Minutes
West Virginia University Faculty Senate
Monday, October 10, 2016

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 4:30 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Collins, A.	Foley, K.	Lieving, G.	Ruscello, D.
Ameri, S.	Connors, J.	Fuller, E.	Mandich, M.	Ryan, E.
Anderson, K.	Cossman, L.	Gannon, K.	Martucci, A.	Ryan, K.
Atkins, C.	Costas, M.	Harris, T	Maynor, L.	Schimmel, C.
Barko, C.	Cottrell, L.	Harrison, N.	McCombie, R.	Scott, H.R.
Bastress, R.	Crosno, J.	Hauser, D.	McCrory, J.	Shockey, A.
Benedito, V.	Culcasi, K.	Hengemihle, B.	McCusker, B.	Shrader, C.
Bergner, G.	Davari, A.	Hodge, J.	Merrifield, J.	Singh-Corcoran, N.
Bilgesu, I.	Davis, D.	Jacknowitz, A.	Murphy, E.	Sowards, A.
Billings, H.	Deshler, J.	Kiefer, C.	Murray, P.	Stimeling, T.
Boone, D.	Di Bartolomeo, L.	Kirby, B.	Myers, S.	Stolzenberg, A.
Boyd, J.	Donley, D.	Kleist, V.	Nicholson, R.	Tu, S.
Brock, R.	Eller, W.	Knight, J.	Rakes, P.	Utzman, R.
Brooks, R.	Eschen, E.	Krause, M.	Reddy, R.	Valenti, M.
Bryner, R.	Famouri, P.	Kuhlman, J.	Reymond, R.	Weed, S.
Burt, A.	Fleming, S.	LaBarbara, J.	Rice, T.	Widders, E.
Carpenter, R.	Flett, R.	Lee, S.	Rockett, I.	Wietholter, J.
Casey, F.	Floyd, K.	Li, B.	Rowlands, A.	Wilcox, G.

Members Excused:

Abraham, R.	Cohen, S.	Goff, N.	Montgomery-Downs, H.	Scott, D.
Attaallah, A.	Criser, A.	Hartley, D.	Murray, J.	Thomas, J.
Bishop, J.	Dietz, M.	Hornsby, G.	Post, E.	Tou, J.
Bowman, N.	Downes, M.	Ibrahim, M.	Proudfoot, C.	Turton, R.
Burnside, J.	Fint-Clark, B.	Kiefer, A.	Prucz, J.	Weihman, L.

Members Absent:

Bass, A.	Clement, D.	Mattes, M.	Schaefer, G.	Tobin, G.
Bernardes, E.	Fisher, S.	Mitchell, M.	Theeke, L.	Wilson, M.

Faculty Senate Officers Present:

Hileman, S.	Nutter, R.	Stolzenberg, A.	Titolo, M.	Valenti, M.
Maynor, L.				

2. Chair Maynor moved for approval of the minutes from the Monday, September 12, 2016 meeting. Motion carried.

3. Provost Joyce McConnell reported the following:

   - One of the things we've learned from the ASPIRE office is that the quality of guidance and advising our students receive from faculty continues to get better and better. The ASPIRE office is part of the Honors College, but serves all graduate and undergraduate students. The office helps students win nationally competitive scholarships and fellowships.

- We recently moved all programs that were academic in nature out of Student Life and into Undergraduate Education. This includes accessibility services, tutoring, career services, and Upward Bound/TRiO. As an example, we were able to identify 38 different tutoring programs and to consolidate training and delivery of those services within Undergraduate Education. The Center for Service and Learning was moved from Undergraduate Education into Student Life. She congratulated Associate Provost Sue Day-Perroots for the speed with which she was able to accomplish these changes.
- Similarly, we moved several previously decentralized global affairs programs under the direction of the Vice President for Global Strategies and International Affairs. These changes allow us to be much more efficient and to deliver higher quality services.
- She encouraged everyone to complete the culture survey sent to faculty and staff. We are trying to gauge faculty and staff perceptions of campus culture.
- This year, we experienced a 70% increase in applications from underrepresented students and a 27% increase in the number of underrepresented students who were admitted. We are continuing to recruit these admitted students, encouraging them to accept our offer of admission.
- Big 12 chief diversity officers visited campus and were impressed with the approach we are taking to make sure our students are engaged with us in dialogue. A number of vigils have been held on campus which have allowed students to share their anger and hurt in a meaningful and respectful manner.
- WVU's College Republicans have invited Milo Yiannopoulos to campus on November 2 as part of the Breitbart tour. Other student groups are planning events to counter his message. We respect everyone's right to free speech, even when we disagree.
- Our Benedum Lecture Series kicked off on October 4 with a presentation by Jingxin Wang. JoNell Strough will speak on October 17 and Cheryl Ball will speak on November 3.
- The Honors College announced that they are accepting applications for their inaugural class of faculty fellows. Faculty fellows will have the opportunity to design their dream course and to engage with some of our brightest students.

4. Chair Maynor reported the following:

   - The Office of the University Registrar has been working with the Curriculum and General Education Foundations Committees to look at harmonization across campuses. In the near future, changes will be rolled out in CIM requiring chairs to sign off on proposals affecting courses taught on their particular campus.
   - October 19 is the international day of action against contract cheating. There will be events on campus to raise awareness of contract cheating. On October 20, the Teaching and Learning Commons will host Think Twice Thursday, which will provide a review of the University's new academic dishonesty policy.
   - In the spring, University Libraries will be launching a new student-centered plagiarism avoidance tutorial.

5. Karen Haines, Chair, Curriculum Committee, moved for approval of the following reports:

   Annex I, New Courses Report. Motion carried.
   Annex II, Course Changes Report. Motion carried.
   Annex III, Capstone Courses Report. Motion carried.
   AoE in Environmental Assessment and Reclamation. Motion carried.

Annex IV, Alterations Report, was presented for information. Report filed.

6. Lisa DiBartolomeo, Chair, General Education Foundations Committee, moved for approval of the following reports:

   Annex V, GEF Actions. Motion carried.
   Annex VI, GEF Transition Review, was presented for information. Report filed.

7. Stan Hileman, BOG Representative, reported that the Board of Governors' next meeting will take place during the first week in November.

8. New Business

   C.B. Wilson reported that he has seven faculty volunteers for the University promotion and tenure advisory panel. He is concerned about the mix of volunteers. One volunteer is from a divisional campus, which meets our need to have a representative from WVU-Tech or Potomac State College. Three volunteers are from Health Sciences, including one tenured faculty member and one TAP. The three remaining volunteers are from the general university, including two TAPs and one CAP. He would like to have additional volunteers from the general university who are tenured or tenure-track faculty.

