

Minutes
West Virginia University Faculty Senate
Monday, October 8, 2018

1. David Hauser, Faculty Senate Chair, called the meeting to order at 4:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cui, P.	Hibbert, A.	Morris, M.	Schimmel, C.
Anderson, K.	Dickman, B.	Hildebrand, L.	Morris, T.	Sedney, C.
Angeline, MaryBeth	Donley, D.	Hileman, S.	Mucino, V.	Shapiro, R.
Atkins, C.	Eades, D.	Hornsby, W.	Murphy, E.	Singh-Corcoran, N.
Ballard, D.	Elliott, Eloise	Jacobson, G.	Myers, S.	Smith, M.
Bastress, R.	Eschen, E.	Kiefer, C.	Nutter, R.	Sowards, A.
Bernardes, E.	Eubank, T.	Kleist, V.	Ogden, L.	Swager, L.
Bilgesu, H.	Evans, J.	Knox, S.	Olson, K.	Tapia, J.
Blobaum, R.	Feaster, K.	Law, K.	Plein, L.	Tu, S.
Bonner, D.	Fleming, A.	Li, B.	Ponte, C.	Ueno, C.
Bravo, G.	Fraustino, J.	Mallow, J.	Pyzdrowski, L.	Uzman, R.
Brock, R.	Galvez P.	Martucci, A.	Rakes, P.	Valentine, K.
Brooks, R.	Garofoli, G.	Matak, K.	Reddy, Y.	Vanderhoff, J.
Chisholm, S.	Germana, M.	Mbayo, T.	Reymond, R.	Vona-Davis, L.
Collins, A.	Goff, N.	McCombie, R.	Rice, T.	Wayne, W.
Corio, E.	Goodykoontz, E.	McCrory, Jean	Rowlands, A.	Welsh, A.
Cossman, J.	Haines, K.	Miller, D.	Sand-Jecklin, K.	Woloshuk, J.
Costas, M.	Hardy, S.	Miltenberger, M.	Scaife, B.	Woods, S.
Crichlow, R.	Harrison, N.	Morris, A.	Schaeffer, P.	Yu, H.
Cronin, A.				

Members Excused:

Andress, L.	Burt, A.	Dibartolomeo, L.	Kolar, M.	Prucz, J.
Benedito, V.	Casey, F.	Estep, C.	Montgomery-Downs, H.	Scott, D.
Bishop, J.	Clemmer, M.	Hartnett, H.	Murray, J.	Thomas, J.
Bowman, N.	Cohen, S.	Holbein, M.	Myers, M.	Toppe, M.
Burnside, J.	Criser, A.	Hutson, Z.	Olfert, I.	

Members Absent:

Barko, C.	Hessl, A.	Patel, R.	Soccorsi, A.	Walter, S.
Dietz, M.	Krause, K.	Pradhan, T.	Tobin, G.	Yocke, R.
Flanigan, M.	Lockman, J.	Ryan, E.	Tudorascu, A.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Valenti, M.
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2. Chair Hauser moved for approval of the minutes from the Monday, September 10, 2018 meeting.
Motion carried.
3. Provost Joyce McConnell reported the following:
 - We had a fabulous homecoming week and weekend, preceded by an extraordinary diversity week. She would like Meshea Poore, Vice President for the Division of Diversity, Equity

and Inclusion to speak with the Faculty Senate about where she sees opportunities for greater inclusion in diversity week.

- We still have a lot of activities going on around Campus Read. This year's selection is "Station Eleven" by Emily St. John Mandel. The author spoke at the Clay Theatre on September 19, and did a terrific job of telling her story about the book. Provost McConnell encourages everyone to visit one of the flu shot clinics on campus, an event tied to the book's theme of a flu pandemic.
- The Beckley Register Herald carried three great articles on WVU-Tech and its homecoming activities. We appreciate the word getting out about the wonderful things that are happening in the southern part of the state.
- She acknowledged the work faculty have done in turning around our huge operating deficit. Although we still have not reached market levels for all of our faculty and staff, we were able to provide two rounds of raises despite having a very tight budget. Stan Hileman and Richard Turton's presentation to the Board of Governors made the difference in the Board committing itself to providing these raises.

