

Minutes
West Virginia University Faculty Senate
Monday, December 11, 2017

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.	Cui, A.	Hauser, D.	M'bayo, T.	Shapiro, R.
Anderson, K.	Culcasi, K.	Hibbert, A.	McCombie, R.	Shockey, A.
Atkins, C.	Di Bartolomeo, L.	Hileman, S.	McCrary, J.	Shrader, C.
Barko, C.	Dickman, B.	Jacobson, G.	McTeer, M.	Singh-Corcoran, N.
Bastress, R.	Eller, W.	Johnson-Olin, M.	Montgomery-Downs, H.	Smith, M.
Benedito, V.	Elliot, E.	Kiefer, C.	Mucino, V.	Soccorsi, A.
Bilgesu, I.	Eschen, E.	Kirby, B.	Murphy, E.	Sowards, A.
Blobaum, R.	Estep, C.	Kitchen, S.	Murray, J.	Tapia, J.
Bonner, D.	Feaster, K.	Knight, J.	Myers, S.	Thomas, J.
Bowman, N.	Fleming, S.	Knox, S.	Nicholson, R.	Tu, S.
Bravo, G.	Garofoli, G.	Krause, M.	Olfert, M.	Utzman, R.
Brooks, R.	Gilleland, D.	Kuhlman, J.	Plein, C.	Valenti, M.
Bryner, R.	Goff, N.	LaBarbara, J.	Proudfoot, C.	Vona-Davis, L.
Burnside, J.	Haines, K.	Law, K.	Reymond, R.	Widders, E.
Collins, A.	Harris, T.	Lee, S.	Robertson-Honecker, J.	Wilcox, G.
Cossman, L.	Harrison, N.	Martucci, A.	Rockett, I.	Yocke, R.
Costas, M.	Hartley, D.	Matak, K.	Ryan, E.	
Criser, A.	Hartnett, H.	Maynor, L.	Scott, D.	

Members Excused:

Bergner, G.	Cronin, A.	Hambrick, G.	Nath, C.	Scott, H.
Bernardes, E.	Davis, D.	Hodge, J.	Nutter, R.	Wietholter, J.
Billings, H.	Dietz, M.	Hornsby, G.	Prucz, J.	
Burt, A.	Famouri, P.	Kiefer, A.	Rice, T.	
Cohen, S.	Floyd, K.	Lockman, J.	Schimmel, C.	

Members Absent:

Bishop, J.	Cottrell, L.	Li, B.	Schaefer, G.	Wilson, M.
Brock, R.	Fraustino, J.	Lieving, G.	Schaeffer, P.	
Carpenter, R.	Gannon, K.	McCusker, B.	Tobin, G.	
Casey, F.	Hessl, A.	Rakes, P.	Tudorascu, A.	
Connors, J.	Kolar, M.	Rowlands, A.	Walter, S.	

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, November 13, 2017 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - For some time now, the University has been very involved in leading the discussion regarding clean energy, business development, and a variety of other energy-related issues. We have now signed a memorandum of understanding with China Energy Investment Corp.

Ltd. to work closely on these issues. This \$83.7 billion commitment will impact this state, our future, and opportunities for research and creativity. Leadership has been provided by Brian Anderson, the faculty here, the National Energy Technology Laboratory, our governor's office, and Secretary of Commerce Woody Thrasher.

- He expected us to raise about \$1 million on our inaugural Day of Giving, but we came in at \$3 million. The fact that we received that level of support on such short notice shows the kind of commitment we have from so many people.
- Colin Lopez has been selected as WVU's first Schwarzman Scholar. He competed against 4000 students worldwide for 125 positions. Colin will study at Tsinghua University in Beijing.
- For the second straight year, WVU will have two teams in the Mars Ice Challenge. Only nine universities were selected to participate in the challenge, which seeks revolutionary methods to drill into and extract water from simulated Martian subsurface ice stations.
- Our Hospitality and Tourism Management program is taking center stage in the industry, with the Mountaineer team capturing first place in the international STR Student Market Study Competition in New York City.
- We have a record number of 2800 students graduating on December 15, requiring us to divide commencement into two ceremonies. This shows that our retention rates and our graduation rates are increasing.

4. Provost Joyce McConnell reported the following:

- She congratulated Matthew Valenti for having been named a Fellow of the Institute of Electrical and Electronics Engineers.
- Two Music faculty members, Lucy Mauro and Mark Benincosa, have been nominated for a Grammy Award in the category of international classical music for their album "Mademoiselle: Unknown Music of Nadia Boulanger."
- Two of our students from the LaunchLab Network competed in the St. Louis Elevator Pitch Competition. Senior Ethan Ball represented the College of Business and Economics and sophomore Nima Shahab Shahmir represented WVU Tech. Ethan Ball won a \$1500 prize for his second place finish.
- She sent an email message to all faculty concerning the Tax Cuts and Jobs Act. Attached to that message were FAQs and a Moody's Investors Report about what Moody's perceived to be the state of higher education should the proposed cuts go through. The team effort by Government Relations, Rob Alsop, and University Relations ensured that she had the correct information to disseminate to everyone. A similar effort was required to put together the email she sent out concerning the travel ban.
- Campus carry will once again be on the agenda in the upcoming legislative session.

