ask that you seek greater stakeholder engagement before determining the final funding model.

Further, as West Virginia's only institution to receive an "R1" designation by the Carnegie Classification of Institutions of Higher Education, the proposed funding model would have a significantly negative impact on the high-quality research WVU is performing and the corresponding academic training opportunities.

The proposed model would also impact our ability to recruit and retain the caliber of faculty necessary to ensure that our students are educated at a level that is on par with other academically competitive institutions across the nation and globe. This is vital to West Virginia's economic future, as we desperately cannot afford to be left further behind as the rest of the nation prepares for the increasingly high-tech industries of the future. Moreover, it would impact our ability to attract highly qualified students at all levels, but especially at the graduate level where research reputation is of utmost importance.

Finally, the faculty of WVU are very concerned that the model devalues the critical aspect of on-time degree completion, which harms all students, including those at WVU.

LANE DEPARTMENT OF COMPUTER SCIENCE AND ELECTRICAL ENGINEERING

PO Box 6109 | Advanced Engineering Research Building  
Morgantown, WV 26506-6109  
☎ 304.293.LANE (5263) 📠 304.293.8602

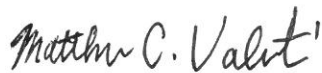
[www.lcsee.statler.wvu.edu](http://www.lcsee.statler.wvu.edu)  
Equal Opportunity/Affirmative Action Institution

In response to the proposed funding model, the WVU Faculty Senate Executive Committee, which consists of the WVU faculty leaders, has endorsed the following statement:

"The faculty of West Virginia University are fully committed to the mission of creating a diverse and inclusive culture that advances education, healthcare, and prosperity for all. If adopted, the proposed West Virginia Higher Education Policy Commission funding model would greatly impede WVU's ability to serve this mission. In particular, it will inhibit WVU's ability to conduct high-impact research, will curtail state outreach efforts through its Extension Service, will potentially limit healthcare capacity, and will do significant harm to an economic engine that drives innovation and creates opportunities for those who need it most — across West Virginia and around the world."

I hope that you consider the impact that this proposed funding model would have on the state of West Virginia, both in terms of the loss of personal opportunities for our residents as well as the loss of economic opportunities. Together we must prepare for the industries of the future.

Sincerely,

A handwritten signature in black ink that reads "Matthew C. Valenti". The signature is written in a cursive, flowing style.

Matthew C. Valenti, Ph.D., P.E.  
Professor of Electrical Engineering



# Faculty Senate Update

## May 2018

**WEST VIRGINIA UNIVERSITY**  
**DIVISION OF DIVERSITY, EQUITY AND INCLUSION**





# Changes in Office Structure

**WEST VIRGINIA UNIVERSITY  
DIVISION OF DIVERSITY, EQUITY AND INCLUSION**

# **Division of Diversity, Equity, & Inclusion**

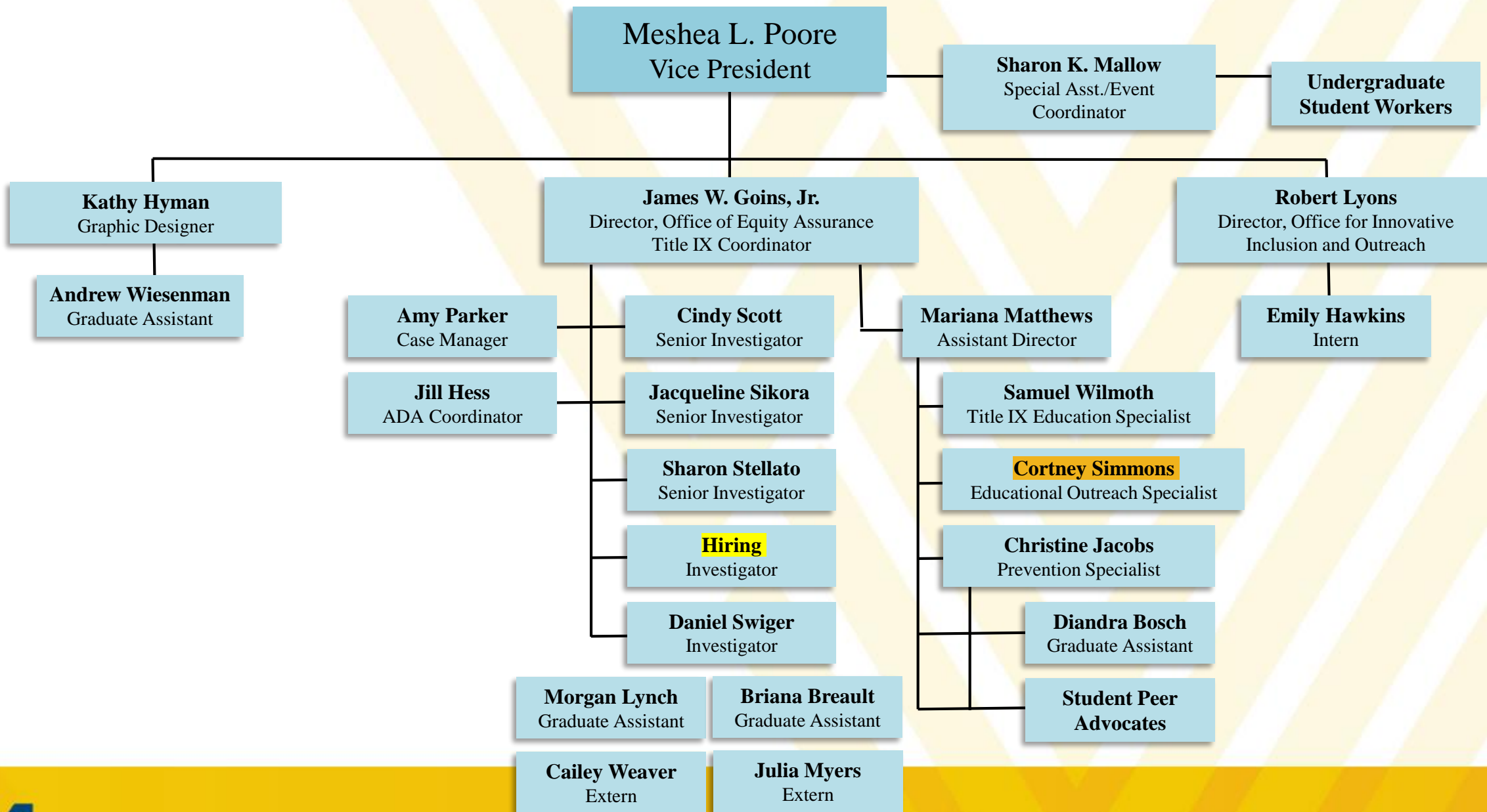
## **Staff Changes -**

December 2017 - Vice President David M. Fryson, ESQ assumed new role as Senior Advisor to President Gordon Gee, as part of his phased retirement.