4. Chair Hauser reported the following:

- One of our Senators, Gretchen Garofoli, has arranged for there to be flu shots at the November 12 Faculty Senate meeting. You can get a free shot if you bring your PEIA insurance card or your Health Plan card. The clinic will be set up before (starting at 2:00 p.m.) and after the November meeting, so plan to come a little early or leave a little late to get a flu shot.
- As a reminder from the Library Committee, WVU Libraries will be hosting two events for Open Access Week, including (a) a film screening on October 17, and (b) a faculty panel on open access on October 22. Check your email or the WVU Libraries web site for details.

5. Kimberly Floyd, Chair, Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses Report. The report was amended to remove PSYC 271 for further revisions and review, to add prerequisites for ASTR 705, and to add prerequisites and a letter of support for NRSC 201. Motion carried as amended.

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

Annex III, Capstone Courses Report. Motion carried.

Annex IV, Course Changes for PALM Subject Code. Motion carried.

New Major in Neuroscience. Motion carried.

The following report was submitted for information:

New Minor in Health Services Administration. Report filed.

6. Robert Brock, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex V, GEF Actions. Motion carried.

The following report was submitted for information:

Annex VI, GEF Transition Review. Report filed.

7. Roy Nutter, Faculty Representative to State Government, reported that faculty within the state are very quiet. The WV Council for Community and Technical College Education will meet on October 11, as will the Advisory Council of Faculty.
8. Stan Hileman, BOG Representative, reported that the Board of Governors met on Friday, September 21. The meeting began with a WVU Foundation update and investment report. The Board approved Rule 5.2 – Capital Improvement Management, Rule 5.3 – Emergency Management and Campus Safety, and Rule 5.4 – Campus Facilities Plan. Three rules were approved for comment: Rule 5.12 – Disposition of Property, Rule 5.13 – Tuition and Fees, Waivers, Payment and Reductions, and Rule 6.1 – Student Rights and Responsibilities; Student Conduct. Two rules are out for comment due to technical corrections: Rule 2.3 – Undergraduate Admissions, and Rule 4.5 – Modification of Duties for Certain Full-Time Faculty; Extension of Tenure-Clock. The consent agenda included several items, such as relocating ROTC to the Evansdale campus and the renaming of buildings.
9. David Hauser reported that, with the departure of Chad Proudfoot, we find ourselves in need of both a Faculty Secretary and a new Parliamentarian. He will have a longer report on these issues in the next full Senate meeting, but Matt Valenti, who so ably led the Senate last year, has volunteered to serve as interim Faculty Secretary until a more permanent replacement can be vetted and approved. Dr. Valenti has agreed to serve for the remainder of this academic year. In accordance with the Faculty Constitution, the Executive Committee appointed Matt Valenti as the Faculty Secretary for the remainder of the 2018-2019 academic year. Chair Hauser presented this appointment to the Faculty Senate for confirmation. Dr. Valenti was confirmed unanimously.
10. New Business – None.
11. The meeting adjourned at 4:31 p.m. to reconvene on Monday, November 12, 2018.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Kimberly Floyd, Chair, Senate Curriculum Committee
 Date: September 24, 2018
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description
ASTR 705: The Interstellar Medium	AS	3	ASTR 693A	In-depth look at the interstellar medium (ISM), the material in between stars, with a focus on our own Milky Way Galaxy. Topics covered include the composition of our Galaxy, the phases of the ISM, the properties of the gas and dust in the ISM, dust and gas chemistry, magnetic fields, and dynamic processes.
NRSC 101: Introduction to the Neural Sciences	AS	3		Introduction to neuroscience that includes a survey of the history of neuroscience and an intensive exploration of its sub-fields.
NRSC 201: Biological Foundations of Behavior	AS	3	NRSC 101 and PSYC 101 and PSYC 202.	Introduction to brain and behavior. Survey of fundamental concepts in understanding the workings of the nervous system and resulting behavior in human and non-human animals. Includes laboratory exercises.
NRSC 320: Neuroscience Research Capstone	AS	3	BIOL 348	Neuroscience research experience incorporating critical skills of being a research scientist, including writing grant proposals, manuscripts, and materials for presentation of results in a public forum. Students conceive, design, propose, execute, analyze, and report an experiment with a Neuroscience focus. Fulfills the capstone requirement in neuroscience and provides a realistic exposure to performing scientific research.
EDP 301: Learning in PreK-Adult Educational Settings	CEHS	3		Examination and utilization of behavioral and cognitive learning models; consideration of learner characteristics and other factors affecting student learning.
CE 423: Water System Design	CEMR	3	CE 321 Fluid Mechanics	This course extends the student's understanding of fluid mechanics and brings it to bear on common and important areas of water system design: water distribution systems, sanitary sewer systems, and storm water collection systems.