5. Chair Valenti reported the following:

- The rules related to faculty issues have gone to the University Planning Committee and are now with Exec until the end of the month. In January, C.B. Wilson will provide a presentation to the Senate on these rules
- The Ad Hoc Exec Academic Policy Review has met twice and provided commentary on policies related to attendance, incompletes, transfer and transient credit, withdrawals, pass/fail grading option, and academic definitions as well as several Board of Governors

rules. The rules will go to the Board of Governors in April for a first reading, and in June for final approval.

- Going through policies has been a worthwhile experience for the committee. They have had the opportunity to suggest some improvements and to seek clarification of some ambiguous policies. The Faculty Senate Executive Committee has been discussing the possibility of creating a standing committee on academic policy.
- ITS would like the Faculty Senate to sponsor a small task force to help determine which student response system to adopt (e.g., iClicker, Packback, or TopHat). Please let him know if you would like to volunteer for the task force.
- Faculty Senate Executive Committee, in collaboration with Staff Council, has finalized a legislative flyer. One point concerns campus carry, an issue that the Welfare Committee is considering submitting to the Senate as a separate resolution.
- Barbara Dunn has announced her retirement effective January 2. She has worked for WVU for 30 years, 27 of which have been with the Faculty Senate Office. One of her main duties has been to support the Faculty Senate Curriculum Committee. We are planning a retirement party for her, perhaps after the January 8 meeting; further details will be announced.

6. Rochelle Goodwin, Senior Associate Vice President of Academic and Public Strategy, and Rob Alsop, Vice President for Strategic Initiatives, provided a report on West Virginia Forward. More information is available at WVForward.wvu.edu.

7. Bob Roberts, Chief of Police, reported on campus safety. Further information is available at police.wvu.edu/emergency-management. He encouraged everyone to download the Live Safe app.

8. Ralph Utzman, Chair, Curriculum Committee, moved for approval of the following:

Annex I, New Courses Report. Motion carried.

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

Annex III, Capstone Courses Report. Motion carried.

The following reports were submitted for information:

Annex IV, Graduate Programs Report. Report filed.

New Minor in Addiction Studies. Report filed.

New Minor in Forensic Investigation. Report filed.

9. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, submitted the following report for information:

Annex V, GEF Transition Review. Report filed.

Dr. Singh-Corcoran also reported that she sent an email to department chairs at the end of November reminding them of the December 31 deadline to transition courses from GEC to GEF. She will send out another reminder within the next few days.

10. Faculty Representative to State Government – no report.

11. Stan Hileman, BOG Representative, reported that the Finance and Facilities and Revitalization Committee met on November 29. Most of that meeting was spent in executive session. The next regular meeting of the Board will take place on December 15 between the two graduation ceremonies. The Board will approve honorary degree recipients and will continue to take up rule changes.
12. New Business – none.
13. A motion was made and duly seconded to move the Faculty Senate into Executive Session under Chapter 6, Article 9A, Section 4, Subsection B7 of the Code of West Virginia and the Faculty Constitution to avoid premature disclosure of an honorary degree. Motion carried.
Following the conclusion of Executive Session, the Faculty Senate reconvened into open session.
14. The meeting adjourned at 4:21 p.m. to reconvene on Monday, January 8, 2018.

Judy Hamilton
Office Administrator

From: Ralph Utzman, Chair, Senate Curriculum Committee

To: Faculty Senate Executive Committee

Date: 11/27/17

Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
GLO 101: Introduction to Global Competency	ACD AF	1		Central concepts of global awareness, intercultural communication, and global issues. Intended as part of the Global Mountaineers Certificate in global competency, and to help prepare students for experiences in education, work, or service abroad, as well as for successful integration into the global community. Provides insight, information, and a starting point for further research and study.	Intended to support the proposed Global Mountaineers Certificate, GLO 101 provides students with foundational skills in data comparison and analysis, intercultural communication, and evaluating cultural products. In order to prepare students to engage respectfully and meaningfully with other cultures, the course expects them to integrate a variety of tasks and activities, with the goal of providing a strong framework on which to build education abroad and intercultural understanding experiences.
GLO 486: Global Competency Summative Experience	ACD AF	1		This course supports and frames the Global Mountaineers Certificate, the WVU program in global competency. Students in this course will demonstrate the cultural experiences they have gained through their Global Mountaineer learning endeavors, via either an in-person or a virtual fair as they display presentations synthesizing their work over the certificate.	This course supports the Global Mountaineers global competency certificate, and provides a summative experience for students participating in the program. In asking students to comprehensively summarize their work over the course of the certificate, the course asks them to consider what they have gained, and to communicate their experiences to other WVU students.
GEN 286: Computational Genetics	AGFOR	2	GEN 101 or BIOL 115 with a minimum grade of C-.	Development of computational and bioinformatics skills used in academic, biotech, and pharmaceutical laboratories to analyze and interpret genetic data.	A focused introductory course will provide students a strong foundation in topics of the mainstream computational genetics that are currently only touched on peripherally in other introductory genetics and biology courses offered by WVU. This course will be a Core Degree Requirement for the Genetics and Developmental Biology Program because the skills it teaches are currently required by virtually every job type in the field of genetics and will be needed for upper level genetics and bioinformatics courses.
GEN 440: Genetic Engineering Technologies	AGFOR	3	GEN 101 or BIOL 115.	This course presents agricultural technologies produced by genetic engineering (GE) are available to consumers in the global marketplace and teaches the genetic concepts and manipulations that were used for their production.	An upper level applied genetic engineering course is needed to prepare students for jobs in the agricultural biotech, pharmaceutical, and medical industries or for graduate level education in genetics. The course will fill a knowledge gap between theoretical genetics taught by other courses and advanced genetic engineering used by industry and research. This course will be a Core Degree Requirement for the Genetics and Developmental Biology Program because of its high relevance to modern-day genetics-related industries.