January 2018 - Cortney Simmons hired as Educational Outreach Specialist (Children on Campus)

February 2018 – Meshea L. Poore hired as new Vice President

– Currently hiring to fill vacant Title IX Investigator Position





## Equity Assurance – Training

2017 to  
2018

2017-2018 Academic Year

### Title IX training

- Facilitated **231 live** trainings
- Online Training Breakdown
  - **5,733** new/incoming students
  - **733** new employees
- Children on Campus policy
  - **4,834** trained



# BOG Policy Updates

Effective February 13, 2018

**Policy 44:** Policy regarding discrimination, harassment, sexual harassment, sexual & domestic misconduct, stalking, and retaliation

*Transitioned to:*

**Rule 1.6:** Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships

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**Policy 49:** Children on Campus

*Transitioned to:*

**Rule 1.7:** Rule on Child Protection





## Investigations & Services School Year 2017 - 2018

(Time period: July 1, 2017 – May 9, 2018)

**Total number of Investigations: 194**

**Total number of Call for Resources: 74**

**Anonymous Cases (24/7 Hotline):**

**2017 – 54**

**2018 – 40**



# Title IX Events – 2017-2018

## It's On Us

We hosted 190 Awareness engaging 14,657 students

- It's On Us tabling: Downtown/Evansdale/HSC/Law
- Resource fairs
- International Student Orientation
- New Student Orientation
- Bystander Intervention
- Alcohol Education and Sexual Health
- Awareness Movies & Panel Discussions
- Self defense (P.R.O.T.E.C.T) & Empowerment programs
- WVU Football Games & Athletic Events
- ROTC Healthy Relationship & Exploitation Training
- National ONELove Peer-to-Peer Training
- Human Trafficking Awareness
- Cultural Competency & Microaggressions
- Social Media engagements
- Anti-violence awareness events





# WVU Peer Advocates



## Progression of the WVU Peer Advocate Program

Fall 2014 -> Spring 2018

- 3 section service and learning course
- *Fall 2018 Faculty Senate Approved!*
- **316 WVU students** have completed the Title IX course  
Material: advocacy/crisis intervention, active listening skills, Title IX policy and resources, medical process, legal/criminal response, counseling/recovery resources, reporting/non-reporting options, laws/policies, cultural/societal factors
- Assisted with **54** Anonymous cases in 2017 & **40** in 2018
- 24-Hour Equity Assurance Hotline 304.906.9930
- **12,838** Volunteer service hours during the program
- **57 students, from 25+ majors**, are working as volunteers or un-paid interns in our office outside of the WVU Peer Advocate program



# HUSH AUDITIONS

**WHEN**  
**January 23<sup>rd</sup> and 24<sup>th</sup>**  
**7pm – 10pm**

**WHERE**  
**Creative Arts Center (CAC) Room 426A**

This theatrical performance will explore the complexities surrounding sexual assault (rape), relationships, and consent.

**OPEN TO ALL STUDENTS AND MAJORS (NOT JUST THEATER MAJORS)**

**IF INTERESTED**  
Email Emily at: [ed0005@wvu.edu](mailto:ed0005@wvu.edu) or Mariana at [Mariana.Matthews@wvu.edu](mailto:Mariana.Matthews@wvu.edu)

**PERFORMANCE DATES**  
April 3<sup>rd</sup> and 4<sup>th</sup>

**PERFORMANCE LOCATION**  
Falco Theatre, Creative Arts Center (CAC)

**COMMITMENT DATES**  
Those selected for the parts must be available for the following dates and times:  
 February 5<sup>th</sup>- April 4<sup>th</sup>  
 Monday- Wednesdays  
 7pm-10pm in the CAC

Students participating will receive iServe hours through the Division of Diversity, Equity, and Inclusion

## Social Media Interactions

2018

School Year 2017 - 2018

### Twitter

- 434,681 Interactions
- 11,071 Profile engagements

### Facebook

- 22,290 Interactions
- 507 page views



# QUESTIONS - DISCUSSION

**WEST VIRGINIA UNIVERSITY**  
**DIVISION OF DIVERSITY, EQUITY AND INCLUSION**

# WEST VIRGINIA UNIVERSITY

## Honors College





# OUTLINE

- Honors Foundation Program
- Honors College Faculty Fellow Program
- Numbers
- Upper Division Program



# NEW HONORS COLLEGE STRUCTURE

## Two Separate, “Stackable” Honors Programs:

- **Honors Foundations Program**
  - **Upper-Division Honors**



# HONORS FOUNDATIONS PROGRAM

- Year 1 & 2
- Goal – Enrich general education
- Minimum 5+ courses, 13 credits:
  - Both benchmarks
  - Ideally completed within 4 semesters
  - Includes Honors Orientation add-on
  - Good standing
- GPA requirements to complete program
  - 3.5 in Honors credits
  - 3.0+ cumulative at time of program completion
- Benefits





# HONORS FACULTY FELLOW PROGRAM

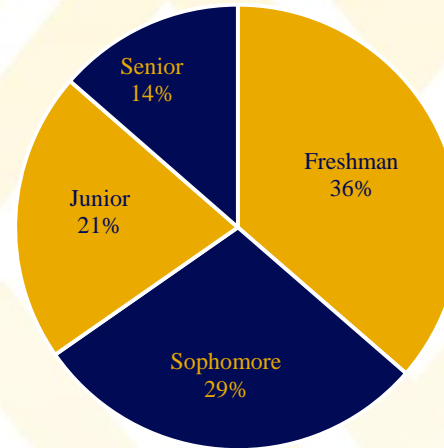
- Faculty Fellow Courses – 2018-19
  - Energy and its Implications
  - Child and Family Policy
  - Dark Side of New Media
  - Banks/Politics in America
  - Perspectives in Caring
  - Storytelling with Archives
  - Comedic Dissonance
- All GEF courses



2018-2019 Faculty Fellow Cohort

# HONORS COLLEGE NUMBERS

- Incoming Class:
  - **Projected:**  $1000 \pm 20$
- **Academic Deposits Paid:**
  - 975
- 2017-18 Populations:
  - **Freshman:** 905
  - **Sophomore:** 720
  - **Junior:** 525
  - **Senior:** 338
- Total: 2,488



# UPPER DIVISION PROGRAM



# QUESTIONS?



Dear Colleagues,

I am seeking election as the Faculty Senate representative to the West Virginia University Board of Governors. Like my position with WVU's Extension Service in Harrison County, I believe it is important that we acknowledge the important role our University plays in engagement throughout the state. Our Land-Grant University is the "service" branch of the University. By having me represent the Faculty Senate on the Board of Governors, I believe it would show a commitment and powerful message as an R1 institution that also thrives by engaging students and citizens alike.

Representing the Faculty Senate is an important means of communication within the University system. While it may be difficult at times, this key representation helps to efficiently and accurately move us forward. If elected, I would bring my experience and talents from working in Extension to this position to best represent the Faculty Senate on the Board of Governors.

