Minutes
West Virginia University Faculty Senate
Monday, March 7, 2016

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:21 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Davis, D.	Kiefer, A.	Post, E.	Sperow, M.
Attaallah, A.	Davis, D.	Kirby, B.	Proudfoot, C.	Srivastava, A.
Bass, A.	DiBartolomeo, L.	Knight, J.	Prudhomme, J.	Stolzenberg, A.
Benedito, V.	Donley, D.	Kuhlman, J.	Rakes, P.	Theeke, L.
Bergner, G.	Downes, M.	LaBarbara, J.	Reddy, R.	Tou, J.
Bernardes, E.	Elmore, S.	Lieving, G.	Reymond, R.	Tu, S.
Boone, D.	Eschen, E.	Mandich, M.	Rockett, I.	Turton, R.
Boyd, J.	Famouri, P.	Martucci, A.	Rose, T.	Utzman, R.
Brazaitis, M.	Fint-Clark, R.	Maynor, L.	Rowlands, A.	Valenti, M.
Bryner, R.	Fuller, E.	Mays, M.	Ruscello, D.	Vona-Davis, L.
Campbell, L.	Haines, K.	McTeer, M.	Ryan, E.	Walter, S.
Carpenter, R.	Harris, T.	Merrifield, J.	Ryan, K.	Waterson, R.
Cottrell, L.	Hauser, D.	Mitchell, M.	Salm, A.	Weed, S.
Crawford, A.	Hengemihle, B.	Mucino, V.	Scott, D.	Weihman, L.
Cronin, A.	Hodge, J.	Myers, S.	Scott, H.	Wietholter, J.
Crosno, J.	Ibrahim, M.	Nicholson, R.	Shockey, A.	Wilcox, G.
Culcasi, K.	Jacknowitz, A.	Nutter, R.	Sowards, A.	Wilson, M.
Davari, A.	Jaczynski, J.	Orlikoff, J.		

Members Excused:

Bowman, N.	Clement, D.	Gannon, K.	Li, B.	Regier, M.
Brock, R.	Cohen, S.	Hileman, S.	McCusker, B.	Riedel, B.
Burt, A.	Dietz, M.	Hutson, Z.	Murphy, E.	Widders, E
Claycomb, R.	Fisher, S.	Kleist, V.		

Members Absent:

Billings, H.	Connors, J.	Gilleland, D.	Lofaso, A.	Schaefer, G.
Bonner, D.	Floyd, K.	Lee, S.	Montgomery-Downs, H.	Shrader, C.
Bowen, E.	Giacobbi, P.	Lively, M.	Murray, P.	Stimeling, T.
Burnside, J.				

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the minutes from the Monday, February 8, 2016 meeting. Motion carried.

3. Provost Joyce McConnell reported the following:

- She thanked everyone who joined in the celebration following the announcement of our designation as an R1, or highest research activity, university. President Gee's State of the University address focused on strengthening and transforming three pillars of the University and the state: education, health, and prosperity.