9. The meeting adjourned at 5:02 p.m. to reconvene on Monday, November 14, 2016.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Karen Haines, Faculty Senate Curriculum Committee Chair
Date: September 26, 2016
Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ENGL 508: Rhetoric and Science	AS	3		This course explores the relationship between rhetoric and science. Students will analyze the audiences, purposes, and conventions of scientific arguments as well as the role of specific texts in shaping scientific disciplines and debates. No background in science is required.	ENGL 508 will serve as a much needed elective option for students earning a Master's in Professional Writing and Editing (MA-PWE), many of whom currently choose among less-relevant literature or cultural studies courses or look for courses in other programs to fulfill their elective hours for the program. It will provide an opportunity to learn about a wider range of professional writing genres and the writing relevant to a wider range of professions, and will directly address all of MA-PWE program goals for student learning.
LING 620: Spanish Prosody	AS	3	LING 501	The goal of this course is to familiarize students with the prosodic aspects of the Spanish language including the suprasegmental properties of stress, rhythm and intonation. The course will cover their phonetic descriptions in multiple dialects and their relevance in communication for both L1 and L2 Spanish speakers. Theoretical approaches and article discussions will be combined with practical exercises.	LING 620 is an elective designed for students that are specializing in Spanish and Linguistics since it connects concepts introduced in LING 501 (Structure of Spanish), LING 411/611 (Phonology) and LING 412/612 (Syntax). The course covers those concepts in more detail by fostering analytical thinking and adding a component to develop expertise in the use of equipment for the analysis of phonetic data at the prosodic level.
PSYC 304: Critical Thinking in Psychology	AS	3		This course teaches critical thinking skills in psychology, which include the ability to recognize patterns; to solve problems in practical, creative, or scientific ways; to engage in psychological reasoning; and to adopt different perspectives when evaluating ideas or issues.	This course is required for students pursuing a minor in psychology. It replaces the research methods requirement (designed for majors) with a tailored approach focusing on the interpretation and application of research, alongside critical thinking and communication skills. This course is designed to help prepare students post university, many of whom will enter fields where critical thinking ability is a necessity. When students complete this course, they should be able to demonstrate the effect of using a psychological worldview on how they think about behavior.
PSYC 735: Assessment and Intervention for Severe Behavior	AS	3	PSYC 533	Research and clinical practice in functional behavior assessment, including indirect, descriptive assessment, and functional analysis, and behavior-analytic interventions for severe challenging behavior.	This course is part of our course sequence approved by the Behavior Analysis Certification Board for our graduate students to receive national certification as Board Certified Behavior Analysts. Previously, the course has been taught under a rotating topics label (PSYC 737—Advanced Applied Behavior Analysis).
PSYC 739: Verbal Behavior	AS	3	PSYC 531 or consent	Examination of current empirical and theoretical issues related to the functional analysis of verbal behavior.	This course will address a gap in the curriculum for psychology graduate students in the Behavior Analysis program area. The new standards to be accredited by the Behavior Analysis Accreditation Board require programs to offer 90 hours of conceptual analysis in the curriculum. Our current curriculum only includes one course in conceptual analysis (PSYC 732 Behavior Theory and Philosophy). The addition of a regularly offered course on Verbal Behavior will allow us to meet the other 45 required hours.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
UTCH 430: Apprentice Teaching in Math and Science	AS	10	Grade of B- or better in UTCH 420 and Consent	This course is the capstone experience for the WVUteach program. It includes student teaching and meets state required certification components. Students teach in a supervised school classroom taking on full time teaching activities. Students will also meet for a weekly seminar that includes discussion of classroom management, instructional design, students with special needs, and technology integration.	This course is the culminating capstone experience for the WVUteach program. It includes student teaching practice as well as state required certification components. Students will directly teach in a supervised school classroom eventually taking on full time teaching activities during the experience. Students will also meet for a seminar portion of the class that will include class discussion of classroom management practices, instructional design, and technology in the classroom.
ARHS 321: Ancient Greek Art and Architecture	CCA	3	ARHS 120 with C- or better	Ancient Greek Art and Architecture. 3hr. A study of Greek Art and Architecture, beginning with the Aegean world in the Third Millennium BCE and continuing through the Hellenistic period, up to about 31 BCE.	The study of ancient art and architecture provides the foundation for Western Art History. One of the three core areas of study in the Art History major is Classical (+ Western European Traditions and Modern & Contemporary Studies). The content of Ancient Greek Art and Architecture chronologically begins the sequence of courses which study the art and architecture of the West. In the past, the content of this course was addressed briefly in ART 245, Greek and Roman Art. A separate course is offered to cover Etruscan and Roman Art and Architecture. The Art History degree requires majors to take one course in each of the core areas, while Studio Art and Art Education students may elect to take this as one of the two upper division courses required in the major or as part of the upper division courses required for the Art History minor.
BMEG 236: Quantitative analysis in human physiology	CEMR	2	MATH 156, CHEM 116, BIOL 115 or (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104), all with a C- or better.	Integrate engineering tools and approaches for quantitative measurements related to human physiology, including neural, cardiovascular, respiratory, and muscular systems.	This course is already part of the BMEG curriculum, however it is under the Biology Department's umbrella as BIOL 236. This is because of historical reasons, i.e. before the BMEG undergraduate program was approved, there was a certificate program in biomedical engineering and thus, it could not have BMEG course designation. A support email for the change to BMEG 236 from Dr. Richard Thomas is provided. The change in the credit hours (from 1 credit hour BIOL 236 to 2 credit hours BMEG 236) is required to add depth to the newly approved BMEG program, and it was driven by students needs, adaptation to the national and university standards, as well as ABET criteria for accreditation of a BMEG program.
BMEG 321: Thermodynamics and Kinetics for Biomedical Engineering	CEMR	3	BMEG 201, CHEM 116, MATH 251	Development of thermodynamic principles and their application to biological and biophysical systems. Topics will include first and second law; phase and reaction equilibria, kinetic rate laws and macromolecular thermodynamics.	This course will replace the CHE 320 thermodynamics course currently required in the BMEG curriculum. This course will be tailored to applications and concepts that are relevant to problems BMEG students would see in their career. The current CHE 320 course has content that is not relevant to the BMEG students including power cycles and equations of state. It was attempted to incorporate other examples into the CHE course, but this was not successful as indicated by end-of-year interviews and SEIs.
BMEG 420: Biomedical Instrumentation	CEMR	3	PHYS 112	Fundamentals of biomedical instrumentation and devices. Clinical applications of medical instrumentation, sensors, and devices.	This is in support of the new biomedical engineering program at WVU. Students completing a degree in biomedical engineering often find careers in instrumentation development or utilization, and this course will give students knowledge of how medical instruments function and how to process results obtained through biomedical instrumentation.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ACE 680: Evaluation in Coaching	CPASS	1		Key principles of research methods, evaluation, and planning to identify and organize instruments for data analysis and formulation of a Program Evaluation Strategy. Knowledge and skills needed to initiate a well-deigned evaluation of their team, program, and self (as a coach). Course is online.	This course is part of a 3-class, 4 credit unit (CU) series that will have coaches (students) evaluate their team over the course of the year. The three classes in this series are ACE680, 682, and 684. Each class is worth 1 CU, ACE682 will taken two times (in the Fall and Spring). The classes are taken in numerical order over the Summer, Fall, Spring, and Summer (1 CU in each of those 4 consecutive semesters). The 3 courses will have students plan their evaluation (680); collect and analyze their data (682); and summarize and develop new action plans (684). It is highly connected to the rest of the curriculum in that assessment will utilize instruments from 9 other ACE courses. So students will learn about things in their first year, then assess those things with their actual teams in their second year.
ACE 684: Evaluation Based Planning for Coaches	CPASS	1	ACE 680 and ACE 682 with a minimum grade of B-.	This course enhances coaches' understanding of their own coaching through reflection. Insights, limitations, and future coaching strategies to overcome limitations in students' coaching practices are presented as a way of reflecting to facilitate coach development.	We know that reflective practice is critical to coach development. This course engages reflective practices by facilitating new and future coaching strategies to overcome limitations in existing coaching practices that involved the implementation of coursework content. This is the cumulating internship in the three course sequence where students' synthesize data collect over the past year in ACE 682 to formulate a professional development plan for future use.
PE 225: Dance Conditioning	CPASS	2		The course provides the dance student with the tools to condition and maintain a healthy body. Through elementary anatomical vocabulary, basic theoretical concepts and experiential physical routines such as proper warm up and cross-training methodologies focused on dance, the student will acquire his/her own sequence and daily physical maintenance for dance.	The Dance major plan is missing this course which is vital for our majors to take as part of their training. Incoming students are in need of additional strengthening and anatomically sound cross-training that focuses on dance.Although the course will be listed as a PE course, it will be taught by DANC faculty at the Dance Studio, and the section will be restricted to Dance Majors/Minors only.
LAW 688G: Seminar in Privacy Social Media Law	LAW	2		A practical study and exploration to the number of laws and policy issues that involve the gathering, use, and protection of privacy to personal information using social network technology.	With lives increasing lived connected to the internet, few issues have the reach and impact for individuals than that of privacy. Every aspect of life and law--civil, criminal, consumer, personal and public—has been upended by social media, tracking technology and government surveillance. During their lifetimes, today's students will witness or participate in great debates about the limits of data collection and use. There is no common definition of privacy. To join or lead the debate, it is vital that the new generation of lawyers have an understanding of the legal and ethical issues related to personal privacy.
HIIM 110: Introduction to U.S. Healthcare Delivery System	MED	3		Overview of Federal, State, and local agencies and their role in the healthcare system. Emphasis on cost, access, quality and types of organizations and services provided.	The freshman courses are introductions to basic aspects of the profession and expose the student to the wide variety of careers/functions of the HIIM profession. This course is a broad-based overview of the history of the U.S. Healthcare System, current issues, and ongoing changes. This courses begins to lay the foundation of Health Information Management for the HIIM student and introduces the emergence of Health Informatics.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 112: Fundamentals of Health Information Management	MED	3		Introduction to the health information management profession and the health record. An overview of the health record, data format, structure, and documentation requirements including accreditation, licensure, regulatory standards and ethical standards of practice.	The freshman courses are introductions to basic aspects of the profession and expose the student to the wide variety of careers in the HIIM profession. This course is a broad overview of all fundamental aspects of HIM, introducing the student to areas where HIIM professionals have expertise, including health care delivery systems, collecting health care data, electronic health records, coding, reimbursement, confidentiality, compliance, information governance, and HIM department management.
HIIM 231: Health Information Management Applications	MED	2	CS 101	A study of Electronic Health Records (EHR) and clinical, financial, and administrative applications. Includes a survey of implementation techniques for collecting, storing, retrieving and managing healthcare data.	This course covers required content in a professional accreditation (CAHIIM) program.The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact. This course introduces the student to electronic health records and commonly used HIM clinical, financial, and administrative software applications. The student will continue to use these applications throughout the rest of the HIIM program and in professional practice experiences.
HIIM 233: Health Informatics and Information Management Disease Fundamentals and Management	MED	3	PATH 200	A study of the nature and cause of disease and management, including qualifications and pharmaceutical interventions relevant to HIIM tasks.	This course covers required content in a professional accreditation (CAHIIM) program.The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact. This course reviews the physiology of various disease processes and begins the groundwork for preparing students to be successful in coding. HIIM students are required to have sufficient knowledge to be aware when chart documentation is missing or incomplete, requiring the coder to query the clinician for required documentation. This is not an in-depth study, but an overview to give the students basic knowledge as preparation for further coursework.
HIIM 235: Coding and Classification of Diseases	MED	3	NBAN 205 and 206 (may be concurrent)	Basic coding using the latest edition of the International Classification of Diseases. Applications of classi-fications, taxonomies, nomenclatures, terminologies, and vocabularies to include evaluation and auditing for disease coding.	This course covers required content in a professional accreditation(CAHIIM)program.The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact. This is the introductory coding course and lays the groundwork for all further coding study (6-9 additional credits). All HIIM students need to understand coding operations and functionality as this is a basic part of healthcare operations. All clinical actions must be coded in order to receive reimbursement.
HIIM 237: Introduction to Professional Practice	MED	1		Exploration of Health Informatics and Health Information Management careers, certifications and requirements, resources, curriculum options, student responsibilities, and opportunities for volunteer service. Observation of practitioners in a variety of facility settings.	This course covers required content in a professional accreditation (CAHIIM) program.During the sophomore year, students are introduce to individual aspects of HIIM. This course provides exposure to the wide variety of HIIM professional opportunities through discussion and tours. Students will have the opportunity to visit a variety of types of facilities, such as inpatient, outpatient, physician office, and specialty facilities. The student will see various aspects of HIIM that have been discussed in class and see the breadth of the HIIM profession.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 240: Classification of Healthcare Procedures	MED	3	HIIM 235	Basic coding of healthcare procedures using government approved classification systems and nomenclatures. Applications of classifications, taxonomies, nomenclatures, terminologies, and vocabularies to include evaluation and auditing for procedure coding.	This course covers required content in a professional accreditation program (CAHIIM) program. The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact. This is the second coding course which continues to build on the lessons of HIIM 235 and introduces additional basic coding language. Detailed functions, software applications, and functional practice skills are developed.
HIIM 242: Healthcare Reimbursement and Revenue Cycle Management	MED	2		A study of systems used for professional and institutional reimbursement in various healthcare settings. Application of revenue cycle principles.	This course covers required content in a professional accreditation program (CAHIIM). The sophomore courses are introductions to individual aspects of HIIM; building a solid foundation for the student in areas that closely interact. This course provides a basic understanding of the reimbursement and revenue cycle aspects that coders and all management level HIIM staff encounter.
HIIM 244: Principles of Health Informatics and Information Management Quality Management	MED	2		A survey of quality measures, techniques, and theories including utilization review, risk management, patient outcomes, and medical staff credentialing.	This course covers required content in a professional accreditation program (CAHIIM).The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact. The student is introduced to specific HIIM management aspects, including quality measures, patient outcomes, utilization review, and risk management. Other management needs such as medical staff credentialing and regulatory reviews are covered. This course provides the basics of HIIM management processes.
HIIM 246: Fundamentals of Clinical Documentation Improvement	MED	3		A study of clinical documentation improvement practices and the management of the clinical documentation process.	This course covers required content in a professional accreditation program (CAHIIM).The sophomore courses are introductions to individual aspects of HIIM with the intent of building a solid foundation for the student in areas that closely interact.This course focuses on a newer aspect of HIIM, the review of clinical documentation and how it can be improved. This is a growing focus area for HIIM and students may choose to focus in this area with professional practice experiences.
HIIM 247: Registries in Healthcare	MED	2		A study of healthcare registry management and the operational components of registries. Registry types and registry policy are included.	This course covers required content in a professional accreditation (CAHIIM.The sophomore courses are introductions to individual aspects of HIIM; building a solid foundation for the student in areas that closely interact.Healthcare registries are an important part of the HIIM profession and a growth area with many career opportunities. This area is often overlooked and minimized by educational programs, thus creating a lack of professionals with expertise in this area. WVU students will have a distinct advantage over graduates of other programs by being introduced to registries early in their education as a focus and may choose to seek additional professional practice in this area.
HIIM 248: Health Informatics and Information Management Professional Practice 1	MED	1	HIIM 237 Intro to Professional Practice	Clinical practice experience with a focus on coding and classifications systems, revenue and quality management, clinical documentation improvement and the application and use of technologies associated with these domains.	This course covers required content in a professional accreditation (CAHIIM) program. The student will be assigned to a professional experience site where they will work with staff as assigned by the site supervisor to observe all HIM functions that have been part of the coursework during the sophomore year. The student will then participate in various tasks, having the opportunity to apply principles and demonstrate skillsets.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 351: Healthcare Data Privacy, Confidentiality, and Security	MED	3		Fundamentals of consumer privacy, confidentiality, and security. Provides an in-depth study of patient verification and identity management, E-discovery, data security, mobile device security, disaster recovery, and principles related to the release of personal health information.	This course content is required as part of a professionally accredited program(CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the basic knowledge received in the first two years of coursework. This course delves into the application of privacy, confidentiality, and security in the HIIM setting. The student becomes aware of the use of this knowledge in roles such as risk manager, privacy officer, and HIIM management.
HIIM 353: Healthcare Information System Analysis and Design	MED	3		Study and evaluation of health information systems and networks. Concepts, techniques, and tools associated with the systems development life cycle, workflow analysis, network design, systems evaluation and maintenance.	This course content is required as part of a professionally accredited program (CAHIIM). The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the basic knowledge received in the first two years of coursework. This course gives the student an understanding of how the electronic applications utilized by the HIIM profession are designed and developed. With an understanding of systems and HIIM needs, the student can fill the gap that exists between IT and HIIM needs. A student that can be the bridge between the two will be able to improve functionality and perhaps even design of healthcare systems.