COMM 635: Social Digital Media Management	AS	3		This course will present students with theoretical and applied examples of how social and digital media can be successfully managed, as well as provide examples of the consequences of unsuccessful management. In the end, students will craft a social and digital media management plan for their organization or industry of choice, based on the theories and concepts discussed.	This course is offered as part of the Corporate M.A. Program in Communication Studies, which is a skills-based program designed for professionals to hone their COMM abilities. Once such ability that is a core competency in the 21st century is the ability to effectively communicate via social and digital media, and to manage those communications to meet personal and professional goals. With this focus, the course is very much aligned as a skills-based course to help professionals navigate their own social media usage (both professional and personal, to the extent that these two can be separated in today's technological environment), as well as their social media usage as members of an organization. Notably, this course will focus on theories and research from the field of communication studies - that is, this is not a course on social media campaigning or marketing, nor is it a course on designing social media programs.
COMM 654: Social Marketing for Behavior Change	AS	3		Social marketing is the practice of applying marketing principles and techniques to promote social objectives that benefit individuals or society, such as improving public health and safety, and protecting the environment. This course will introduce students the basic principles of social marketing and teach them the steps in developing a social marketing communication campaign.	The course will be offered as part of our online MA program in Corporate and Organizational Communication. The program takes a holistic approach to improving students' communication competence in a variety of settings applicable to most all professional organizations. Other courses focus on professional skills such as social media management, communicating in diverse organizations, leadership and research skills. This course adds a social influence component to the curriculum. Students will learn basic principles of social influence and they will learn how to design a large-scale campaign to influence large groups. No other large-scale social influence course exists in the curriculum.
POLS 376: Contentious Politics	AS	3		This course focuses on non-institutional forms of disruptive political behavior, including public demonstrations, riots, strikes, roadblocks, terrorism, and civil war. In studying these phenomena, the course explores what fuels "claim-making," the circumstances under which contentious political participation becomes more likely, and how movements organize. Case studies of current and recent contentious events are examined.	The course expands on our offerings in comparative politics, while focusing on a particular set of phenomena -- contentious politics, including protest, rebellion, and civil war -- that are not currently covered at length in the existing POLS curriculum. The course will be taught on a regular rotation within current and potentially diminished resources.
ART 285: Interactive Audio Design	CCA	3	ART 121 and ART 122 with a minimum grade of C- in each and must be enrolled in the Interactive Design for Media major or minor.	Covers core principles of audio design and control in an interactive environment. Students will learn about sound creation and propagation, audio recording and editing, the structure and emotional effect of music, and the function and application of sound effects to augment interactive experiences.	Interactive Audio Design is a new course created for the Interactive Design for Media Major. It covers audio design for websites, video games, augmented and virtual reality, and site-specific interactive experiences. It addresses areas that are not currently covered in the visual arts and design, specifically the impact of voice, sound, and audio effects in the creation of time-based and interactive media. Although music and audio design are traditionally the purview of the Music Program, this course covers the specific areas of audio design needed for visual artists and designers who lack a background in music creation and production.