Title	College	Credits	Prerequisites	Course Description
EXPH 482: Dance Injury Prevention	MED	3	EXPH 440	Designed for students to understand anthropometrics, movement mechanics, overtraining, environmental and situational factors related to the development of dance injuries and methods used to prevent dance injury and injury progression.
EXPH 483: Seminar in Applied Anatomy for Dance Movements	MED	1	EXPH 440	Presentation and discussion of topics of mutual concern to students and faculty. Current topics in the literature include those that are associated with anatomical limitations and movement demands of multiple dance forms.
BTEC 405: Inbound Marketing	PSC	3		This course will cover the fundamentals of using inbound marketing. Students will apply the engagement strategies for a business throughout the semester via multiple business social media platforms.
ENGL 286: World Fairy Tales	PSC	3		This course explores fairy tales as world literature. Students will examine the history of the fairy tale and explore how stories are told across the world. Stories from America, Europe, Asia, Africa, and from other under-represented groups will appear.

To: Faculty Senate Executive Committee
 From: Kimberly Floyd, Chair, Senate Curriculum Committee
 Date: September 24, 2018
 Re: Course Changes, Deletions, and Adoptions Report

Field**Old Value****New Value****EDUC 200**

Course Description	An examination of students' preconceptions about education and their socialization process relative to the following: aims and purposes of public education, students as learners, curriculum, instruction.	The course provides an examination of issues that cut across the field of teaching and the institution of public education. This course also focuses on developing higher-level skills in written communication.
Catalog Prerequisites	EDUC 100 and ENGL 101 and ENGL 102.	ENGL 101 and ENGL 102.
Justification for change to course		Remove EDUC 100 as a prerequisite for this course as both CEHS and A&S will use this course in their teacher education programs and each College will now have their students take their own intro/first year experience course, thus not required for success in EDUC 200.

IMMB 200

Catalog Prerequisites		IMMB 150.
Justification		We added a necessary prerequisite for this course.

IMMB 250

Justification		Students must pass this course with a C- or better to continue on to the next course in our curriculum.
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IMMB 300

Justification		The minimum grade was changed from a D- to a C-.
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IMMB 301

Catalog Prerequisites		IMMB 150.
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 302

Catalog Prerequisites		IMMB 200.
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 310

Full Title	Bacterial Pathogenesis	Bacterial Pathogenesis
Catalog Prerequisites		IMMB 410.
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 320

Field**Old Value****New Value**

Catalog Prerequisites		IMMB 302.
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 327

Catalog Prerequisites		IMMB 301 Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 400

Full Title	Senior Colloquium 1	Immunology/Microbiology Journal Club
Transcript Title	Senior Colloquium 1	Immunol/Micro Journal Club
Justification		A prerequisite is necessary for this course and was not added in initially. The title was changed to more accurately reflect the course.

IMMB 405

Catalog Prerequisites		IMMB 400. Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 410

Catalog Prerequisites		IMMB 301. Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 420

Credits Low	0	5
Credits High	5	
Variable Credit	Yes	No
Catalog Prerequisites		IMMB 320. Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially.

IMMB 450

Full Title	Senior Colloquium 2	Immunology/Microbiology Journal Club 2
Transcript Title	Senior Colloquium 2	Immunol/Micro Journal Club 2
Catalog Prerequisites		IMMB 400. Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially. The title was changed to more accurately reflect the course.