- We are putting together SWOT teams to examine ways in which we can enhance revenue or achieve savings. Academic SWOT teams are determining how we can enhance programs and increase enrollment.
- We are moving forward on reforming international education programs and research. We currently have a decentralized model which is not meeting our needs.
- Mindy Walls has been working on building a network for entrepreneurship education that flows across all colleges. That project is going incredibly well.
- We are focusing on improving the ways in which we interact with corporate sponsors of research, scholarships, internships, and career placement. Cynthia Sweet, Director of WVU Central Corporate Relations Office, launched the first event for our corporate partners at the March 2 basketball game.
- A Center for the Humanities will be established with initial funding of $250,000 for programming and for a director. The Center will be housed in the library, alongside our digital publishing operation and the WVU Press.
- The inaugural scholarship celebration for humanities and arts faculty will take place on March 8. The celebration will feature publications, performances, and pieces of art.
- The Honors College and the Office of Undergraduate Research have developed a procedure to recognize faculty members who mentor undergraduates in research or creative endeavors. Nominations are being accepted until March 15. Awards in the amount of $1000 will be presented at the annual Honors College recognition ceremony.
- Twenty people attended mediation training at Oglebay Resort and Conference Center during the week of February 22.
- Sally Hodder, director of the West Virginia Clinical and Translational Science Institute, was appointed to the National Institutes of Health's National Advisory Allergy and Infectious Diseases Council.
- Elizabeth and Ken Fones-Wolfe have won the Organization of American Historians award for their book on labor history, *Struggle for the Soul of the South*.
- Brian Popp and Michelle Richards-Babb, Director of the Office of Undergraduate Research, recently received $300,000 to support undergraduate research.
- Two professors from Statler College earned NSF CAREER awards. Jennifer Weidhaas, assistant professor of civil and environmental engineering, earned the award for her work in developing a rapid method for tracking hundreds of waterborne pathogens. Slava Akkerman, assistant professor of mechanical and aerospace engineering, earned the award to further his work on promotion and prevention of flame acceleration and transition to detonation.
- The faculty panel for promotion and tenure met on March 7 for orientation.

4. President E. Gordon Gee reported the following:

- He appreciates those who were engaged in the State of the University celebration on March 1. He believes we need to "celebrate more and recognize more." One event we want to acknowledge and celebrate is that this is the 15th year of the Promise Scholarship. That scholarship makes an enormous difference in the ability of people to have access to higher education.
- We had a wonderful gathering of faculty, students, and donors in Florida. The quality of presentations and the impact that they have on our fundraising, our visibility, and our ability to tell our story is remarkable.

- The bill removing the requirement for WVUIT to remain in Montgomery passed the Senate and will be returned to the House with minor amendments.

5. Chair Turton reported the following:

   - ITS is now conducting training sessions on the new eSEI. Contact Jessika Thomas if you would like to schedule training for your department.
   - The ombudsman search is underway. The search committee has met a couple of times and recommendations will be forthcoming.
   - We are still working on the Faculty Senate web site. Most of the glitches have been resolved, although we are still continuing to archive some information. Photographs have been added for committee chairs and for the BOG representative.
   - The Teaching & Learning Commons will be holding their Sandbox Open House at the Evansdale Library on March 17 from 10 am to 2 pm. He suggests everyone attend who is interested in learning new techniques for the classroom.
   - Ballots for the Faculty Senate election were emailed on Friday, March 4. The election will close on Thursday, March 10.

6. There are 7 people who have declared their candidacy for Faculty Senate chair-elect: Ednilson Bernardes, College of Business & Economics; Nick Bowman, Eberly College of Arts & Sciences; Anne Cronin, School of Medicine; Becca Fint-Clark, Extension Service; Anne Lofaso, College of Law; Cindi Shockey, School of Dentistry; and Matt Valenti, Statler College of Engineering and Mineral Resources.

   The chair asked for additional nominations from the floor; none were given. It was moved and duly seconded to close the nominations for chair-elect. Motion carried.

   Prior to the election, candidates for chair-elect will present personal statements at the April 11 Faculty Senate meeting.

   A similar process will be followed for the new Board of Governors representative from extension service or health sciences. Faculty Secretary Alan Stolzenberg will post an announcement by March 28 seeking candidates for that position. Nominations will also be accepted at the April 11 Faculty Senate meeting, with personal statements to be presented at the May 9 meeting.

7. Matthew Valenti, 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.
   Annex IV, Alterations Report, was presented for information. Report filed.
   Information items: Medieval & Renaissance Studies Minor, Curriculum Changes for Physical Education Teacher Education Major, Agricultural and Natural Resources Law Minor, Arabic Studies Minor, and Biomedical Engineering Minor. Reports filed.
   Consent Agenda items: BS Degree in Entrepreneurship and Innovation, Music Therapy Major, Change from AoE to Major in Sociology, and Change from AoE to Major in Anthropology. Motion carried.