ART 485: Experiments in Interactivity	CCA		ART 372 and JRL 262 with a minimum grade of C- in each and students must be enrolled in the Interactive Design for Media minor or major.	Addresses core principles of microcomputer programming, sensor interaction, and the Internet of Things to create site-specific interactive environments. Students will establish a critical awareness of computer-controlled environments through programming, circuit construction, and customized console design. Technologies explored include Raspberry Pi microcomputers, Arduinos, and 3D printing.	Experiments in Interactivity is a new course created for the Interactive Design for Media Major. It covers the programming of microcomputer processors in the creation of site-specific audio-visual experiences. It addresses areas that are not currently covered in the visual arts and design, specifically the use of portable electronic devices, microcomputers, and 3D printing case design. While other art classes cover 3D printing in the creation of art, this course covers the technical design of housings for speakers, projectors, computers, and electronics in the production of site-specific interactive experiences.
BMEG 601: Numerical and Statistical Methods for Biomedical Engineering	CEMR		3 Consent	Introduces analysis methods for research in biomedical engineering. Topics include numerical analysis, simulation of dynamic systems, statistical inference test and applications in clinical trials, time-series data analysis, machine learning, bioimaging, and acquiring physiological data. Through homework projects, relevant examples and extensive case studies, this course will equip students with the tools to conduct research in biomedical engineering.	BMEG 601 will serve as a required course in the proposed Biomedical Engineering graduate program. Incorporation of numerical methods and statistics into biological engineering curricula is critical to underscore for the graduate students the relevance of mathematics and the usefulness of developing quantitative process skills demanded to understand clinical and translational applications as related to biomedical engineering areas.
BMEG 602: Interfacial phenomena in living and non-living systems	CEMR		3 Consent	Introduces concepts related to the interfacial phenomena in living and non-living systems. Specific topics covered include the free energy of interface formation, intermolecular and surface forces, energetic processes, thermodynamics, statistical mechanics, and interfacial phenomena that emphasize the chemical natures of living and non-living systems.	BMEG 602 will serve as a required course in the proposed Biomedical Engineering graduate program. An understanding of the boundary, e.g. interface between the living and non-living systems, is a critical for a variety of biomedical engineering processes and clinical and translational applications.
CPE 553: Advanced Networking Concepts	CEMR		3 Graduate standing.	Design and analysis of network protocols; includes the TCP/IP protocol suite, wireless network protocols, mobility management protocols and ad-hoc network protocols; hands-on network programming using TCP/UDP sockets and discrete event simulations.	The LCSEE graduate curriculum currently lacks a networking course that teaches students elements of network programming and techniques for network protocol analysis. The proposed course will address the gap. CPE 553 will be a core course in Area 3: Computer Systems, for EE, CpE and CS graduate students.
SM 671: Interscholastic Sport Organization and Administration	CPASS		3	This class is designed to provide current or future interscholastic athletic administrators with fundamental theoretical and practical knowledge to be successful in interscholastic athletics. Topics of administrative principles, managerial responsibilities, and current and potential issues in interscholastic athletics will be covered.	As one of the Area of Emphasis (AoE), this class will provide fundamental knowledge on organizational administration in the context of interscholastic athletics. This course will also include the components of LTC 501, LTC 502, and LTC 503 from the National Interscholastic Athletic Administrators Association (NIAAA), so graduates of the program can gain certification as an Interscholastic Athletic Administrator.
EXPH 651: Advanced Gross Anatomy for Exercise Physiology	MED		PR or CONC: EXPH 2650	Provides graduate Exercise Physiology students with integrative advanced dissection experience, leading to a comprehensive understanding of human anatomy. The student will engage in dissection activities associated with the content of co-requisite lectures. A regional approach will be used to learn typical and atypical anatomical structures of the human body.	Exercise Physiology graduate students must have an in-depth understanding of the relationships between and among human anatomical structures and function. This course provides the breadth and depth needed to advance to higher levels of learning.

JRL 262: Coding for Media Applications	RCM	3		Introduces the principles and best practices of code development for visual interactive applications. The course covers the basics of interactive and programming code structures by introducing students to a variety of markup and interactive coding languages. Students will gain confidence with working with code through skill and knowledge based hands-on lessons and assignments.	Coding for Interactivity is a new course created for the Interactive Design for Media Major. While computer programming is traditionally the purview of the Statler College Computer Science department, this course covers the specific areas of audio/visual design needed for visual designers, strategic communicators, and journalists who lack a background in software engineering. It covers basics of HTML and JavaScript programming languages, and explores the structures and sequences common to all programming language. It addresses areas that are not currently covered in other Reed College of Media classes, including visual interactive programming, syntax, and user-centered interaction.
JRL 362: User Experience Design for Media Applications	RCM	3	JRL 262.	Covers the skills and knowledge necessary to develop mobile application technology (Apps) on Android and iOS platforms. Allows the student to explore creative, commercial, and entrepreneurial opportunities in the mobile app marketplace.	Mobile App Development is a new course created for the Interactive Design for Media Major. It covers the design or user-interfaces, programming in object oriented programming languages, and develops skills in prototype design and entrepreneurial engagement. This course was previously taught as a special topics class in the Reed College of Media, in conjunction with the Launch Lab, and is now being implemented in the Interactive Design Major.
PUBH 200: Introduction to Public Health Careers and Information	SPH	1		Students will explore public health careers and popular public health websites, identify and present public health data, and develop information literacy skills.	This course has been offered as a PUBH 199 seminar since the inception of the program. We are formalizing this course by submitting it for a permanent course number. Because public health is such a broad profession and base don five disciplines, students are often unaware of the breadth of data available and where to find it, as well as the range of job opportunities to prepare for post graduation. This class introduces students to these topics.
PUBH 205: Writing for Public Health Audiences	SPH	3	PUBH 101 and PUBH 202.	Students will develop original written materials pertaining to current public health issues that target specific populations. They will also gain a basic understanding of health, information and functional literacy; and evaluate existing materials for literacy levels and readability.	Public health is currently using a common rubric and writing portfolio to assess and reinforce writing among our students. We feel this is has had a less than successful adoption among faculty and are therefore going to a course that focuses on the types of writing students will be doing once they become public health professionals. In addition, our accrediting body, the Council on Education for Public Health, now includes a requirement for students to have stronger skills in developing public health materials. We felt this was the best way to address this new requirement for all of our students. This is part of a larger program revision of the public health major.
PUBH 260: Principles of Patient Navigation	SPH	3		Reviews roles and responsibilities of Patient Navigators. Provides overview of Patient Navigator competencies, comprising: the basics of health services delivery and health insurance; health of the individual; accessing and analyzing health information; approaches to communication, including motivational interviewing and group dynamics; and healthcare ethics. Includes required shadowing experience.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the first in a series of 5 courses. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.