HIIM 355: Health Informatics and Information Management Legal Issues	MED	3		Study of the U.S. legal structure and legal theories that apply to health information practice and the electronic record environment. Study and application of the essentials of compliance and fraud surveillance.	This course covers required content in a professional accreditation program(CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the basic knowledge received in the first two years of coursework. Students will apply and evaluate the legal issues that are routinely dealt with by HIIM professionals across all the various HIIM environments.
HIIM 357: Focus on CPT/HCPCS Taxonomies	MED	3	HIIM 235 and HIIM 240	Advanced in-depth review of the practical application of healthcare taxonomies (CPT) including reimbursement and guidelines. Prepares the student for national coding certificate exam.	This course is part of a required curriculum for an accredited coding certification curriculum that is an add-on option to the HIIM B.S. or other health science B.S. programs. The student will build upon their previous coding coursework and gain enhanced understanding of current procedural terminology (CPT) coding. As in the other junior level coursework, the students will apply knowledge received in the first two coding courses.
HIIM 360: Application of Healthcare Classification Systems	MED	3	HIIM 235 and HIIM 240	Advanced practical application of healthcare classification systems and taxonomies to include mapping of terminologies across systems such as ICD-10-CM/PCS and CPT.	This course is required as part of a professional accreditation program (CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the knowledge received in the first two years of coursework. This is the final coding course and provides application of knowledge and use of electronic coding applications that the student will use if working in the field. The student will be able to state on a resume that they have experience in the coding applications used, giving them an advantage over new graduates that have not had this opportunity.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 362: Data Governance in Healthcare Systems	MED	3	HIIM 231	Introduction to health information systems with an emphasis on healthcare vocabulary, standards and models, and computer-based patient record. Focus on data governance and data formats to support integration and interoperability.	This course content is required as part of a professionally accredited program(CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the knowledge received in the first two years of coursework. This course will strengthen the students' knowledge in healthcare classification systems, data governance and data management by applying the use of data in areas of consumer informatics, health information exchanges (HIE), patient portals, patient health records, and policies/procedures.
HIIM 364: Healthcare Data Design	MED	3	HIIM 353	Study of design, development, adoption and application of healthcare databases. Study of database architecture, data dictionary composition, data modeling, data warehouse and visualization.	This course content is required as part of a professionally accredited program(CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the knowledge received in the first two years of coursework. This course continues to expand the students informatics knowledge base, providing a solid understanding of the creation and use of databases. It is critical that HIIM professionals can understand the language of IT professionals and be able to track and follow the data that is being routinely used. This course will expand and reinforce knowledge of databases in healthcare.
HIIM 366: Healthcare Analytics 1	MED	2	STAT 111	Introduction to managing healthcare information through data analysis. Concepts of vital statistics; healthcare data collection and presentation; study designs as related to health care organizations and their function.	This course content is required as part of a professionally accredited program(CAHIIM).The junior level coursework begins an in-depth view of subjects that contain knowledge in areas utilized in management level positions as well as more specific technical positions. The students are applying the knowledge received in the first two years of coursework. The student is applying knowledge of statistics and healthcare data through the use of tools such as PowerPoint, Excel, and dashboards for use in real-world situations.
HIIM 368: Health Informatics Information Management Professional Practice 2	MED	1	HIIM 248	Clinical practice experience with continuing focus on coding and classifications systems, data privacy and security, clinical documentation improvement and the application and use of technologies associated with these domains.	This course covers required content in a professional accreditation (CAHIIM) program. The junior level coursework focuses on application of previously learned knowledge and continuing to build upon that knowledge with an increasing level of detail. The student will be assigned to a professional experience site where they will be assigned to work alongside staff on various HIM functions. The student may be assigned to work on a particular issue or project based on the needs/desires of the site supervisor. The student will have the opportunity to apply principles and demonstrate skill in HIM areas that may including coding records and conducting audits, clinical documentation improvement practices, revenue cycle management practices, quality management practices, and the use of EHR clinical administrative and financial systems. Actual experiences will differ by assigned site. It is possible the student may visit more than one site to enhance their experience.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 471: Health Informatics Information Management Research	MED	3	STAT 111 and HIIM 353	An introduction to the application of the scientific method and research design to health informatics and health information management.	This coursework is part of a required program curriculum by the accrediting body CAHIIM.The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional. Students can use assignments/projects in several of these courses as well as the advanced professional practice to focus on an area or two of particular interest.Research is an area being focused on by the national professional organization AHIMA and is growing with many opportunities. The student will learn standard research methods and apply to current health informatics information management issues.
HIIM 473: Healthcare Analytics 2	MED	2	HIIM 366	A study of healthcare statistical analytics and decision support applications to facilitate decision making and reporting across the healthcare ecosystem with emphasis on health informatics/information management.	This course is part of a required curriculum program by the accrediting body CAHIIM. The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional. Students can use assignments/projects in several of these courses as well as the advanced professional practice to focus on an area or two of particular interest.Students will work on projects applying the knowledge from HIIM 366 and refining their skillset with the intent of gaining experience that will be valued in the workforce.
HIIM 475: Project Management in Health Informatics Information Management	MED	3		In-depth study of successful health information system management including information systems planning, management controls, development, project management, operations and quality improvement, and human resource management.	This course is part of a required curriculum by the accrediting body CAHIIM.The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional. Students will formalize project management skills and apply the skills to real world situations. The work in this course will integrate with other senior level courses allowing immediate application of the knowledge being learned.
HIIM 477: Leadership in Health Informatics Information Management	MED	3		A survey of leadership models and theories. Application of change management principles, strategic and operational management concepts in health systems.	This course is part of a required curriculum by the accrediting body CAHIIM. The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional.This course focuses on HIIM leadership, building and focusing previously gained knowledge into a project that is strongly encouraged to be service-based. The student has the opportunity to design and lead a service project, as well as creating a team.
HIIM 479: Coding Professional Practice Experience	MED	3	HIIM 235 and 240 and 357 and 360	Clinical coding practice experience. Focus on ICD-10-CM/PCS and CPT coding. with a focus on coding and classifications systems, revenue and quality management, clinical documentation improvement and the application and use of technologies associated with these domains.	This course is part of required curriculum content for a coding certification. The student is required to have a minimum of 45 hours of professional coding experience at a clinical site performing coding activities. Coding experiences such as applications used and terminologies/taxonomies used may vary depending on the site. The student will gain valuable workforce experience that can be added to a resume. Students may sit for the national AHIMA CCA (certified coding associate) exam or possibly the AHIMA CCS (certified coding specialist) if the coding experience qualification is met.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIIM 480: Health Informatics Information Management Administration	MED	3		Financial management and human resource principles applied to the administration of health information systems. Includes a survey of training and development models, workflow and process design.	This course is part of a required curriculum by the accrediting body CAHIIM. The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional. The student will build additional knowledge of leadership roles including human resources management and team building, workflow and performance measuring, and financial management, preparing the student for a role as a leader in a healthcare organization. The student projects for this course may be integrated in to their PPE experience and become part of their resume for entering the workforce.
HIIM 482: Health Informatics and Information Governance	MED	3	HIIM 362	A study of health and consumer informatics with a focus on the electronic exchange of information, information integrity, data quality and application of information governance principles.	This course is part of a required curriculum by the accrediting body CAHIIM. The senior level HIIM student coursework focuses on applying the knowledge gained in the first three years and building that knowledge to a level where the student has value in the workforce as an HIIM professional. Students will build on knowledge from HIIM 362, and apply the knowledge to create professional projects (policy for PPE site and consumer educational materials). This course solidifies the students' knowledge of informatics and information governance and prepares them to share that knowledge in the workforce.
HIIM 484: Capstone in Health Informatics Information Management	MED	3	HIIM 486-concurrent	A comprehensive review of health information practices and principles. Includes a capstone essay and presentation. The student will rigorously prepare for the national Registered Health Information Administrator exam.	This course is the comprehensive review of all the accrediting body (CAHIIM) requirements and the preparation for taking the RHIA (Registered Health Information Administrator) exam. The student will complete a capstone essay and presentation, creating a summary of their program experiences and completing a portfolio that can be used to show work experience for interviews. The student will also take practice exams for the Registered Health Information Administrator (RHIA) national certification exam.
HIIM 486: Advanced Professional Practice in Health Informatics Information Management	MED	3	HIIM 368	Professional experience scheduled onsite at a healthcare organization. Provides supervised, structured work experiences. 240 clock hours of clinical/practicum rotation is required.	This advanced professional practice is required by the accrediting body CAHIIM. As with other senior level coursework, the focus is to prepare the student with experiences considered valuable in the workforce. The student will use this time during their final professional practice experience to focus on areas of special interest, performing tasks as assigned by the clinical site supervisor and working independently. The student and site supervisor will collaborate on special projects or needs of the clinical site. The experience will differ based on the assigned site and the student's personal areas of focus.
OTH 311: Anatomic Foundations of OT	MED	4	OTH Student Status	OTH 311 Anatomical Foundations of OT. 4 CR. PR OTH student status. A study of the anatomical foundations of human occupational performance and movement. Emphasis is placed on understanding how impairments and disruption of anatomical structures impacts occupational performance.	As part of a recent change in Educational Accreditation standards for occupational therapy Anatomy and Kinesiology were combined into a single course. The outcomes of student learning were judged to be unacceptable by the faculty. We are returning to a stand alone anatomy course with a dissection component and a focus on the anatomical abnormalities underlying many common conditions Occupational Therapists treat.
OTH 312: Functional Kinesiology in Occupational Therapy	MED	2	OTH Student	OTH 310, 2 CR. PR OTH student status. Study of movement used in occupational performance using of the principles of kinesiology including statics, dynamics, and biomechanics Emphasis on conducting functional movement analyses of occupational performance.	In response to education standards required by the American Counsel in Occupational Therapy Education, adjustments to curricular content have been made. Kinesiology content has been decreased slightly to increase focus on occupational science. A previous trial of teaching anatomy and kinesiology in the same course failed and the faculty of the occupational therapy program have decided to institute a two credit to address the kinesiological foundations of occupation.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 778: Travel Medicine and Global Pharmacy Practice	PHAR	2		Identifies and explores major issues in global health with a specific focus on global pharmacy practice and medication therapy. Students will also learn fundamentals in travel medicine so they can assist international travelers in preventing and treating travel-related maladies.	An elective course to provide students with knowledge and skills related to pharmacy practice across the world. This course is a component of the area of emphasis in global health that was recently approved by the graduate council.
PHAR 830: Pharmacy Practice and Management 4	PHAR	3		The fourth course in a five-course sequence (PPM 1-5). Introduces and reinforces the distributive, clinical, and administrative roles of pharmacists with a focus on health-systems pharmacy practice and highlights the pharmacist's role in financial management, pharmacoeconomics, and patient reported outcomes.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement of the new curriculum. The course is important to the practicing pharmacist as pharmacists need to have a strong understanding of the distributive, managerial, and clinical responsibilities in a hospital pharmacy setting.
PHAR 832: Service Learning Practice Experience 2	PHAR	1		The second course in a 2-semester series that introduces students to the basic principles of service learning through on-site healthcare-related service projects.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement of the new curriculum. The course focuses on service learning and students gain experiences working with individuals in the community. They also gain important communication skills which are necessary for practicing pharmacists.
PHAR 833: Endocrinology	PHAR	3		Fourth course in the systems-based therapy series with a focus on endocrinology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with endocrine diseases.	The School of Pharmacy is currently revising the Doctor of Pharmacy curriculum. This is a required courses that addresses important endocrine disorders, such as diabetes, that are prevalent in WV as well as across the country. Students also receive a diabetes certificate as part of the course, which is a growing requirement for community pharmacists in West Virginia.
PHAR 834: Immunology	PHAR	3		Fifth course in the systems-based therapy series with a focus on immunology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with immunological diseases and hypersensitivities.	The School of Pharmacy is revising the Doctor of Pharmacy curriculum. This is a required course where students learn about important immunological disorders and the drug therapy treatment of the diseases.
PHAR 835: Rheumatology and Pain	PHAR	2		Sixth course in the systems-based therapy series with a focus on management of rheumatologic disorders and pain. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with these diseases.	Students gain knowledge in rheumatologic diseases as well as appropriate pain management. Both areas are important for pharmacists to be able to manage medication regimens. In addition, proper use of pain medications and prevention of prescription drug abuse is important in the state of WV due to the high rate of prescription drug abuse.
PHAR 840: Pharmacy Practice and Management 5	PHAR	3		The fifth course in a five-course sequence (PPM 1-5). This course focuses on pharmacy management related to financial and operational management of pharmacies, marketing of pharmacy services, health and pharmacy policy and advocacy, and human resources management.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement of the new curriculum. The course is important to the practicing pharmacist as pharmacists need to have a strong understanding of pharmacy management, health and pharmacy policy and advocacy, and human resources management.
PHAR 843: Gastroenterology and Nutrition	PHAR	3		Seventh course in the systems-based therapy series with a focus on gastroenterology and nutrition. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with gastrointestinal diseases and nutrition support.	The Doctor of Pharmacy curriculum is undergoing curricular revision. This is a new required course that covers the pathophysiology and therapeutics of common gastrointestinal diseases as well as concepts of nutrition.
PHAR 844: Infectious Diseases	PHAR	3		Eighth course in the systems-based therapy series with a focus on infectious diseases. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with infectious diseases.	The Doctor of Pharmacy curriculum is undergoing curricular revision. This is a new required course that covers the pathophysiology and therapeutics of common infectious diseases and their drug therapy.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 845: Neurology and Psychiatry	PHAR	4		Ninth course in the systems-based therapy sequence with a focus on neurology and psychiatry. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with neurologic and psychiatric diseases.	Pharmacists must learn to manage the medications of patients with neurologic and psychiatric conditions. This course provides the knowledge and skills required.
PHAR 848: Acute Care Practice Experience	PHAR	2		Gain knowledge as well as hands-on experience in the acute care setting. Students will learn the key components of acute care practice, perform activities that would be expected to be completed in acute care experiential rotations (such as medication reconciliation and formulary monographs), and simulate rounding experiences in an interprofessional environment. Interprofessional education is a component of this course.	This course exposes students to acute care practice in a hospital setting. Many students pursue a career in this area and the course provides students with hands-on activities practicing in a hospital setting.
DENT 706: Interprofessional Education	SOD		Enrollment in the dental curricula	The IPE two semester course involves a series of activities aimed at promoting collaboration, communication and quality and safety among the health professions to ultimately improve patient care.	This course has been designed to include and enhance the four health professions seminars on interprofessional education developed at the health sciences center by providing additional content on "My First Patient", wellness, stress management, study skills, etc.
ADRC 102: Adventure in Society	TS	3		This course explores how outdoor adventure has transformed from a daily necessity for survival in early cultures to its modern form of recreational pursuit. Through readings, media, lectures and hands-on adventure experiences students explore historical and modern perspectives of popular adventure pursuits and their societal influence.	This course provides an examination of activities, philosophies, motivations and social context of adventure recreation participation and industry development. This course is foundational for students wishing to pursue higher level coursework focused on careers in adventure tourism and adventure recreation program management. The course is a good introduction to the topic and may assist freshmen and sophomore level students in determining a major areas of study. In the near future students in the WVUIT BHSS Interdisciplinary Studies Program will be able to select a discipline in Adventure Recreation Management which will build on this course.
ORIN 152: Learning Career Skills	UC	1		Provide students with information and resources necessary to begin building a strong foundation toward “Career Readiness” and an understanding of the importance of developing a comprehensive career plan. Students will be introduced to the advantages of developing an effective resume and associated career documents and the importance of beginning to define their career goals.	This is the second in a series of four one-credit hour career related courses that will complement academic development by supplementing curriculum with personal and professional development. This course specifically addresses the need for students to fully understand the specific extra- and co-curricular activities needed to succeed in their chosen career and the knowledge to identify, select, and successfully complete the appropriate experiential opportunities.