   Dr. Valenti explained that the Curriculum Inventory Management system (CIM) is the official repository for all information related to courses, including the course description, prerequisites,

expected learning outcomes, and the syllabus. Expected learning outcomes and syllabi are not yet in CIM for the vast majority of courses. However, Series 17 requires that we post expected learning outcomes for our courses. Curriculum Committee is therefore working with the Office of the University Registrar, administration, and academic units to begin collecting that information. In addition, a newly revised form in CIM requires that expected learning outcomes and syllabi be present for all course proposals; this was previously not the case for course alterations.

8. David Hauser, Chair, General Education Foundations Committee. No report.

9. Toni Christian, Director of Employee Benefits, and Kimberly Zaph, Employee Wellness Program Manager, provided an overview of resources and activities available through WVU Employee Wellness. Annex VI.

10. Roy Nutter, ACF Representative, reported that we will need to pay attention to budget discussions next week. The West Virginia constitution requires a balanced budget, so the legislature will either need to increase revenue or decrease spending.

11. Richard Turton, BOG Representative, reported that the Board of Governors:

    - discussed the announcement that Sean McWilliams was part of a team that discovered the existence of gravitational waves,
    - discussed the announcement that the CAFEE (Center for Alternative Fuels, Engines and Emissions) group won the 2016 Roadshow by CNET Disruptor of the Year award,
    - approved a new PhD program in Forensic Science,
    - approved a name change for the Department of Chemical Engineering to the Department of Chemical and Biomedical Engineering, and
    - received an update on the status of undergraduate applications for admission, which are up by about 25% over last year.

12. Jennifer Orlikoff moved for approval of Annex V, the Preferred Name Policy. Motion carried.

13. New Business

    Chair Turton suggested that the Faculty Senate begin a conversation about the SEI. Questions to consider include: What does the information gathered by the SEI actually tell us? Is there an easier way to gather that information? Could we do this by asking a lot fewer questions, and would it be more meaningful if we did? Is there a better way to evaluate how people teach?