PUBH 338: Public Health Project Management	SPH	3		Introduces students to the basics of project management: the process of initiating, planning, executing, controlling and closing out a project. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships. Concepts include developing and monitoring budgets, developing Gantt charts, reporting, working with stakeholders, flow charts and more.	As part of a larger revision of the major (submitted separately), we are moving PUBH 351, Introduction to Social and Behavioral Sciences and Practices to the core and replacing it with PUBH 338, Introduction to Project Management. We are doing this as a result of a SWAT analysis of the public health major. New guidelines from our accrediting body require all students to have the content in PUB 351. At the same time, we identified project management as an area of need for our students. Thus we added PUBH 338.
PUBH 360: Health Navigation: Prevention and Community Health	SPH	3	PUBH 260.	Students will explore the relationship between psychosocial, behavioral and biological risk factors as they affect chronic conditions; learn about screening, prevention, diagnosis and treatment for the most common chronic diseases, and discuss proven methods and strategies (including immunizations, health screenings, educational programs, behavior change programs and health policies) to promote prevention among targeted communities.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the second in a series of 5 courses. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.
PUBH 361: Health Insurance for Patient Navigators	SPH	3	PUBH 260.	Covers basic concepts, terminology and processes pertaining to Medicaid, Medicare, worker's compensation, major insurers, and disability insurance, including eligibility, billing, claims and reimbursement. Provides the skills needed to communicate sometimes complex health insurance information to patients and facilitate patient decision making.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the third in a series of 5 courses. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.
PUBH 400: Field Placement and Capstone Preparation Seminar	SPH	1		Students will coordinate plans for their field placement assignments by completing all on-boarding requirements, developing an up-to-date resume and preparing materials for field practice agencies, job searches and/or graduate school application.	This course, paired with PUBH 481 or 482 will provide students with the opportunity to prepare for their field placements and capstone experiences. This is currently happening outside of a class and has left things a bit disorganized. Decisions to add this course for a more robust experiences resulted from accreditation revisions by our accrediting agency, The Council on Education for Public Health (CEPH) and a related academic program review earlier this year (see proposed program proposal and SWAT analysis attached to the program revision).
PUBH 460: The US Healthcare System: Structures and Incentives	SPH	3	PUBH 360 and PUBH 361.	Exploration of the multifaceted US healthcare system, including its structure, delivery, and financing. Students will learn about key stakeholders within the healthcare system and how they interact with each other. Further, they will gain insight into how these interactions can inform health policy, within the state of WV and beyond.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the fourth in a series of 5 courses. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.