While I may be young in age, I have experience in many roles on different levels of the University. I've been a graduate student and assistant, Extension Camping Instructor, staff member, and now tenure-track faculty. I have unique experience and am able to connect with youth and adults from all walks of life in numerous settings across West Virginia. I am dynamic and approachable in my role with Extension and believe those skills would be useful in properly representing the Faculty Senate, if elected. Additionally, I believe my youth can bring new perspective and be a great compliment as I work alongside more senior faculty members.

In my time as Faculty Senator, I have taken active roles on both the Service Committee as well as the Student Rights Responsibilities Committee. In the 4-H program, we have the motto of "Learn By Doing". With that in mind, I would come prepared to dive in and accomplish the task at hand to best represent our West Virginia University. It is an honor and privilege to serve on Faculty Senate and I appreciate consideration for this important role.

Sincerely,

Jason Burnside

## Stan Hileman, Candidate for the WVU Board of Governors

Thank you for consideration as a candidate for the WVU Board of Governors. I am fortunate to have the opportunity to currently serve as a faculty representative on that Board, having served the past two years as the Health Sciences and Extension representative. I am a WV native, having grown up in Ripley, WV and received my B.S. in Animal and Veterinary Sciences here at WVU. I received a Ph.D. from the University of Kentucky and did postdoctoral work at the University of Illinois and Beth Israel Deaconess Medical Center/Harvard University. I joined WVU as an assistant professor in 2000 and am currently a Professor of Physiology, Pharmacology and Neuroscience.

I joined the faculty senate several years ago and have participated on various committees. I served as a member of the Faculty Senate Research and Scholarship Committee, chairing that committee and leading a revamping of the mechanism for internal research money allocation. I have served on the Curriculum Committee and currently sit on the Faculty Senate Executive Committee. I also presently serve on the Academic Affairs Committee and the Athletic Council in addition to my Board of Governors duties. I feel that this diversity of experience has allowed me to gain good perspective into at least some of the various moving parts that comprise a complex university. From a Board perspective, this allows me to more fully understand how to better represent the various faculty wants and needs.

My faculty appointment involves teaching, research and service. I feel that this is important as it brings a perspective to the Board based on experience that allows me to adequately represent the various areas of faculty involvement. I believe it is the primary job of the faculty representative to make sure that faculty perspectives and concerns across the entire University are clearly heard, understood and trusted. This requires relationship building, and that only comes with time and personal interactions. In addition to tirelessly working to represent faculty interests on the ever-changing issues that arise before the Board, my plan, if re-elected, is to continue to:

- work on revamping the former HEPC policies that governed the way our university works into a set of rules which will allow us to function more efficiently in the future.
- work on the recent restructuring of faculty and staff salaries. The current impetus to improve salary support arose out of a presentation on faculty salaries that I gave before the Board last spring. This moved forward I believe, at least in part, based on relationships that had been built over time with the higher administration and other Board members.

In the past two years, I have gained a great deal of experiential knowledge on the Board. It has been my distinct honor to represent faculty interests across the breadth of this large university. I would sincerely appreciate the opportunity to continue to do so.

To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Senate Curriculum Committee  
 Date: April 23, 2018  
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
GRAD 670: Readability in the Online Blended Course	ACD AF	1		This course provides current or future instructors with practical strategies for displaying and writing textual content for online and blended courses that is visually inviting and encourages reading comprehension.	This course meets a requirement for the Certificate in University Teaching program, which helps prepare graduate students for teaching at the college/university level. It is the only course in the line-up that focuses on the readability aspect of online courses. One of the biggest differences between teaching online and teaching face-to-face is that, in an online course, even with media, much of the material is still text-based. This course provides those who plan to teach online/blended courses with effective, practical strategies for displaying/writing textual content on screen in a way that encourages their students to read and comprehend the subject.
GRAD 680: Classroom Assessment Techniques	ACD AF	2		Explores ways to create and implement classroom assessment techniques in ways that benefit both students and instructors. Attention is given both to formative and summative assessments.	This course meets a requirement for the Certificate in University Teaching program, which helps prepare graduate students for teaching at the college/university level. It is the only course that focuses on the benefits of using formative assessments for both the teacher and the students. This course provides those who plan to teach (face-to-face, blended, or online) with the opportunity to experience a wide range of formative assessments and then determine which ones will be the most effective based on criteria such as course level, size of class, and the cognitive level at which the students should be working.
ARE 462: Records and Analysis for Sustainable Agribusinesses	AGFOR	3	ARE 110 or equivalent (ACCT201 or BUSA 202)	Managerial and record-keeping concepts and tools needed to run a successful agribusiness. Course materials and lab activities focus on collection and use of information to assist in whole-farm/agribusiness planning, decision-making, performance evaluation, sensitivity analysis, and management. Course stresses the impact of record-keeping and performance evaluation on the ability of an agribusiness to achieve its strategic goals.	Students need these tools and practices to run a successful small business. This class will put them at an advantage when seeking employment because they can use these management tools.
ID 165: Architecture and Design Foundations	AGFOR	4	ID 105 and ID 115 with a minimum grade of C- in each.	Introduction to architectural design and communication processes utilizing concept development and the principles and elements of design	Successful completion of ID 165 is required for all interior design majors. ID 165 is the course within the interior design curriculum where students are introduced to basic design methods and the fundamental elements and principles of design with an emphasis on tectonic and spatial development. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.



Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ID 280: History of the Architectural Interior 2	AGFOR	3	Major or Permission	Examination of the architectural interiors of the modern period within their geographical, political, aesthetic, social, technological, and economic contexts. Content is focused on European and American developments within an increasingly globalized world.	Successful completion of ID 280 is required for all interior design majors. The course uniquely provides students with a survey of significant historical modern interiors from which they can draw lessons and inspiration as they develop their own interior design projects The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
MATH 460: Introduction to Dynamical Systems and Applications	AS	3	MATH 261 with grade of C- or higher	Introduction to the theory of dynamical systems, whose goal is to study the behavior of systems with known laws of evolution. Exploration of basic topics including fixed points, periodic orbits, linearization, local and global behavior of solutions, bifurcations, and chaos. Applications from biology, chemistry, and physics.	The course was cross-listed as a 400/500 level special topics course in 2014-2016, and was met with enthusiasm by its audience including students in mathematics, engineering, biology, chemistry, and physics. The course equips students with the necessary language and tools to follow and construct qualitative and quantitative analyses of deterministic systems in their fields of interest. The cross-listed 560 course (submitted as a separate proposal) has been approved as a math elective for the MAE graduate program. Moreover, the 460 course will become a requirement within the future mathematical biology track of the B.S. degree in mathematics.
MATH 560: Introduction to Dynamical Systems and Applications	AS	3		This course is an introduction to the theory of dynamical systems, whose goal is to study the behavior of systems with known laws of evolution. We cover basic topics including fixed points, periodic orbits, linearization, local and global behavior of solutions, bifurcations, and chaos. The theory will be accompanied by applications from biology, chemistry, and physics.	The course was cross-listed as a 400/500 level special topics course in 2014-2016, and was met with enthusiasm by its audience including students in mathematics, engineering, biology, chemistry, and physics. The course equips students with the necessary language and tools to follow and construct qualitative and quantitative analyses of deterministic systems in their fields of interest. The 560 course has been approved as a math elective for the MAE graduate program. Moreover, the cross-listed 460 course (submitted as a separate proposal) will become a requirement within the future mathematical biology track of the B.S. degree in mathematics.
BUDA 450: Business Data Mining and Visualization	BE	3	(Math 150 (B- or higher) or 154 (C- or higher) or Math 155 (C- or higher)) AND (Stat 211 (B- or higher) or Econ 225 (B- or higher) or Stat 215 (C- or higher) )	This course introduces students to higher order business analytics methods, and topics that impact the way businesses make decisions. Topics such as data collection, data technologies, and data mining methods are covered focusing on impacting business outcomes.	This course is a fundamental class for the minor in Business Data Analytics offered within the MIS department. For our students to have business data analytics foundations, we want them to be initiated in data science and decision science. A course in business data mining and visualization is a key component to the data science for the business aspect of the program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BUDA 451: Advanced Business Data Mining	BE	3	BUDA 450 (C- or higher)	This course enables students to use higher order concepts and models in data mining that impact business. Concepts such as supervised and unsupervised learning will be covered, with a focus on business outcomes, cases, and communication.	This course is a fundamental class for the minor in Business Data Analytics offered within the MIS department. For our students to have business data analytics foundations, we want them to be initiated in data science and decision science. Advanced business data mining exposes students to the higher order concepts in data science for business, and gives students an understanding of the models businesses use to solve complex data problems.
BUDA 452: Business Simulation Modeling	BE	3	BUDA 450 (C- or better)	This course enables students to design computational experiments to compare alternatives and arrive at the best business decision. In order to fit models to business cases, students have to identify the relevant variables, sources of uncertainty and probability distributions.	This course is a fundamental class for the minor in Business Data Analytics offered within the MIS department. For our students to have business data analytics foundations, we want them to be initiated in data science and decision science. The business simulation modeling class is a corner stone of the decision science perspective.
MUSC 501: Music Ensemble	CCA	0-2		To rehearse and perform as part of one of the following WVU major ensembles: the Wind Symphony, the Symphonic Band, the Symphony Orchestra, the University Choir, and Big Band (Jazz Ensemble).	Active participation in music ensembles is integral to all programs of study in the School of Music. This course is intended to offer graduate students an opportunity to receive graduate credit for their participation in the following ensembles which are listed at the undergraduate level: MUSC 300 Band: Wind Symphony MUSC 300A Band: Symphonic MUSC 303 Orchestra MUSC 305 University Choir MUSC 353 Chamber Music: Large Jazz Ensemble 1 MUSC 353A Chamber Music: Large Jazz Ensemble 2 The learning outcomes of these various ensembles are consistent with one another. The differences between these courses are the size and instrumentation of the ensemble as well as the musical literature studied and performed. These various ensembles are to be listed as separate sections for each instructor's ensemble, consolidated under the single graduate course, MUSC 501 Music Ensemble.
THET 246: Auditioning and Career Development	CCA	3	THET 102 or THET 144 or permission of the instructor.	Preparatory and laboratory class in auditioning for theatre, film and television. Examination of the entertainment industry including headshots, resumes, unions, casting, representation, self-branding and promotion, and personal career development.	This new course will offer a forum for theatre students to learn, experience, and hone audition techniques to assist in career development and job placement. This course will be more product-based as opposed to our process-based learning in our acting courses. The acting course work will have practical outlet in this class leading the student to examine and execute their discipline with the goals of job search and employment. This elective course is for BFA students in our performance areas, BAs in Theatre Studies and theatre minors.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CI 413: Early Childhood Issues and Methods	CEHS	3		Bridging theory and practice, this course helps K-6th grade preservice teachers learn to understand the complexities of the field and to teach all young children well. This course provides an opportunity for individuals to examine and expand their understandings of early childhood education.	This is the only early childhood course in the 4-year program providing a theoretical and practical basis for understanding early childhood education (birth-8). It provides basic knowledge that will help K-6 educators help transition young children into the elementary setting, align curriculum and standards, work with childcare and pre-K professionals, and plan and teach developmentally appropriate curriculum and pedagogies for children through age eight.
CI 603: Counselors Classrooms	CEHS	3		Bridging theory and practice, this course helps P-12 school counselors create effective learning environments for all students specifically during their classroom-based lessons.	This course is unique to Master's in School Counseling students because it affords them the opportunity to better understand schools, teachers, and the policies, standards and systems in which they will work. The course also shows future school counselors how to design and teach appropriate standards-based units of study and lessons for PK-12 students solo and in collaboration with teachers and other specialists. The WV Dept. of Education requires that this be a CI course for the Counseling Dept. to meet the requirements of its certification program.
CPE 412: Mobile Robotics	CEMR	3	Consent.	Introduction to fundamental topics in Mobile robotics; methods of locomotion; common mobile robot sensors, state estimation and navigation algorithms; path planning and obstacle avoidance methods; robot decision making and control processes; and mobile robot systems design.	Mobile robotics is an important growth area with many practical applications such as transportation (e.g. driverless car), health care, logistics, service, and disaster response. The mobile robotics industry is predicted to be the next driving force for creating US jobs. To prepare students in the Statler College to this new wave of innovation, the mobile robotics course was offered three times to MAE and CpE students as 493 courses and have received overwhelmingly positive feedback from students.
CYBE 480: Capstone Project - Design	CEMR	2	ENGL 102 or ENGL 103 and consent	Penultimate semester. Group senior design projects with individual design assignments appropriate to student's discipline. Complete system-level designs of the subsequent semester's project presented in written proposals and oral presentations. (Equivalent to BIOM 480, CPE 480, CS 480, and EE 480.) (2 hr. lec., 1 hr. conf.)	This course is the first course in a two semester semester capstone sequence. This course focuses on integrative thinking – how to apply knowledge gained in different courses to the problem at hand and lateral thinking - how to apply knowledge gained in solving one problem to a similar problem in a different domain. Over the two semester the students will work in multi-disciplinary groups to develop a working product for a client. In this first semester the student will determine what the product must do and develop a plan for building the product.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CYBE 481: Capstone Project - Implementation	CEMR	3	CYBE 480	Continuation of CYBE 480. Detailed design and implementation of the system including choice of components, algorithm development, interfacing, troubleshooting, working in groups, and project management. Also covers professional topics, including ethics, liability, safety, socio-legal issues, risks and employment agreements. (1 hr. lec., 1 hr. conf., 2 hr. lab.)	This course is the second course in a two semester semester capstone sequence. This course focuses on integrative thinking – how to apply knowledge gained in different courses to the problem at hand and lateral thinking - how to apply knowledge gained in solving one problem to a similar problem in a different domain. Over the two semesters the students will work in multi-disciplinary groups to develop a working product for a client. In this second semester the student will build and test the product and make it ready for distribution.