IMMB 460

Catalog Prerequisites		IMMB 420. Minimum Grade C-
Justification		A prerequisite is necessary for this course and was not added in initially.

Field**Old Value****New Value****IMMB 484**

Catalog Prerequisites		IMMB 420. Minimum Grade C-
Justification		A prerequisite is necessary for this course, but was not added in initially.

JRL 411

Catalog Prerequisites	Senior status or departmental permission.	JRL 215 with a minimum grade of C- and senior status or departmental permission.
Justification	This course provides a valuable parallel capstone experience in that it replicates the immersive, newsroom reporting and project production model of our traditional capstone, but with the addition of using experimental technology, techniques and platforms from content acquisition to content distribution. In essence, this course provides a "newsroom of the future" immersion model for the capstone experience.	This course deviates from our traditional journalism capstone course, which uses more mainstream and traditional multimedia storytelling technologies. Such a course will help students become more creative, better team problem solvers, and innovators in the journalism profession.

JRL 441

Catalog Prerequisites	JRL 215.	JRL 215 with a minimum grade of C-.
Justification		Changing required minimum prerequisite grade to C- (from D-) per college standards.

NSCI 761

Course Subject Code	Neurobiology and Anatomy	Neuroscience
Course Code	NBAN 761	NSCI 761
Justification for change to course		The dissolution of the Department of Neurobiology and Anatomy and the oncoming new Department of Neuroscience.

NSCI 770

Course Subject Code	Neurobiology and Anatomy	Neuroscience
Justification	The Neuroscience program is collapsing NBAN 771 in order to streamline the curriculum. The Neuroanatomy component of NBAN 771 will now be included in NBAN 770 resulting in an increase of one credit.	The dissolution of the Department of Neurobiology and Anatomy and the oncoming new Department of Neuroscience.
Course Code	NBAN 770	NSCI 770

NSCI 772

Course Subject Code	Neurobiology and Anatomy	Neuroscience
Catalog Prerequisites	NBAN 770.	NSCI 770.
Justification	The Neuroscience program is collapsing NBAN 771 in order to streamline the curriculum. The components of NBAN 771 will now be included in NBAN 772 resulting in an increase of one credit.	The dissolution of the Department of Neurobiology and Anatomy and the oncoming new Department of Neuroscience.
Course Code	NBAN 772	NSCI 772

PET 573

Field**Old Value****New Value**

Course Description	The purpose of this course is to investigate emerging educational and instructional technologies in sport and physical education. Students will critically examine the implications of technology integration in teacher and coach education.	Investigate emerging educational and instructional technologies in sport and physical education. Students critically examine the implications of technology integration in teacher and coach education.
Credits Low	3	2
Justification		The MS in PETE program is moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PET 574

Course Description	Using models-based practice, advanced teacher candidates plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, advanced teacher candidates relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature regarding the efficacy of the curriculum models chosen to be integrated into their curriculum plan/design.	Using models-based practice, students plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, students relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature.
Variable Credit	No	Yes
Catalog Prerequisites		PET 565
Credits High		3
Justification		After several semesters of lab implementation, we are proposing this change in credit hours based on instructor and student feedback. The related teaching and learning activities require the practical application of theoretical content from PET 565 in school-based settings. These projects vary in scope and complexity and the variable credit hour format will better account for these differences among students. The MS in PETE program is also moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PET 575

Full Title	Effective Teaching Advanced Laboratory	Effective Teaching in Physical Education - Advanced Laboratory
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Field	Old Value	New Value
Course Description	This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.	Provides students with teaching experiences in physical activity programs for children and youth. These experience provides a practical application of research-based principles of effective teaching to impact student learning.
Variable Credit	No	Yes
Catalog Prerequisites		PET 583
Credits High		3
Justification		After several semesters of lab implementation, we are proposing this change in credit hours based on instructor and student feedback. The related teaching and learning activities require the practical application of theoretical content from PET 583 in school-based settings. These projects vary in scope and complexity and the variable credit hour format will better account for these differences among students. The MS in PETE program is moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PET 576