PUBH 461: Legal and Ethical Issues for Patient Navigators	SPH	3	PUBH 360 and PUBH 361.	Covers the rights, responsibilities and concerns of patient navigators in the context of their roles with healthcare consumers and healthcare providers. Focuses on the social, legal, and ethical issues when interacting with patients and how to promote patient-healthcare team partnerships via improved communication and problem solving techniques. Prepares students for Patient Navigator Experiential Agency Rotations.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the first in a series of 5 courses. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.
PUBH 481: Public Health Field Experience and Capstone	SPH	6	PUBH 480.	Students complete a 75 hour group project with a local agency, supervised by a community partner. The capstone portion includes reflective journal essays, meetings to discuss observations and connections to program skills and knowledge, and a poster presentation to stakeholders.	The original version of this course has been using the PUBH 491 Professional Field Experience course number. Decisions to move to a permanent number and a more robust experiences resulted from accreditation revisions by our accrediting agency, The Council on Education for Public health (CEPH) and a related academic program review earlier this year (see proposed program proposal and SWAT analysis attached to the program revision). This is the first of several filed placement opportunities we hope to make available to our students (also submitting PUBH 482, Patient Navigation Experiential Agency Rotations) to cover the breadth of their interest in public health. We have chosen to embed the capstone into the placements, as we feel this process allows for more introspection and reflection that convening a separate capstone course.
PUBH 486: Patient Navigator Experiential Agency Rotations and Capstone	SPH	6	PUBH 460 and PUBH 461.	Students complete three rotations, two in health-related agencies and one with a community health worker, supervised by a mentor (patient navigator, community health worker or care coordinator). Each placement comprises 25 hours (total of 75 hours). Capstone portion includes reflective journal essays, meetings to discuss observations and connections to program skills and knowledge and a poster presentation to various stakeholders.	This is part of a new Patient Navigation Area of Emphasis that is being added to the public health major. It is the field placement/capstone experience that is required for the students completing the Patient Navigation AOE. Patient navigation is an emerging field of practice. Local and state health agencies have expressed interest in hiring graduates with this training and have been involved in the development of this program. Please see the Patient Navigation Program Proposal in the catalog Management System for additional rationale and letters of support.
PUBH 620: Building and Sustaining Public Health Capacity	SPH	2		Provides a theoretical and practical understanding of key factors associated with building and sustaining the institutional and organizational capacity required to achieve the mission and goals of public health. Includes discussion of key social, political, and economic determinants of health and the role of public health in eliminating health disparities rooted in structural biases, social inequalities, and racism.	This course is one of six new courses designed to meet the new requirements for "MPH Foundational Courses" now required by our accrediting body (CEPH, October 2016). Together, these foundational courses introduce 34 newly required student competencies that must be delivered in an integrated, interdisciplinary, and uniform format across all five of our MPH majors. PUBH 620 will be delivered during the second semester and be one of two courses designed to introduce students to "Building, Sustaining, and Using Organizational Capacity for PH Mission and Goals." This course introduces students to key factors associated with building and sustaining organizational capacity and the social, political, economic and historical forces that influence key public health outcomes. The interaction between these forces and the institution of public health is emphasized.

To: Faculty Senate Executive Committee
 From: Ralph Utzman, Chair, Senate Curriculum Committee
 Date: November 27, 2017
 Re: Course Changes, Deactivations, and Adoptions

Course Number and Title	Old Value	New Value
BOIS 623: Biostatistics Careers and Skills		
Title Change	Biostatistical Consulting	Biostatistics Careers and Skills
Credit Hour Change	1	2
Prerequisites Change	BIOS 610 or BIOS 601.	
Description Change	Focuses on the responsibilities of the biostatistician as a consultant. Discussion topics include consulting models, interpersonal communication, ethics, common client types, time management, and other issues.	Focus on career options and skills needed to attain them. Lectures, seminars, collaborative research group meetings, consulting sessions, and discussions will cover topics including consulting, working in collaborative research teams, preparing for an advanced biostatistics degree, and career options. Skills emphasized are time management, computational skills, written and oral communication.
Justification		Increasing the credit hours from 1 hour to 2 hours resulted in increased discussion and presentation expectations associated with consulting in addition to lecture; thus also expanding the course description and title for the course. This will better prepare our students for options outside of simply consulting to many different career paths. Increasing the credit hours is also being done to be consistent with other MPH changes (please see program changes for MPH in BIOS). Pre-requisites are also being removed.
BIOS 629 : Application of Biostatistics to Public Health Data		
Credit Hour Change	3	2
Prerequisites Change	PUBH 622 and BOIS 628	
Justification		Decreasing from 3 hours to 2 hours credit hours is consistent with reduced requirements within the presentation requirements. Capstone changes are also being done to be consistent with other MPH changes (please see program changes for MPH in BIOS). Pre-requisites are also being removed.
ENDO 689 : Endodontic Theory Yr-Sm		
Credit Hour Change	Minimum:1 to Maximum: 6	Minimum:1 to Maximum: 3
Catalog Description Change	(May be repeated for a maximum of 10 credit hours.) Provides seminar discussions in the topics of basic endodontic techniques, advanced endodontic techniques, endodontic literature review case presentation, and advanced endodontic theory.	(May be repeated for a maximum of 23 credit hours.) Provides seminar discussions in the topics of basic endodontic techniques, advanced endodontic techniques, endodontic literature review case presentation, and advanced endodontic theory.
Maximum Number of Hours Course May Be Repeated	10	23
Justification		Accreditation requirements for the residency program have changed, making the program 3 years instead of 2, and increasing the number of hours. Therefore, this clinical course is repeated throughout the program's duration of eight semesters. The maximum credit hours for this course was previously set at 10, but needs to increase to 23 to accommodate this change in requirements.
EPID 601 : Public Health Epidemiology		
Prerequisites Change	BIOS 601	
Justification		This is introductory and does not require prerequisite