EE 564: Digital Signal Processing for Radio Astronomy	CEMR	3	Graduate Standing and/or consent.	Digital signal processing as applied to radio astronomy. Filtering, Fourier transforms and correlation firmware are designed for Field Programmable Gate Arrays.	EE 564 provides additional breadth as an elective in the LCSEE Signals and Systems concentration area and serves graduate students from the department of Physics Astronomy. It will also provide additional elective opportunities for advanced LCSEE undergraduates.
MAE 412: Mobile Robotics	CEMR	3	Consent.	Introduction to fundamental topics in Mobile robotics; methods of locomotion; common mobile robot sensors, state estimation and navigation algorithms; path planning and obstacle avoidance methods; robot decision making and control processes; and mobile robot systems design.	Mobile robotics is an important growth area with many practical applications such as transportation (e.g. driverless car), health care, logistics, service, and disaster response. The mobile robotics industry is predicted to be the next driving force for creating US jobs. To prepare students in the Statler College to this new wave of innovation, the mobile robotics course was offered three times to MAE and CpE students as 493 courses and have received overwhelmingly positive feedback from students. Once approved, this course will serve as a Technical Elective for Mechanical Engineering students.
MINE 386: Mine Equipment Maintenance	CEMR	3	MINE 205, MINE 206, MAE 242 all with a C or better. Co-requisite of MAE 243.	Provides an introduction to maintenance functions at mining operations, applying reliability theory to both preventative and predictive maintenance. Common failure modes and mitigation strategies are analyzed for components of haulage equipment and shaft-powered machinery including belts, fans, pumps, and conveyors. Applications of non-destructive testing to forecast typical causes of mine equipment failure and degradation, including corrosion.	With advancements in technology and automation, specialized mining equipment is becoming more complicated while its availability remains crucial to production. The Advisory Committee has indicated a need for additional instruction in the area of mine equipment maintenance to meet the growing needs of the industry. This is an elective course for students interested in employment with mines and mining equipment manufacturers and applies classical reliability theory specifically to mining machinery and components.
DENT 723: Advanced Restorations and Esthetics in Dentistry	DENT	2	DENT 704 And DENT 722	This course will provide complex theory and preclinical instruction in the selection and fabrication of optimal restorations of varied materials that satisfy biologic, mechanical and esthetic requirements.	The existing eight week course has been limited to advanced-level experiences using composite restorative materials only. Since esthetics is such a significant aspect of dental practice, this course has been expanded to a full semester in length and will include other restorative materials that are not provided in any other courses in the curriculum. This content is current and evidence-based. Hands-on laboratory experiences are combined with each new material discussed in the lecture portion of this course.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 507: Human Anatomy 1	MED	3		Lecture based human anatomy course covering all body systems.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a foundational sciences course that provides students with necessary background for clinical applications.
PA 510: Physician Assistant Practice 1	MED	2		Introduction to the physician assistant profession, including history, scope of practice, and physician collaboration. Units of content include ethics and risk/risk management.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by introducing the student to the profession and associated issues in health care.
PA 511: Evidence Based PA Practice 1	MED	1		Introduction to evidence based medicine, including how to access scientific evidence and how to evaluate scientific merit of sources.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for evidence based practice with emphasis on critical reading of the literature.
PA 512: Physical Diagnosis	MED	3		Medical background and associated skills practice in history taking and medical examination. Includes preparation for clinical practice with HIPPA, OSHA, and BLS requirements. Principles and practice of medical documentation.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by teaching psychomotor skills and clinical documentation.
PA 515: Pathophysiology 1	MED	2		Embryology, histology, immunology overview, principles of inflammation and healing; pathophysiology of cancer and introduction to infectious disease.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the first of a two course series designed to prepare the student for practice by discussing a variety of disease processes across body systems.
PA 516: Pharmacology for PA	MED	2		Principles of pharmacology, including drug metabolism and mechanism. Classes of drugs are introduced.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a foundational sciences course that provides students with necessary background for clinical applications.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 517: Genomic Medicine	MED	2		Review of genetics and cell biology. Introduction to genomic applications in medicine. With other concurrent courses, illustrates genetic basis of diseases such as cancer.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a foundational sciences course that provides students with necessary background for clinical applications.
PA 518: Health and Disease Across the Lifespan	MED	3		Study of life-span human development across cognitive, psychosocial and neuromotor domains with particular emphasis on applications to physician assistant practice in health, disease and disability.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by preparing them to address psychosocial issues of health across the lifespan.
PA 522: Clinical Procedures 1	MED	3		Introduction to specific skills necessary in clinical practice settings primarily through experiential learning. Includes Orthopedics, Surgery and Emergency Medicine, and ACLS. Documentation practice and simulation experiences will be used.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by teaching psychomotor skills and clinical documentation.
PA 523: Clinical Medicine Pharmacotherapeutics 1	MED	3		First in a series of courses designed to prepare the physician assistant for the assessment and clinical management, including pharmacologic, of various diseases and conditions. Emphasis is on disorders of the musculoskeletal and dermatologic systems.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the first of a three course series designed to prepare the student for practice by teaching psychomotor skills and clinical documentation. It addresses diseases of the skin and musculoskeletal system, according to the Blueprint content for the PANCE exam.
PA 524: Diagnostic Medicine 1	MED	2		Principles of imaging and specific applications to body organs and systems for the purpose of clinical diagnosis.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by teaching principles and applications of medical imaging. This course is concurrent with content on musculoskeletal conditions that may require imaging for diagnosis.
PA 527: Human Anatomy 2	MED	2		Second of a two series anatomy sequence with emphasis on consolidation and application of anatomical knowledge to cadaver dissection.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course follows PA 507, Human Anatomy 1 and is the laboratory component involving cadaver dissection.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 528: Principles of Behavioral Health for PA	MED	2		Application of biopsychosocial model of health to human health. Principles of behavior and behavior change are introduced. Includes overview of techniques, including counseling, motivational interviewing and cognitive behavioral therapy.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by preparing them to work with patients on behaviors that promote health.
PA 530: Physician Assistant Practice 2	MED	1		Introduction to members of the health care team, including mandatory inter-professional education experience. Experiential practice in clinical setting.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by introducing the student to the profession and associated issues in health care. The student will have his or her first experiences in a clinical setting as a PA student. Mandatory inter-professional education experiences are included.
PA 531: Evidence Based PA Practice 2	MED	2		Principles of epidemiology and research. Includes research ethics, IRB and design applications to quality improvement and evidence based practice. Overview of clinical trial terminology and implementation.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the second in a three course sequence designed to prepare the student for evidence based practice. Emphasis is on research ethics, design and how to answer clinical questions. A survey of epidemiology is included.
PA 533: Clinical Medicine Pharmacotherapeutics 2	MED	4		Second in a series of courses designed to prepare the physician assistant for the clinical management, including pharmacologic, of various conditions. Includes infectious disease and disorders of the cardiovascular, hematologic, pulmonary and GI systems.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the second of a three course series designed to prepare the student for practice by teaching psychomotor skills and clinical documentation. It addresses infectious disease and disease of the hematologic, cardiovascular, pulmonary, reproductive and genitourinary systems, according to the Blueprint content for the PANCE exam.



Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 534: Diagnostic Medicine 2	MED	3		Principles and applications of medical tests which guide clinical interventions. Includes laboratory medicine and physiologic tests. Exposure to normal and abnormal laboratory findings as well as reading and interpretation of EKG.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by teaching principles and applications of laboratory medicine and EKG. This course is concurrent with other curricular content on infectious and cardiovascular disease.
PA 535: Pathophysiology 2	MED	3		Concurrent with study of human physiology, pathophysiology of various body systems.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the second of a two course series designed to prepare the student for practice by discussing a variety of disease processes across body systems.
PA 540: PA Practice in the US Health System	MED	2		Description of the US Health system, including billing, coding and reimbursement. Medicare and Medicaid are covered. Regulations regarding PA scope of practice are included.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by exposure to health care systems, with emphasis on the US system. The course includes necessary information for billing, coding and reimbursement.
PA 541: Evidence Based PA Practice 3	MED	1		Students design and propose a research or quality improvement project, including literature review.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the second in a three course sequence designed to prepare the student for evidence based practice. Emphasis is developing a simple research project to answer a clinical question.
PA 542: Clinical Procedures 2	MED	2		Introduction to specific skills and procedures necessary in clinical practice settings primarily through experiential learning. Includes Obstetrics and Gynecology, ENT and Neurology. Involves case based and simulated practice.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by teaching psychomotor skills and clinical documentation.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 543: Clinical Medicine Pharmacotherapeutics 3	MED	4		Third in a series of courses designed to prepare the physician assistant for the assessment and clinical management, including pharmacologic, of various diseases and conditions. Emphasis is on ENT, urogenital, and neurologic disorders.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is the second of a three course series designed to prepare the student for practice by teaching psychomotor skills and clinical documentation. It addresses disease of the genitourinary, EENT, Psychiatric and neurologic systems, according to the Blueprint content for the PANCE exam
PA 547: Neurobiology	MED	4		Lecture and laboratory based course provides fundamentals of neuroanatomy and mechanisms of Central Nervous System function.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a foundational sciences course that provides students with necessary background for clinical applications in neurologic and psychiatric populations.
PA 549: Prevention and Community Health for PA	MED	3		PA role in the prevention of disease and maintenance of community health. Survey of cultural impact and health disparity. Includes inter-professional experience in community based health programs	degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is a course designed to prepare the student for practice by introducing the student to the profession and associated issues in health care. Students will be exposed to cultural aspects of health care and health disparity. Mandatory
PA 553: PA Practice in Pediatrics Geriatrics	MED	2		PA practice in pediatric and geriatric populations, with emphasis on clinical conditions that uniquely affect children and older adults.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course builds on previous knowledge in clinical medicine but addresses conditions as they uniquely affect children and older adults.
PA 610: Family Medicine PA Practice	MED	6		Clinical practice experience in primary care/family medicine. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Family Medicine. This is a required clinical experience.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 620: Internal Medicine PA Practice	MED	8		Clinical practice experience in internal medicine. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Internal Medicine. This is a required clinical experience.
PA 630: Pediatric PA Practice	MED	6		Clinical practice experience in primary care/pediatrics. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Pediatric Medicine. This is a required clinical experience.
PA 640: Women's Health PA Practice	MED	5		Clinical practice experience in obstetrics and gynecology. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Women's Health. This is a required clinical experience.
PA 650: Surgery PA Practice	MED	6		Clinical practice experience in general surgery. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Surgery. This is a required clinical experience.
PA 660: Behavioral Medicine PA Practice	MED	4		Clinical practice experience in behavioral medicine and psychiatry. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Behavioral Medicine. This is a required clinical experience.
PA 670: Emergency Medicine PA Practice	MED	4		Clinical practice experience in emergency medicine. Under supervision, students perform clinical assessments, procedures and clinical decision making involved in patient care.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in Emergency Medicine. This is a required clinical experience.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PA 680: Elective PA Practice	MED	4		Elective experience in a clinical practice setting selected by the physician assistant student. The experience may be an extension of one of the core required rotations OR may reflect a special interest of the student within the practice of medicine.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician. This course allows the student to gain additional experience in a practice setting, or to explore sub-specialty medical practice.
PA 685: Rural PA Practice	MED	4		Mandatory clinical practice experience in a setting designated as rural. The experience may be in either family medicine, internal medicine or pediatrics.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This course is completely experiential with full-time practice under the supervision of a physician assistant or physician in primary care medicine. The program requires a rural health experience in addressing its core mission.
PA 686: PA Summative Evaluation	MED	1		Summative evaluation and preparation for the national certification (PANCE) exam.	The physician assistant program is an accredited master's degree program subject to accreditation by the Accreditation Review Commission-Physician Assistant (ARC-PA). The content in this course addresses one or more accreditation criteria. This capstone/summative evaluation course is required for accreditation and must occur in the curriculum near the time of graduation
HUMS 340: Health Policy	TS	3		Examines how research, politics, and other social factors inform public health and healthcare policymaking processes. Students analyze complex policy problems facing federal, state, and local policymakers.	Developed to be a part of the Health Service Administration curriculum. Proposing that this course be added to the 3-credit hour Restricted Electives on the current pattern sheet. I developed this course after seeing a need for focus on health policy development and how this has and does impact the health care industry. This course is designed to examine the relationship between research and policy making. Complex health policy problems facing federal, state, and local policymakers historically and in present day will be discussed. Specifically, this course examines public health and healthcare policy.