Full Title	Motor Development for Special Populations Advanced Laboratory	Motor Development for Special Populations - Advanced Laboratory
Course Description	This course provides graduate students with teaching experiences in physical activity programs for children. The experience provides a practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.	Provides graduate students with teaching experiences in physical activity for children. The students engage in the practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.
Variable Credit	No	Yes
Catalog Prerequisites		PET 581
Credits High		3

Field	Old Value	New Value
Justification		After several semesters of lab implementation, we are proposing this change in credit hours based on instructor and student feedback. The related teaching and learning activities require the practical application of theoretical content from PET 581 in school-based settings. These projects vary in scope and complexity and the variable credit hour format will better account for these differences among students. The MS in PETE program is moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PET 577

Full Title	Integrating Instructional Technology in Physical Education - Advanced Laboratory	School Physical Activity and Technology - Advanced Laboratory
Transcript Title	Inst Tech in PE Adv Lab	School PA and Tech Adv Lab
Variable Credit	No	Yes
Catalog Prerequisites		PET 580
Credits High		3
Justification		The MS in PETE program is moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PET 580

Full Title	Theory of Fitness Education	School Physical Activity
Transcript Title	Theory of Fitness Education	School Physical Activity

Field	Old Value	New Value
Justification		As the evidence linking physical activity and children's well-being and academic performance has strengthened over the past two decades focus has shifted from individual behavioral interventions focused on individual fitness. Contemporary approaches emphasize increasing children's access to opportunities to be physically active in school settings through multi-component or comprehensive approaches (e.g., physical education, before and after school, during school, family and community engagement, staff involvement, supportive policy). The proposed curricular changes are reflective of this ecological approach incorporating multiple levels of influence.

PET 585

Full Title	Physical Education Supervision Techniques	Physical Education Supervision and Advocacy
Transcript Title	Phys Educ Supervision Tech	Phys Educ Supv & Advocacy
Credits	3	2
Justification		The MS in PETE program is moving from a low residential to fully online format due to market demands. This change in format of delivery necessitates increased time (credited hours) allocated for the related academic labs during the fall and spring semesters where students can demonstrate achievement of the SHAPE Advanced Teaching Standards working with actual school-aged children. These labs occur in the school-based settings where the enrolled professional learners (certified teachers) are employed typically.

PR 436

Catalog Prerequisites	JRL 101 and (PR 215 or STCM 215).	JRL 101 and (PR 215 or STCM 215) with a minimum grade of C- in each.
Justification		Changed require prereq grades to conform to College requirements.

PR 437

Catalog Prerequisites	JRL 101 and (PR 215 or STCM 215).	JRL 101 and (PR 215 or STCM 215) with a minimum grade of C- in each.
Justification		Changed required prereq grades to conform to College requirements.

PR 438

Catalog Prerequisites	JRL 101 and (PR 215 or STCM 215).	JRL 101 and (PR 215 or STCM 215) with a minimum grade of C- in each.
Justification		Changed required prereq grades to conform to College requirements.

PR 458

Catalog Prerequisites	STCM 421 or consent.	STCM 421 with a minimum grade of C- or consent.
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Field**Old Value****New Value**

Justification		Changed course prereq to conform to College requirements.
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PSYC 370

Catalog Prerequisites	PSYC 202 or PSYC 204.	PSYC 202 or PSYC 204 OR PSYC 304.
Justification	Updated prerequisites.	This update does not change the course, only the prerequisites. It allows for Psychology minors to take the course.

PT 714

Full Title	Clinical Sciences 1	Foundational Science 1
Transcript Title	Clinical Sciences 1	Foundational Science 1
Justification		The course is being renamed to better reflect its role as a foundation of clinical practice and to correct a numbering problem that resulted when the DPT curriculum was updated in 2018.

PT 744

Full Title	Clinical Sciences 3	Foundational Science 2
Transcript Title	Clinical Sciences 3	Foundational Science 2
Catalog Prerequisites	PT 714 and PT 734.	
Justification		We are requesting a name change to better reflect the nature of the course, as well as correcting a numbering problem caused by the recent update of the DPT curriculum.