To: Faculty Senate Executive Committee
From: Kim Floyd, SCC Chair-Elect
Date: September 26, 2016
Re: Course Changes Report

Course and Title	Old Value	New Value
ACE 371: Strength and Conditioning Coaching Techniques		
Course Title	Strength/Condtng Coach Technqs	Strength and Conditioning Coaching Techniques
Prerequisite		EXPH 369 or ACE 369
Course Description	PR: EXPH 364 and EXPH 365 and ACE 369. Hands-on experience performing and coaching exercises to improve athletic performance. Specifics include resistance training, core exercises, proprioception rehabilitation, injury prevention, flexibility exercises, plyometric and explosive techniques, speed training, agility exercises.	Hands-on experience performing and coaching exercises to improve athletic performance. Specifics include resistance training, core exercises, proprioception rehabilitation, injury prevention, flexibility exercises, plyometric and explosive techniques, speed training, agility exercises.
Course Effective Term		Summer 2017
Justification for change		ACE 369 has always been a requirement for taking the ACE S&C minor. To accomodate EXPH students seeking the minor in ACE, we will accept EXPH 369 as an equivalent to ACE 369 in satisfying the pre-rec for taking ACE 372. Moreover, the EXPH 364 and EXPH 365 prerequisites are being dropped, as they are redundant (they are prererequisites to ACE 369, and EXPH 369 has similar prerequisites).
BIOL 439: Neuroethology		
Course Effective Term	Spring 2015	Spring 2017
Justification for change		The original prerequisite is not necessary for success in BIOL439, and prevents prepared students from taking the class. We originally set stricter pre-reqs to funnel students into the Area of Emphasis, but the AoE is not required in the department and students want to take BIOL439, but not other neuro courses. In reality, my class really only requires that students understand intermediate cellular/molecular biology, which is taught in Biol 219.
BIOL 486: Honors Investigation and Thesis		
Effective Term	Spring 2016	Spring 2017