To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Senate Curriculum Committee  
 Date: April 23, 2018  
 Re: Course Changes, Deletions, and Adoptions Report

	Old Value	New Value
<b>ACCT 321</b>		
Catalog Prerequisites	((ACCT 202 and CS 101 and ECON 202) and (ENGL 102 or ENGL 103) and (ECON 225 or STAT 211)) with a minimum grade of C- in each); and ((MATH 150 with a minimum grade of C-) or (MATH 154 or MATH 155 or MATH 156) with a minimum grade of D-))).	(ACCT 202 and CS 101 with a minimum grade of C- in each).
Course Curriculum Based Rationale		This course introduces accounting students to the flow of information through an accounting system, and the processes and procedures (controls) that ensure that information is usable by decision-makers. The application of technology to accounting is introduced in this course. The course is pivotal for the accounting program; all majors are required to take the course no later than the first semester of Intermediate Accounting (ACCT 311), thus providing an overview of the links among the components of financial reporting in that, and future courses.
Justification for change to course		This is a change to remove certain prerequisites. The prerequisites removed were originally added for course spacing purposes -- not to provide content needed for the course.

<b>ACCT 442</b>		
Course Description	Federal income tax treatment of corporations, pass through entities and their owners or beneficiaries, introduction to transfer taxes and planning.	Federal income tax treatment of corporations, pass through entities and their owners or beneficiaries, introduction to multistate and international taxation, and tax planning.
Course Curriculum Based Rationale		Students are required by the WV Board of Accountancy to have six hours of tax courses to sit for the CPA exam. ACCT 442 satisfies three hours of the State requirement. The course addresses approximately fifty percent of the content on the Uniform CPA exam. All WVU accounting majors are required to take ACCT 442.
Justification for change to course		The change rephrases the specific item "transfer taxes", which is a multi-jurisdictional item, to a more general "multistate and international taxation" which includes "transfer taxes" and other current items.

<b>BTEC 295</b>		
Course Description	Provides students training in researching, planning, and setting up small businesses. Students analyze the opportunities in their community, discuss financial and ethical dimensions of business, and create a viable business plan.	An introduction to the entrepreneurial mindset and its significance to the economy and local communities. Students will develop resources to create and evaluate entrepreneurial opportunities.
Course Repeatable	Yes	No
Course Curriculum Based Rationale		This course is part of a university-wide initiative in entrepreneurship and innovation. It encourages students to think outside the box and provides opportunity for creativity, innovation, and collaboration. Students will evaluate their entrepreneurial capacity and the role of entrepreneurship and innovation in economic growth and job creation.
Justification for change to course		This course is being updated to reflect current entrepreneurial opportunities.

<b>CPE 480</b>		
Course Full Title	Senior Design Seminar	Capstone Project - Design
Course Transcript Title	Senior Design Seminar	Capstone Project - Design
Course Curriculum Based Rationale	In this first semester capstone course, students apply both their technical and communication skills to work as part of a self-organized team to produce an appropriate solution for a real-world program. During the two semester capstone sequence, students will be exposed to all phases of a professional level project, including: concept development; background research; business plan development; project management plan development; requirements specification; system design, implementation and testing; and project documentation.	The proposed title change captures the nature of the course more accurately. No other changes are requested.
Catalog Prerequisites	ENGL 102 and consent.	ENGL 102 or ENGL 103 and consent.

## Old Value

## New Value

Justification for change to course		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 480, EE 480, CPE 480, and BIOM 480 to have the same title. The change has been approved by the WVU Tech department as well.
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**CPE 481**

Course Full Title	Senior Design Project	Capstone Project - Implementation
Course Transcript Title	Senior Design Project	Capstone Project - Implementat
Course Curriculum Based Rationale		The proposed title change captures the nature of the course more accurately. No other changes are requested.
Justification for change to course		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 481, EE 481, CPE 481, and BIOM 481 to have the same title. The change has been approved by the WVU Tech department as well.

**EXPH 364**

Catalog Prerequisites	MATH 126A or MATH 126B or MATH 126C or MATH 129 or (ACT math score of 26 or SAT math score of 580 and (QRA Part 1 score of 15 and QRA Part 2 score of 9)) and sophomore standing or consent.	MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155 or (ACT math score of 26 or SAT math score of 580 and (QRA Part 1 score of 15 and QRA Part 2 score of 9)) and sophomore standing or consent.
Course Curriculum Based Rationale	The course applies algebra to solve problems in Kinesiology. Students must have a minimal mathematical background to succeed, which may be met by one of the proposed prerequisites.	This course is an overview of Kinesiology. It is unique to others in the curriculum because it provides an overview of movement analysis as well as foundations of biomechanics and functional anatomy.
Justification for change to course		We recently added the MATH prereq for the course; however, we neglected to include in our prereq list three math courses that some of our students took; namely, MATH 150, MATH 153, and MATH 155. This change is simply to add these prereqs to the list courses that will count as the math prereq.

**EXPH 440**

Course Code	EXPH 350	EXPH 440
Course Number	350	440
Course Curriculum Based Rationale		This course provides information that is the foundation for all subsequent courses offered as a part of the major in Exercise Physiology. The course provides students with anatomical information needed to proceed with subsequent courses.
Justification for change to course		The course has been approved as EXPH 350. The course content remains the same. The justification for this course number revision is to provide an option or ability to cross list this course with a 600 level course.

**EXPH 441**

Course Number	351	441
Course Description	Provides an in-depth integrative understanding of human anatomy. Lab activities associated with co-requisite lectures will be used to learn typical and atypical anatomical structures of the human body.	Provides an in-depth integrative understanding of human anatomy. Lab dissection activities associated with co-requisite lectures will be used to learn typical and atypical anatomical structures of the human body.
Catalog Prerequisites	((BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115) and PR or CONC: EXPH 350 with a minimum grade of C- in all and Junior level status.	((BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115) and PR or CONC: EXPH 440 with a minimum grade of C- in all and Junior level status.
Course Curriculum Based Rationale	This course provides a gross anatomy laboratory experience to reinforce information learned in EXPH 350. This course uses a three dimensional hands-on approach to learning structures and functional relationships. This type of lab is required for admission to post baccalaureate health professional education programs. Lessons learned in this environment are never forgotten.	This course, which is offered as a co-requisite to EXPH 440, provides the laboratory experiences necessary to engage in, learn and apply foundational knowledge. It is requisite to success in subsequent Exercise Physiology courses. This course provides a three dimensional hands-on approach to reinforce concepts learned in EXPH 440, Anatomy for Exercise Physiology.

Old Value		New Value
Course New Resources Required	Yes	No
Course New Resources Required Details	The Division and the Department will provide resources necessary for the acquisition of cadavers.	
Credits Low		1
Course Code	EXPH 351	EXPH 441
Justification for change to course		This course was approved as EXPH 351. There has been a request to re-number this course to facilitate cross listing with a graduate level class. Also, it has been determined that it is pedagogically sound to require more contact hours in the lab. The increase in the number of required structured class hours will provide greater opportunity for students to engage in required advanced dissection experiences, which will enhance learning.

**THET 427**

Course Description	An advanced study of the tools and technology available to lighting designers with an emphasis on the programming required of the latest technological developments in moving lights and control.	An advanced study of the tools and technology available to lighting designers with an emphasis on contemporary lighting systems. Including electrical calculations, power distribution, networking and advanced industry specific software.
Course Repeat Units		9
Course Curriculum Based Rationale		Lighting is an art combined with technology. As the industry changes in response to the technological changes we must update the curriculum.
Justification for change to course		Due to the complexity of modern entertainment lighting systems this course needs to be split into two separate courses, one for the console programming aspect (Thet 510) and the other for advanced electrical theory/safety and system design/operation.