PT 754

Full Title	Clinical Sciences 4	Foundational Science 3
Transcript Title	Clinical Sciences 4	Foundational Science 3
Course Description	Introduction to selected topics in clinical medicine, which are basic to physical therapy practice. Topics include genetics, metabolic and endocrine disorders, oncology, rheumatology, wound care and somatic disorders.	Introduction to selected topics in clinical medicine that are foundational to physical therapy practice. Utilizes the movement system model to describe screening, examination, evaluation and intervention as it relates to medical conditions seen in physical therapy practice such as metabolic and endocrine disorders, somatic disorders, oncology, and rheumatology.
Justification		The name of the course is being changed to better reflect the nature of course content. It also fixes a numbering problem that occurred with the recent revision of the DPT curriculum.

PUBH 462

Course Subject Code	Community Health Promotion	Public Health
Course Description	Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care. Students also participate in real-time clinical research and interact with patients/potential study subjects in the Emergency department. Also listed as PUBH 622 - students may not count both CHPR 440 and PUBH 622 toward degree requirements.	Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care topics. Students also participate in real-time clinical research and interact with patients/potential study subjects. Also listed as PUBH 662; only one of which can be counted toward degree requirements.

Field**Old Value****New Value**

Course Code	CHPR 440	PUBH 462
Justification		In addition to the course number change, the attached syllabus also reflects updates to the course rubrics and descriptions of assignment grading that have been made in the interest of standardizing grading using a quantitative approach.

SEP 640

Catalog Prerequisites	SEP 615.	
Justification	The course is not changing. The language used in the title, course description, and objectives are changing to more accurately reflect the content of the course.	SEP640 is applied in nature, and does not require students to be proficient in research methods to succeed in the course.

STCM 421

Course College	Reed College of Media (BAD)	Media
Full Title	Advertising and Public Relations Audience Insight and Analysis	Advertising & PR Audience Insights & Analysis
Catalog Prerequisites	STCM 315 or ADV 315 or PR 324.	STCM 315 or ADV 315 or PR 324 with a minimum grade of C-.
Justification		The only change is the title that shows up in the catalog. The way it was formally truncated did not reflect the actual course content. Required prereq course grade has been changed to C- to conform with college requirements. DM

STCM 438

Catalog Prerequisites	JRL 101 and (ADV 201 or ADV 215 or PR 215 or STCM 215).	JRL 101 and (ADV 201 or ADV 215 or PR 215 or STCM 215) with a minimum grade of C- in each.
Justification	Updating the catalog prerequisites to bring it in line with other similar upper level College of Media courses.	Required prereq grades have been changed to C- to conform with college requirements. DM

STCM 452

Catalog Prerequisites	JRL 101 and JRL 215 and STCM 215.	JRL 101 and JRL 215 and (PR 215 or ADV 215 or STCM 215) with a minimum grade of C- in each.
Justification		Required prereq grades have been changed to C- to conform with college requirements. DM

STCM 459

Catalog Prerequisites	STCM 315 and STCM 421.	STCM 315 and STCM 421 with a minimum grade of C-.
Justification for change to course		Required prereq grades have been changed to C- to conform with college requirements. DM

Course Deactivations

none		
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Course Adoptions

none		
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To: Faculty Senate Executive Committee
 From: Kim Floyd, Chair, Faculty Senate Curriculum Committee
 Date: September 24, 2018
 Re: Capstone Courses Report