Justification for Change		This course has served as a capstone for many years, but does not have the CAPS designation in Banner. This alteration seeks to add the CAPS designation.
ENGR 588:Graduate Cooperative Experience		
Course Grading Method	Normal Grading Mode	Pass/Fail Grading Mode
Effective Term		Spring 2017
Justification for change		Course was originally designed to be pass/fail, and has always been graded as pass/fail. Switching to normal grade mode will require an additional level of oversight not originally called for in the original class design.
HONR 200: Peer Mentoring		
Course Number	402	200
Course Title	Foundations of Peer Mentoring	Peer Mentoring
Effective Term		Spring 2017
Rationale		The curriculum created for this course is designed to help Honors students interested in becoming peer mentors to develop skills that will prepare them to lead Honors 199. Mentors' involvement with first-year Honors students at West Virginia University is an essential component of their overall experience and the mentors will help shape and mold new students' perceptions of both the Honors College and WVU, which makes this course unique to other Honors courses. This course will prepare mentors to become confident, resourceful facilitators and peer educators.
Justification for change		Changing the name of the course to Peer Mentoring is a more appropriate title for this particular course. The course is open to only Honors students who are interested in becoming Peer Mentors. Likewise, changing the course number to 200 is more appropriate considering the curriculum content and the fact that most mentors take this class before their senior year
HONR 201: Peer Tutoring		
Title Change	Peer Leadership	Peer Tutoring
Credit Hour Change	1	2
Course Repeat Limit		3
Course Repeat Units		9
Variable Credit	Yes	No
Course Repeatable	Yes	No
Effective Term		Spring 2017