**Course Adoptions**

Course Number and Title	Course Description	Campus Requesting Course
PSYC 203: Research Methods & Analysis 1	Research methods and data analysis utilizing descriptive and correlational designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.	PSC
WMAN 100: The Tradition of Hunting	Introduction to the cultural and spiritual role of hunting; use of hunting as a wildlife management tool; and its economic value in wildlife conservation programs. Includes discussions on gun control, anti-hunting, and animal rights.	PSC

To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee  
 Date: April 23, 2018  
 Re: Capstone Courses Report

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



To: Faculty Senate Executive Committee  
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee  
 Date: April 23, 2018  
 Re: Graduate Programs Report

Program Title	Proposal Type	College	Rationale	Graduate Council Action
Physician Assistant	New	School of Med	<p>Add new major within Master of Health Sciences</p> <p>The mission of the WVU Health Sciences Center is “Transforming Lives, Eliminating Health Disparity”. An established priority in the HSC 2020 strategic plan is to “Raise the Health Status of West Virginians”. To that end, a goal was established to: Build a high quality workforce that meets the healthcare and public health needs of West Virginians. The physician assistant is a healthcare provider who works as part of a physician-led healthcare team. Under the supervision of a physician, the physician assistant is educated to deliver a wide range of diagnostic, preventive, therapeutic and health maintenance services. Therefore, the physician assistant is sometimes thought of as a “practice extender” for the physician. Given current and anticipated health needs of West Virginians, the ability to extend the practice impact of a physician through practice extension is critical to assuring there is access to high quality care for all West Virginians.</p>	Approved
Program evaluation	New	CEHS	<p>Add new graduate certificate</p> <p>The College of Education and Human Services (CEHS) have identified a need to create an academic program where individuals are able to earn certification to lead and perform program evaluations. An academic program is needed to educate those who have or are preparing for program evaluation positions, but may lack formal training in this content area. This certificate will provide foundational practitioner-oriented training in the theory and application of evaluation, assessment, and measurement. All evaluators or potential evaluators will be encouraged to participate in this certificate program.</p>	Approved

Program Title	Proposal Type	College	Rationale	Graduate Council Action
Educational Psychology	Change	CEHS	Change from Area of Emphasis to a Major We are requesting a change to make this program a major rather than an area of emphasis because the program best fits the official WVU definition of a major rather than an area of emphasis. We do not want to continue using the AOE codes for any new admits. If students currently in the AOE can be switched to the major, then we would like that to happen immediately on approval of the major and for the AOE's to be discontinued at that time.	Approved
Community Development Policy and Practice	Intent to Plan	ECAS	New Certificate program	Approved Intent to Plan
Master in Public Administration	Change	ECAS	The Department of Public Administration proposes to revise the Master of Public Administration (MPA) curriculum to reflect current needs in the practice of public administration. Feedback from accreditation process, alumni surveys, and comparison of MPA programs provided input in revising the MPA curriculum. The curriculum changes include a reduction of credit hours from 45 to 39, revising the set of required courses, and reducing an internship credit hour and contact hour requirement.	Approved
Cybersecurity	New	Statler	New AOE We are effectively closing our Graduate Certificate in Computer Forensics because first, the term "computer forensics" is outdated and second, the graduate certificate program is no longer attractive to students because of the extra load (9 hours) required by WVU to get a Masters and a Certificate together. So, we are hereby proposing an Area of Emphasis for our graduate students in "cybersecurity."	Approved

To: Faculty Senate Executive Committee  
From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee  
Date: April 23, 2018  
Re: GEF Deletions

The General Education Foundations Committee met on April 16, 2018 and recommends the following course be removed from the GEF:

Title	GEF Area
CDFS 250: Research Methods and Data Analysis	F3. Mathematics & Quantitative Skills

To: Faculty Senate Executive Committee  
 From: Nathalie Singh-Corcoran, Chair, GEFCO  
 Date: April 23, 2018  
 Re: GEF Transition Review

The General Education Foundations Committee met on March 19 and April 16, 2018 and passed the following courses for GEF transition review:

Title	General Education Foundations	LEAP Learning Outcome
AGEE 101: Global Food and Agricultural Industry	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
ARHS 120: Survey of Art History 1	F6. The Arts & Creativity	2b: Critical and creative thinking
BIOL 106: Environmental Biology Laboratory	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world
CHIN 101: First Year Chinese 1	F7. Global Studies & Diversity	2c: Written and oral communication
CHIN 102: First Year Chinese 2	F7. Global Studies & Diversity	2c: Written and oral communication
ENGL 156: Literature of Native America	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 238: Literature of Place	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 255: Multiethnic Literature	F6. The Arts & Creativity	2b: Critical and creative thinking
ENGL 262: British Literature 2	F6. The Arts & Creativity	2a: Inquiry and analysis
FCLT 306: Japanese Culture and Cinema	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
FCLT 321: Gods and Heroes of Nordic Mythology	F6. The Arts & Creativity	2b: Critical and creative thinking
FLIT 135: Introduction to French Literature	F6. The Arts & Creativity	1: Knowledge of human cultures and the physical and natural world
FLIT 316: Arab Women Writers	F6. The Arts & Creativity	2c: Written and oral communication
FRCH 100: Intensive Elementary French	F7. Global Studies & Diversity	2c: Written and oral communication
FRCH 101: Elementary French 1	F7. Global Studies & Diversity	2c: Written and oral communication
FRCH 102: Elementary French 2	F7. Global Studies & Diversity	2c: Written and oral communication
FRCH 200: Intensive Intermediate French	F7. Global Studies & Diversity	2c: Written and oral communication
FRCH 203: Intermediate French 1	F7. Global Studies & Diversity	2c: Written and oral communication
FRCH 204: Intermediate French 2	F7. Global Studies & Diversity	2c: Written and oral communication
HUM 101: Introduction to Western Civilization 1	F6. The Arts & Creativity	4: Integrative and applied learning
HUM 102: Introduction to Western Civilization 2	F6. The Arts & Creativity	4: Integrative and applied learning
MATH 218: History of Mathematics	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
PHIL 170: Introduction to Critical Reasoning	F5. Human Inquiry & the Past	2a: Inquiry and analysis
PHIL 212: Philosophy of Sport	F5. Human Inquiry & the Past	2a: Inquiry and analysis
PHIL 244: History of Ancient Philosophy	F5. Human Inquiry & the Past	2a: Inquiry and analysis
PLSC 105: Plants and People: Past and Present	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
POLS 102: Introduction to American Government	F4. Society & Connections	3a: Civic knowledge and engagement - local and global
POLS 220: State and Local Government	F4. Society & Connections	3a: Civic knowledge and engagement - local and global
POLS 361: International Law and Institutions	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
POLS 373: American Political Philosophy	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
SM 375: Sport in the Global Market	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world