		How will students demonstrate each of the following abilities:			Capstone Components:	
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 their project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
NRSC 320: Neuroscience Research Capstone	AS	The intent of this course is to provide students with a consolidated and completely hands-on basic neuroscience research experience involving collaborative efforts and using live animal model systems. Each student will design, propose, and conduct an original research project that will culminate in formal written and oral presentations	The course requires students to prepare a research proposal that is peer-reviewed and graded stringently by a panel comprised of the course instructor and TAs. They must then carry out the research, analyze all of their own data, and write a comprehensive manuscript describing their work. Finally, they must defend their project before faculty and peers at an end of semester poster symposium and in an oral scientific research presentation. As such they must bring to bear much of the experience and knowledge that they have achieved across their introductory courses.	Neuroscience is a rapidly growing area in human health. Ethical issues surrounding use of knowledge and technologies are often times contentious. There are also issues related to intellectual property associated with neuroscience data. We dedicate a laboratory session to exploring these issues. We also require the students to explore societal implications of their own research findings at the proposal and manuscript stages.	The course requires a thorough 12 page research proposal as well as a 10 to 15 page manuscript describing the research that the students carry out during the semester. Each of these is thoroughly reviewed by the TA, instructor, and peers. Up to two rounds of revision are allowed/provided for the research proposal, and the manuscript is written in stages by section and reviewed over time to allow for a final revision before the manuscript is due.	First, the students work in "triad" groups and frequently interact on a scheduled basis with TAs and the professor during the development of their research projects, and all of this requires effective oral communication throughout the semester. Furthermore, all students will present a poster and an oral presentation about their research at a symposium and in lab at the end of the semester.

To: Faculty Senate Executive Committee
 From: Kimberly Floyd, Chair, Senate Curriculum Committee
 Date: September 24, 2018
 Re: Course Changes, Regarding PALM Subject Code

CURRENT	COURSE NAME	PROPOSED
PATH 100	Medical Laboratory Science	PALM 100
PATH 101	Medical Laboratory Science 2	PALM 101
NBAN 107	Introduction to Human Anatomy and Physiology	PALM 107
PATH 200	Medical Terminology	PALM 200
PATH 201	Basic Medical Laboratory Science	PALM 201
NBAN 205	Introduction to Human Anatomy	PALM 205
NBAN 206	Human Anatomy Laboratory	PALM 206
NBAN 207	Human Anatomy and Physiology 2	PALM 207
NBAN 293	Special Topics	PALM 293
PATH 300	Introduction to Pathology	PALM 300
NBAN 301	Principles of Human Anatomy	PALM 301
PATH 301	Basic Pathology	PALM 301
PATH 302	Oral Pathology	PALM 302
PATH 303	Clinical Lab Applications	PALM 303
PATH 304	Histotechnology Microanatomy	PALM 304
PATH 305	Staining Techniques	PALM 305
PATH 306	Histotechnique	PALM 306
NBAN 309	Oral Histology	PALM 309
PATH 310	Clinical Laboratory Mycology	PALM 310
PATH 320	Basic Clinical Biochemistry	PALM 320
PATH 323	Medical Microbiology	PALM 323
PATH 329	Clinical Chemistry	PALM 329
PATH 340	Introduction to Hematology	PALM 340
PATH 380	Introduction to Immunology	PALM 380
PATH 381	Research and Educational Methodology	PALM 381
PATH 401	Phlebotomy	PALM 401
PATH 403	Community Service Practicum	PALM 403
PATH 405	Staining Techniques 2	PALM 405
PATH 406	Histotechnique 2	PALM 406
PATH 407	Histology Laboratory	PALM 407
PATH 408	Histotechnologist Practicum	PALM 408
PATH 409	Molecular Pathology for Laboratory Professionals	PALM 409
PATH 420	Immunology and Blood Banking	PALM 420