Course Description	(May be repeated for a maximum of 9 credit hours.) This course is a forum for the exchange of ideas and an environment where tutors learn effective tutoring strategies.	This course is a forum for the exchange of ideas and an environment where tutors learn effective tutoring strategies.
Rationale		Honors 201: Peer Tutoring is a 3-credit lecture and discussion course designed to support and educate aspiring tutors for the Honors College's tutoring program, the testWELL Learning Center. HONR 201 is an introduction to the basic principles, practices, and current theory of peer tutoring. The course focuses on basic skills and techniques. This course will serve as a forum for the exchange of ideas and an environment where peer tutors can learn and discuss effective strategies for helping their peers study various subjects.
Justification for change		Changing the course title to "Peer Tutoring" is more appropriate than "Peer Leadership". This class is solely for students interested in becoming tutors in the Honors College.
HONR 205: Human Inquiry and the Past		
Course Title Change	English Ritual, Drama, and Dance	Human Inquiry and the Past
Course Description	Morris dance and Mummers plays are an important part of the culture and heritage of working-class England. This class looks at their orgins, and their impact on society and politics. Participation in dance required.	An introduction to the humanistic study of historical, philosophical, and spiritual inquiry through focused, engaging subjects.
Course Has content covered by other academic unit	No	Yes
Course Has content covered by other academic unit Documents		HFC_Sign-Off_Memos.pdf
Effective Term		Spring 2017