Course Number and Title	Old Value	New Value
FDST 449 : Food Microbiology Lab		
Justification		I changed the items of following based on ICollege AS&C Committee comments: 1) Number pages of syllabus. 2) For a 2 credit lab course you would need 6 contact hours and you only meet for 4 hours. 3) Insert "By the end of the course, students will be able to:".
HIIM 235 : Coding and Classification of Diseases		
Prerequisites Change	PR or CONC: NBAN 205 and 206 with a minimum grade of C-.	WVU sections require PR or CONC: NBAN 205 and NBAN 206 with a minimum grade of C- in both, PSC sections require PR or CONC: BIOL 230 with a minimum grade of C-.
Justification		PSC is adding the first two years of the HIIM program at their campus. We are making the program as similar as possible without creating additional courses at PSC that are duplicates of existing courses.
LAW 670 : LLM Seminar		
Credit Hour Change	Minimum: 2 to Maximum: 4	Minimum: 1 to Maximum: 4
Prerequisites Change	LLM Major restriction	LLM Major restriction.
Justification		Changing the credit hours will allow the students to qualify for Financial Aid. The content of the course remains the same.
LAW 778: Antitrust		
Title Change	Trade Regulation	Antitrust
Justification		Would like to change the course name to coincide more with the course content.
MATH 129 : Pre-Calculus Mathematics		
Prerequisites Change	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement test, or B- in MATH 126B.	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement test.
Course Description	Not open to students who have credit for the equivalent of either MATH 126 or 128. A treatment of algebra, analytic geometry, and trigonometry. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	A treatment of algebra, analytic geometry, and trigonometry. Not open to students who have credit for the equivalent of either MATH 126 or 128. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.
Justification		Eliminate Math 126B as prerequisite. Math 129 repeats content from Math 126 (College Algebra). Students who place into College Algebra will continue to Trigonometry (Math 128). Students who place into Math 129 (Pre-Calculus) will continue directly to Calculus.
PUBH 630: MPH Field Practicum		
Course Number Change		622 630
Course Title Change	Practice Based Experience	MPH Field Practicum
Grade Mode Change	Pass/Fail Grading Mode	Normal Grading Mode
Course Description Change	(May be repeated for a maximum of 6 credit hours.) The practice-based experience provides students with the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice. Grading will be on a pass/fail basis.	(May be repeated for a maximum of 6 credit hours.) The MPH field practicum provides students with the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice.

Course Number and Title	Old Value	New Value
Justification		New requirements from our accrediting body, CEPH, expand opportunities for students to engage in practice. This change will differentiate the comprehensive immersion in professional practice and application of academic concepts to an individual project offered through the course from those more brief co-curricular and extracurricular non-credit opportunities.
SEP 719 : Social and Psychological Foundations of Performance		
Course Title Change	Group Influences in Sport	Social and Psychological Foundation of Performances
Prerequisites Change	SS 640	SEP 640
Course Description Change	An examination of how and why behavior and performance are affected by interactions with others in sport. An emphasis is placed upon group functioning.	An examination of how and why behavior and performance are affected by psychological factors and interactions with others in performance settings. An emphasis is placed upon individual and group performance within sport and other evaluative settings.
Justification		The profession of sport and performance psychology has evolved to a point where practitioners are expected to knowledge and expertise within the domains of both social and psychological foundations of performance. It is essential that this course meet the requirements for certification in our profession. This name change and minor content changes make a more natural connection between the content of this course and certification changes that have occurred within the profession. It is the goal of our program to ensure that students are able to become certified upon graduation.
WMAN 313 : Wildlife Ecosystem Ecology		
Prerequisites Change	BIOL 115 and BIOL 117.	((BIOL 101 and BIOL 103 and BIOL 102 and BIOL 104) or (BIOL 115 and BIOL 117)) and (MATH 124 or MATH 126 or MATH 128 or MATH 129 or MATH 150 or MATH 153 or MATH 154 or MATH 155)
Justification		This is a course modification to change the pre-requisites to match the current curriculum and course requirements for the degree. The WFR curriculum requires BIOL 101-104 now. However, BIOL 115 and 117 would be suitable as well. The MATH 124 or higher requirement is in place to help student success in this class and the program.
Course Deactivations		
ACE 473		
HPML 602		
Course Adoptions:		
Course Number and Title:	Course Description	Campus Requesting course
POLS 313 American Constitutional Law	The role of the Constitution in the American political system. Topics include the political concept of constitutionalism; the role of the Supreme Court in the political process; division of powers among the three branches of government; and the constitutional relation between the national government and the states.	PSC, WVUIT

To: Faculty Senate Curriculum Committee
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee
 Date: November 27, 2017
 Re: Capstone Courses Report

How will students demonstrate each of the following abilities:

Title and Course Number	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?
PUBH 481 : Public Health Field Experience and Capstone	Public Health	Students will include a literature review for their Comprehensive Final Reflective Essay. In addition, they will compile information and resources as part of their agency projects.	These concepts will be included in their reflective journal essays, as well as integrated into their poster presentations. Poster presentations will be evaluated by groups of faculty and agency mentors.	Ethical and societal issues are at the foundation of all work in public health. These issues are most likely to be revealed and discussed in the class meetings (group discussion and reflection) and in the reflective essays, as well as working with their placement agency's target populations.	Students will complete 4 reflective journal essays, one on each site experience and one final comprehensive version with literature review.	Students will develop a poster and present it to a group of various stakeholders, including faculty, fellow students and agency mentors.
PUBH 486: Patient Navigator Experiential Agency Rotations and Capstone	Public Health	Students will include a literature review for their Comprehensive Final Reflective Essay. In addition, they will compile information and resources in patient care plans as part to their agency placements.	These concepts will be included in their reflective journal entries, as well as integrated into their poster presentations. Poster presentations will be evaluated by groups of faculty and agency mentors.	Ethical and societal issues are at the foundation of all work in public health. Ethical behavior is also core to being a patient navigator. These issues are most likely to be revealed and discussed in the class meetings (group discussion and reflection) and in the reflective essays.	Students will complete 4 reflective journal essays, one on each site experience and one final comprehensive version with literature review.	Students will develop a poster and present it to a group of various stakeholders, including faculty, fellow students and agency mentors.

TO: Faculty Senate Curriculum Committee

FROM: Ralph Utzman

DATE: November 14, 2017

RE: Graduate program reviews from Graduate Council, October 19, 2017

Program Title	Proposal Type	College	Rationale	Graduate Council Action
Ph.D. in Higher Education (key 855)	Intent to Plan	CEHS	The PhD in higher education program will educate future scholars, teachers, and policy analysts who will critically analyze higher education issues and chart the future of American's colleges and universities in West Virginia and beyond.	Motion was approved with a request for more information in the full proposal concerning the critical mass of faculty resources needed to maintain both an EdD and PhD in Higher Education, and how the program might provide teaching experience for the doctoral students.
Veterans Psychology (within the PhD in Counseling Psychology) (key 832)	New AOE proposal	CEHS	Currently there is no doctoral program with a specific focus on Veterans Psychology. One goal of this proposed Area of Emphasis is to train culturally competent counseling psychologists to provide direct care services to veterans and their families. Second, this program will facilitate veteran-related research and dissertations that will contribute to the growing knowledge base on serving veterans and their families.	Motion approved to program as either a certificate or an AoE, depending on the program's decision. Dr. Karraker will approve whichever proposal is resubmitted.
MS in Business Cybersecurity Management (key 965)	New Program Proposal	B&E	According to the West Virginia University Provost's Cybersecurity Taskforce, there is a significant need for cybersecurity talent. Currently no degree exists at WVU that allows for the existing courses to be packaged together in a manner that allows for a corresponding degree that addresses the needs of the cybersecurity community. The only school in the state to offer a master's degree in Cybersecurity is the University of Charleston.	Motion was approved.

TO: Faculty Senate Curriculum Committee

FROM: Ralph Utzman

DATE: November 14, 2017

RE: Graduate program reviews from Graduate Council, October 19, 2017

MBA (key 54)	Program Change		The proposed program revisions call for a substantial change from 50 credit hours to 36 credit hours. It provides for a May graduation that puts graduates on a cycle that is consistent with the standard recruiting schedules of potential employers. The proposed program also provides a value-enhancing component: experiential and service learning outside the College, which will be of interest to employers. The proposed program revisions will provide a workforce that aids in economic development in the state and the region	Motion was approved
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To: Faculty Senate Executive Committee
 From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee
 Date: November 27, 2017
 Re: GEF Transition Review

The General Education Foundations Committee met on November 6 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
CHEM 117: Principles of Chemistry	GEC to GEF Transition	F2B. Science & Technology (with lab)	4: Integrative and applied learning
CHEM 118: Principles of Chemistry	GEC to GEF Transition	F2B. Science & Technology (with lab)	4: Integrative and applied learning
ARE 150: Introductory Agricultural and Agribusiness Economics	GEC to GEF Transition	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
COMM 102: Human Communication in the Interpersonal Context	GEC to GEF Transition	F4. Society & Connections	2b: Critical and creative thinking
COMM 112: Small Group Communication	GEC to GEF Transition	F4. Society & Connections	2f: Teamwork and problem solving
COMM 309: Health Communication	GEC to GEF Transition	F4. Society & Connections	2b: Critical and creative thinking
JRL 101: Media and Society	GEC to GEF Transition	F4. Society & Connections	3a: Civic knowledge and engagement - local and global
COMM 104: Public Communication	GEC to GEF Transition	F5. Human Inquiry & the Past	2c: Written and oral communication
HIST 257: Antebellum America: 1781-1861	GEC to GEF Transition	F5. Human Inquiry & the Past	2b: Critical and creative thinking
HIST 259: The United States: 1865-1918	GEC to GEF Transition	F5. Human Inquiry & the Past	2b: Critical and creative thinking
HIST 261: Recent America: The United States since 1918	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
COMM 212: Gender Communication	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
COMM 316: Intercultural Communication	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
COMM 317: Communication and Aging	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
HIST 217: History of Russia to 1917	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
HIST 218: History of Russia: 1900-Present	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
HIST 225: Modern South Asia	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
PSYC 232: Sex Roles and Behavior	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
PSYC 281: Introduction to Abnormal Psychology	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world