CURRENT	COURSE NAME	PROPOSED
PATH 421	Immunology and Blood Banking Laboratory	PALM 421
PATH 430	Clinical Chemistry 2	PALM 430
PATH 431	Clinical Chemistry Laboratory	PALM 431
PATH 440	Clinical Hematology	PALM 440
PATH 441	Clinical Hematology Laboratory	PALM 441
PATH 450	Clinical Microbiology	PALM 450
PATH 451	Clinical Microbiology Laboratory	PALM 451
PATH 465	Medical Laboratory Management	PALM 465
PATH 470	Clinical Microscopy	PALM 470
PATH 472	Urinalysis and Body Fluids Laboratory	PALM 472
PATH 475	Medical Relevance	PALM 475
PATH 480	Clinical Immunology	PALM 480
PATH 481	Clinical Immunology Laboratory	PALM 481
PATH 490	Teaching Practicum	PALM 490
PATH 491	Professional Field Experience	PALM 491
PATH 493	Special Topics	PALM 493
PATH 494	Seminar	PALM 494
PATH 495	Independent Study	PALM 495
PATH 496	Senior Thesis	PALM 496
PATH 498	Honors	PALM 498
PATH 603	Pathology and Anatomy	PALM 603
PATH 605	Advanced Microanatomy	PALM 605
PATH 610	Pathology Assistant Education Methods	PALM 610
PATH 620	Clinical Pathology Seminar	PALM 620
PATH 625	Anatomical Pathology Techniques	PALM 625
PATH 627	Pathology Assistant Practicum 1	PALM 627
PATH 628	Pathology Assistant Practicum 2	PALM 628
PATH 629	Pathologists' Assistant Practicum 3	PALM 629
PATH 630	Pathology Review 1	PALM 630
PATH 631	Pathology Review 2	PALM 631
PATH 648	Surgical and Autopsy Pathology Procedures	PALM 648
PATH 650	Introduction to Disease Mechanisms	PALM 650
PATH 652	Histology for Pathologists' Assistants	PALM 652
PATH 698 A-B	Special Topics	PALM 698 A-B
NBAN 701	Advanced Gross Anatomy	PALM 701
NBAN 703	Human Structure	PALM 704
NBAN 705	Microanatomy	PALM 705

CURRENT	COURSE NAME	PROPOSED
NBAN 712	Special Topics in Anatomy	PALM 712
NBAN 714	Applied Anatomy	PALM 714
NBAN 716	Craniofacial Growth and Maturation	PALM 716
NBAN 718	Dental Histology	PALM 718
NBAN 719	Advanced Head and Neck Anatomy	PALM 719
NBAN 724	Human Gross Anatomy	PALM 724
PATH 728	General Pathology	PALM 728
PATH 738	Oral Pathology 1	PALM 738
PATH 750	Systemic Pathology for Pathologists' Assistant Students	PALM 750
NBAN 751	Advanced Microanatomy and Organology	PALM 751
PATH 753	Oral Pathology 2	PALM 753
PATH 782	Advanced Oral Histopathology	PALM 782
PATH 790	Teaching Practicum	PALM 790
PATH 791	Advanced Study	PALM 791
PATH 792	Directed Study	PALM 792
PATH 793 A-B	Special Topics	PALM 793 A-B
PATH 794	Seminar	PALM 794
PATH 795	Independent Study	PALM 795
PATH 796	Graduate Seminar	PALM 796
PATH 797	Research	PALM 797
PATH 798	Thesis or Dissertation	PALM 798
PATH 799	Graduate Colloquium	PALM 799
NBAN 801	Human Structure	PALM 801
PATH 801	Mechanisms of Human Disease	PALM 801

To: Faculty Senate Executive Committee
From: Robert Brock, Chair, GEFCO
Date: September 24, 2018
Re: GEF Actions

The General Education Foundations Committee met on August 20, 2018 and recommends the following course for Faculty Senate approval:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ENGL 286: World Fairy Tales	New GEF	F7. Global Studies & Diversity	2a: Inquiry and analysis

To: Faculty Senate Executive Committee
 From: Robert Brock, Chair, GEFCO
 Date: September 24, 2018
 Re: GEF Transition Review

The General Education Foundations Committee met on August 20, 2018 and passed the following courses for GEF transition review:

Title	General Education Foundations	LEAP Learning Outcome
PHYS 112: General Physics	F2A. Science & Technology (no lab)	2a: Inquiry and analysis
PHYS 101: Introductory Physics	F2B. Science & Technology (with lab)	2a: Inquiry and analysis
PHYS 105: Conceptual Physics	F2B. Science & Technology (with lab)	2a: Inquiry and analysis
PHYS 111: General Physics	F2B. Science & Technology (with lab)	2a: Inquiry and analysis
LING 101: Introduction to Language	F4. Society & Connections	2a: Inquiry and analysis
HONR 210: City-As-Text-Morgantown	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
THET 101: Introduction to the Theatre	F6. The Arts & Creativity	2b: Critical and creative thinking
GEOG 243: Geography of Africa	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
GEOG 244: Geography of the Middle East	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
POLS 260: Introduction to International Relations	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world