Rationale		Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 205: Human Inquiry and the Past will serve this role for GEF 5, though different topic will have a separate alpha attached (e.g HONR 205a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEFCo. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.
Justification for change		Prior version of course is no longer being taught. We are reusing course for this new purpose. Prior iterations of HONR 205 (201308 and earlier) would appear without an alpha; any section going forward as a flexible title will have an alpha attached to the end of the course number, and therefore double-counting will not be an issue.
HONR 301: Advanced Peer Tutoring	Advanced Peer Leadership	Advanced Peer Tutoring
Course Title Change		
Course Effective Term		Spring 2017
Justification for change		Changing the title of the course from "Advanced Peer Leadership" to "Advanced Peer Tutoring" is more appropriate for this particular course. Only certified tutors who have completed HONR 201 are eligible to take this course.
Varible Credit		
Credit Hours	Minimum: 1 or	Or Maximum 2
Course is Repeatable		Maximum Number of Hours the course may be repeated for: 9
Justification for change		This change in hours will put us in-line with our accreditation for a 30 credit program.
NSG 211:Health Assessment & Communication		
Course Long Title	Health Assessment/Communication	Health Assessment & Communication
Course Short Title	Health Assessment/Communicatn	Health Assess. & Communication
Effective Term		Spring 2017
Rationale		This course provides the nursing assessment and therapeutic communication skills, which is the foundation of undergraduate nursing education. There are only minor changes to the course based on bringing the ELO's back to an introductory level for nursing.

Justification for change		Behavioral change techniques are covered in the senior level mental health course. Thus the ELO related to behavioral change techniques has been removed. Additionally the ELO related to demonstrating an understanding of basic leadership skills has been removed, as this was determined to be above the level of beginning nursing students.
NSG 310: Maternal Infant Nursing & Women's Health Care		
Course Long Title	Women's Health Across Lifespan	Maternal Infant Nursing & Women's Health Care
Course Short Title	Women's Health Across Lifespan	Mat/Inf & Women's Health Nsg
Credit Option	Or	
Credits Low	0	4
Credits High	4	
Variable Credit	Yes	No
Effective Term		Spring 2017
Justification for change		The revised title better reflects course content which includes women's health topics.
NSG 376: Clinical Nursing Pharmacology		
Course Effective Term		Spring 2017
Prerequisite Change	NSG 212 And NSG 311	NSG 211 - Minimum Grade of C
Justification for change		This change will provide students who are out of the traditional progression sequence to enroll in pharmacology concurrently with NSG 212.
ORIN 151: Choosing a Major and Career		
Subject Code Change	Undergraduate Studies (UGST)	Orientation (ORIN)
Title Change	Career Exploring and Planning	Choosing a Major and Career
Credit Hour Change	2	1
Effective Term		Spring 2017
Description	Exploration of careers and college majors with special emphasis on individual interests, abilities, and values. Most beneficial to freshman/sophomores, also for juniors and seniors who are uncertain of career paths.	Provide guidance and clarity to students that are unsure about a major and career. Course addresses first time freshman undecided and those students that discover that their initial major or career choice does not match their personal and professional aspirations. Students will be guided through a formal assessment of their personal characteristics, consider possible career choices and identify associated majors.

Justification for change		Current career courses taught by Career Services Center counselors consist of 2 two-credit hour courses. As part of a campus-wide initiative to better integrate personal and professional development into the academic process, these courses have been restructured to consist of 4 one-credit hour courses. This approach will provide students with a more focused and customizable pathway to career success.
OTH 301:Professional Foundations of OT		
Course Title	Professional Foundations	Professional Foundations of OT
Credit hours	3	2
Effective Term		Summer 2017
Justification for change		Previous content in this course has been moved to a new course and this course is being decreased in credit hours to maintain the credit hours necessary for graduation.
PHAR 822: Service Learning Practice Experience 1		
Effective Term	Fall 2016	Fall 2017
Description	The first course in a 2-semester series that introduces students to the basic principles of service learning through on-site healthcare-related service projects.	The first course in a 2-semester series that introduces students to the basic principles of service learning through on-site healthcare-related service projects. Interprofessional education is a component of the course.
Justification for change		The catalog description has been updated to reflect that it contains a component of interprofessional education.
PHYS 101: Introductory Physics		
Course Description	PR OR CONC: MATH 128 or MATH 129 or MATH 150 or MATH 153 or MATH 154 or MATH 155 or MATH 156 or a satisfactory score on the QRA exam. The fundamental philosophy and principles of physics are applied to studies of mechanics, sound, heat, and thermodynamics through demonstrations, problems, and experiments. Pre-requisites and/or co-requisites may differ on regional campuses.	PR OR CONC: MATH 128 or MATH 129 or MATH 153 or MATH 154 or MATH 155 or MATH 156 or a satisfactory score on the math placement assessment exam. The fundamental philosophy and principles of physics are applied to studies of mechanics, sound, heat, and thermodynamics through demonstrations, problems, and experiments. Pre-requisites and/or co-requisites may differ on regional campuses.
Credit Option	Or	
Credit Hours	0	4
Credits High	4	
Variable Credit	Yes	No
Effective Term		Spring 2017
Prerequisites		PR OR CONC: MATH 128 or MATH 129 or MATH 153 or MATH 154 or MATH 155 or MATH 156 or a satisfactory score on the math placement assessment exam.
Justification for change		Math department no longer uses the QRA exam

To: Faculty Senate Executive Committee
From: Karen Haines, Chair, Senate Curriculum Committee
Date: September 26, 2016
Re: Capstone Report

		How will students demonstrate each of the following abilities:				
Course and Title	**College**	**Gather material independently, as needed**	**Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:**	**Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:**	**How is the written component of the Capstone Experience completed?**	**How is the oral component of the Capstone Experience completed?**
BIOL 486: Honors Investigation and Thesis	Eberly	Biology 486 consists of a series of three semesters where students plan and execute a research project in the field of biology. Working with their research mentor, students learn methodological techniques to collect data independently for their project. Students critically read and evaluate primary literature pertinent to their research topic, glean relevant information, create testable hypotheses, and design their research approach. Students apply laboratory techniques required to collect data to test their hypotheses. Students analyze, interpret and present data that they gather. Students evaluate their research results to see the effectiveness of their methodology, help resolve any issues, and formulate possible new directions for their research. So the material they gather independently is information from the research literature and they collect data for their research project over several semesters.	Students formulate hypotheses and test them when conducting a research project over three semesters. This requires the utilization of biological information they have learned previously. They are conducting research and applying the scientific method they have learned about and seen applied throughout their courses. Depending on the area of research for their specific project (ecology, cell biology, genetics, neurobiology, physiology, animal behavior, cancer biology, among others) students apply knowledge they have gained in upper-level courses as well.	Any research project involves scientific ethics – that is, having integrity in your gathering and analyses and following standards of conduct while working within a group of researchers in a mentor's lab. Research involves cooperation and coordination among many different people in the research lab and possibly across different departments and institutions. Working in such a way promotes the values that are essential to collaborative work, such as accountability, respect, and fairness. Depending on the research project there can be additional ethical considerations involving specifics of their project such as possible environmental impacts, HIPPA privacy, and use of laboratory animals.	Students design, organize and write a research proposal and Honors thesis, gaining skills in scientific writing. In their first semester, students complete drafts of their introduction and methods, provide them to their research mentor, and revise drafts to eventually produce a proposal. In their third semester, students complete drafts of their introduction, methods, results and discussion, provide them to their research mentor, and revise drafts to eventually produce a final thesis. They design ways to best present their data using tables, figures, charts and graphs.	Students practice effective verbal communication skills throughout their three semester project, primarily during their first and last semesters. In their first and third semesters, Biology 486 students defend their proposal or thesis before their committee. During their defense they present their project for about 10-20 minutes and then answer questions from the committee.

		How will students demonstrate each of the following abilities:				
Course and Title	**College**	**Gather material independently, as needed**	**Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:**	**Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:**	**How is the written component of the Capstone Experience completed?**	**How is the oral component of the Capstone Experience completed?**
UTCH 430: Apprentice Teaching in Math and Science	CEHS	Students will be required to design their own instructional plans for teaching extended periods in middle or high school classes. They will be required to gather appropriate materials to put into their lessons including but not limited to literature sources, laboratory equipment and materials, safety equipment, etc...and utilize them to design instructional activities appropriate for the content and grade level they are teaching.	By demonstrating their skill at teaching in the middle or high school classroom they will directly demonstrate their practical knowledge of teaching. Direct classroom observations and video taped teaching will document their practice. Their theoretical knowledge is demonstrated predominantly in their lesson planning process but will also be present in the final portfolio which requires them to use their theoretical knowledge to analyze their own teaching for improvement in practice.	Teaching is inherently ethical in nature. The analysis of their video taped practice will require them to look at ethical and societal issues particularly as it relates to instruction for all students in their classroom including student differences such as socioeconomic status, gender, race, ethnicity, sexual orientation, religious views just to name a few.	Written component of the Capstone experience will be completed in portfolio format. Students will prepare a portfolio in which they will analyze several video taped sessions of them teaching to their own middle or high school students. They students will be required to respond to specific prompts related to the national professional teaching standards. This portfolio is a required component for submission to the State of West Virginia for certification in the specific content areas.	Individual meetings between each student and the corresponding instructor will be held to discuss the theoretical and practice aspects of the final portfolio. Students will be asked questions regarding specifics within their portfolio to elaborate on and provide a sample of teaching (either live or video analysis).

To: Faculty Senate Executive Committee
From: Kim Floyd, SCC Chair-Elect
Date: September 26, 2016
Re: Alterations Report

Course	Old Value	New Value
ACE 368: Sport Movement Analysis		
Prerequisites	PET 124 and PET 125	PET 124 and PET 125.
Effective Term	Summer 2016 and Fall 2016	Spring 2017
Rationale	PET 124 and PET 125 are needed to provide the foundation necessary for success in ACE 368.	Modified per-requisites to align with the new plan of study.
Justification for change		Only change is the pre-requisites and Effective Term
BCOR 330: Information Systems and Technology		
Prerequisites	CS 101.	ACCT 202 - minimum grade of C-
Effective Term		Spring 2017
Rationale		The prerequisites for this class have altered, and are now indicative of what a student needs to know prior to enrolling in BCOR 330.
BCOR 350: Principles of Marketing		
Prerequisites	ACCT 202 and ECON 202 and (ECON 225 or STAT 211) with a minimum grade of C- in each.	ACCT 202 and CS 101 and ECON 202 and ECON 225 (or STAT 211) and ENGL 102 with a C- or better, MATH 150 or 154, or 155 or 156 with a D- or better
Rationale		The College of Business and Economics will begin direct admitting select students (meeting certain HS GPA and SAT/ACT scores) into the majors offered by the College. It is the College's belief that CS 101, ENG 102 and MATH 150 (or 154, or 155 or 156) are required for concepts taught within the major. The pre-requisites are being added to this course because it is the first course in the sequence of upper division Marketing courses. CS 101: Intro to Computer Applications is a foundation course for all business applications. ENG 102: Composition and Rhetoric provides an important foundation for research based writing assignments in the core courses. MATH 150 (or 154, or 155 or 156) is for developing analytical and problem solving skills emphasized in many Marketing courses including MKTG 325: Marketing Analytics and MKTG 350: Product and Price Policies. It is essential that students take the above pre-requisites prior to taking these, among other, upper division courses.
GEOL 419: Advanced Petroleum Geology		
Number Change	619	419
Description	Petroleum source rocks, thermal and biogenic maturity, primary and secondary migration of oil, porosity development in reservoirs, permeability. (Required weekend field trip.)	Topics include petroleum source rocks, primary and secondary migration of oil, porosity and permeability development in reservoirs. Focus on the nature of hydrocarbon resources, their importance to civilization, and on the role of the petroleum professional in the industry and society.
Effective Term		Spring 2017
Prerequisites		GEOL 341, Structural Geology and GEOL 311, Stratigraphy and Sedimentation. Note: GEOL 311 may be taken as a co-requisite.

Justification for change		Would like to move the course to enable advanced undergraduate geoscience majors/minors and first year graduate students to obtain a strong theoretical and practical background in petroleum geology. We have moved petroleum geology 472 to a lower level to accommodate the petroleum engineering and energy land management majors that do not have the geologic background (I cannot use the 472 number) This course alteration would enhance the education of our advanced undergraduates while continuing to serve our graduate students.	
NSG 360:Ethics and Health Policy			
Prerequisite Change	NSG 311 And ENGL 102	ENGL 102 and NSG 212	
Justification for change		If the NSG 311 prerequisite is not removed, students are unable to progress in the program in an individualized sequence. Removing the prerequisite will not hinder student learning in this course.	
Effective Term		Spring 2017	
ULIB 300: Film and Media Literacy			
Course Description	Introduction to media literacy, film vocabulary, criticism, databases, conventions, cliches, and characteristics of genre films to guild evaluating and critiquing films. Online course; films on media library reserve.	Introduction to media literacy, film vocabulary, criticism, research databases, conventions, cliches, and characteristics of genre films to guild evaluating and critiquing films. Online course; films on electronic media library reserve.	
Justification for change		GEC to GEF transition	
ULIB 302: Research for Non-Profits			
Number Change	200	302	
Justification for change		The course level has been changed from a 200 level course to a 300 level course. This was done because the career focus of the course and the level of research and writing required better aligns with junior level courses. To solidify its place as a 300 level course, additional readings were added and an additional writing component was added to the final project, the Research Portfolio. We would also like the course included in the GEF courses under foundation area 4, Society & Connections. The course requires students to gain civic knowledge, specifically knowledge of how non-profit foundations are organized and funded as well as the role they play in US society. Also, a significant portion of the course focuses on the analysis and creation of communication strategies used in successful grant proposals.	
Course Deactivations:			
PCOL 744:Pharmacology 2			
PSIO 741: Physiological Methods 1			
PSIO 746: Neurophysiology			
SPAN 462: Commercial Spanish 2			

To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, GEFCo Chair
Date: September 26, 2016
Re: GEF Actions

The General Education Foundations Committee met on August 29, 2016 and recommends the following courses for Faculty Senate approval:

Title	Course Type	General Education Foundations
ADRC 102: Adventure in Society	New GEF	F5. Human Inquiry & the Past
ADV 215: Principles of Advertising	New GEF	F4. Society & Connections
HIST 105: The Middle East	New GEF	F7. Global Studies & Diversity
HONR 205: Human Inquiry and the Past	New GEF	F5. Human Inquiry & the Past
PR 215: Introduction to Public Relations	New GEF	F4. Society and Connections
ULIB 302: Research for Non-Profits	New GEF	F4. Society and Connections

To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, GEFCo Chair
Date: September 26, 2016
Re: GEF Transition Review

The General Education Foundations Committee met on August 29, 2016 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations
COMM 410: Family Communication	GEF Transition Review	F4. Society and Connections
ULIB 300: Film and Media Literacy	GEF Transition Review	F6. The Arts & Creativity