14. The meeting adjourned at 4:33 p.m. to reconvene on Monday, April 11, 2016.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Matthew Valenti, Chair, Senate Curriculum Committee
Date: February 22, 2016
Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
AVS 476: Animal Assisted Activities and Therapy	AGFOR	3	AVS 276	Lecture and laboratory sessions focus on Animal Assisted Activities and Therapies. Students will learn to critically evaluate the research in this area and will learn hands-on about implementing Animal Assisted Activities with varying poplations.	The Animal Sciences department offers a companion animal science course that discusses small companion animals; however, there is currently no course offered in Animal Sciences that allows students to experience hands-on experience with small animals. A&VS 476 will offer students regular interactions with small animals, including health care, maintenance, and training. Many Animal Sciences students are pre-veterinary, so experience with a variety of large and small animals in important, but so far, lacking in this department.
BIOL 434: Forensic Biology Laboratory	AS	1	PR or CONC: BIOL 432.	Prepares students in the processing of biological samples for DNA analysis, including presumptive and confirmatory testing, isolation of nuclear DNA, quantification, amplification, and analysis of DNA. Extensive hands-on practical experience and application of knowledge.	Approval of this stand alone lab will allow students to take Forensic Biology (BIOL 432) with or without the laboratory component. BIOL 434 is designed for the forensic biology student who wishes to gain more hands-on/practical experience in a DNA laboratory. It will also be appropriate for those biology students who wish to explore an interest in forensic science. Finally, it is an excellent choice for the forensic examiner student that is double majoring as a forensic biologist.
CHEM 533: Advanced Structure Determination Using Spectroscopic Methods	AS	3	Graduate standing or consent.	In depth exposure to the techniques for identifying the functionalities and elucidating the bond connectivity of unknown organic molecules using UV, IR, and NMR spectroscopy and mass spectrometry techniques.	The ability to elucidate the structure of organic molecules is an essential skill in modern-day research in the fields of organic/inorganic chemistry. The chemistry department currently does not offer an advanced, graduate-level structure determination course specifically focused on spectroscopic techniques for the synthetic organic chemist. This course will complement CHEM 723 (Physical Methods in Inorganic Chemistry), a course focused on spectroscopic techniques for the synthetic inorganic chemist. This course when taught along side advanced organic chemistry courses (CHEM 531 and CHEM 532) and an advanced inorganic chemistry course (CHEM 521) serves as a minimum standard course rotation for the graduate curriculum of synthetically oriented students.
COMM 632: Humor and Communication	AS	3		Advanced study of humor research as a communication process, from both source and receiver perspectives. The class investigates humor theories, research on functions, enactment, and applications of humorous communication across various work and social contexts.	Research on the enactment of and responses to humor is a burgeoning area of consideration in the field of communication studies. Multiple universities are publishing research on the communication of humor, and there is an entire journal devoted to the study of humor (International Journal of HUMOR). There are also current and forthcoming edited volumes on humor: R. DiCiccio (2012) (Ed) Humor Communication: Theory, Impact and Outcomes. Kendall Hunt Publishing. Forthcoming; R. Chris (Ed), Humor at work. Routledge), as well as existing specific perspective books, e.g., A. du Pre (1997) Humor and the Healing Arts: A Multimethod Analysis of Humor Use in Health Care (Routledge Communication Series). But the understanding of what constitutes humor, its functions, how it can be effective or ineffective, how it may differ by context, and the theoretical underpinnings of humorous communication are currently often overlooked, or misunderstood within specific curricula. In order to stay current in the field, as well as looking to the future, there needs to be a humor communication component. From a graduate student perspective, research on humor and communication is a fertile area. New researchers encounter a great array and depth of topics and theories related to humor from which to choose, and can undertake career-building work. Humorous communication has been studied, and is applicable across multiple contexts (e.g., health communication, educational settings, mediated channels, persuasion, organizational communication, interpersonal interactions). Therefore the foundation of humor elements can be extended in many directions depending upon the goals of the student, and needs of the department.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
COMM 645: Masspersonal Communication	AS	3		Examines intersections of interpersonal and mass communication research. The role of interpersonal communication in campaigns, computer-mediated communication, avatar effects, and celebrity and character attachments is explored, as well as the effect of media use on interpersonal communication.	This elective course is about "masspersonal communication," a relatively new field of inquiry in communication studies. Current theory and research on the dynamics of interpersonal communication about media (e.g., discussion about campaigns, co-viewing, or shared television experiences) as well as interpersonal communication in mediated environments (e.g., in virtual reality, in social network sites, or in chatrooms) will be covered. Doctoral students or MA students who plan on researching or going into fields involving strategic communication, social media, or human-computer interaction will be well served by taking this course.
FIS 450: Computational Forensics	AS	3	MATH 155 or consent.	An introductory-level course exposing students to non-traditional and technology driven approaches to forensic analysis, with specific emphasis on forensic imaging, analytical modeling, and computer programming.	The last decade has witnessed explosive advances in technology and personal computing. Although no one would deny the rewards society has reaped from these advances, there is now a clear and significant gap between pure consumption of technology and our ability to truly understand and change the way these advances can shape the future. The purpose of this course is to help forensic science students realize that they have (or can readily acquire) the necessary skills to not only utilize, but also shape the way computational methods are used in criminal proceedings. To realize this, forensic students must acquire a diverse set of skills that constitute a unique mix of engineering, computer vision and imaging science. This class is the only course at the undergraduate level in the Forensic Investigative Science program that addresses this need. Since computational forensics is far too broad of a field to cover in a single semester, the goal of this course is to instill basic knowledge, curiosity and confidence so that students can envision the use of technology, programming and computational theories in their future careers, and hopefully become inspired to actually drive progress.
HIST 198: History Fundamentals	AS	1		This course introduces students to the fundamental skills necessary to successfully pursue the study of History. The course focuses on reading historical literature, expressing historical ideas in written and oral forms, note taking, time management, test taking, and study skills.	This course is an important part of the History Department's retention program. History direct admits freshmen and fifty percent of its majors are transfers from other departments. A significant number have weaknesses in the skills needed to succeed in the major. This course will enable them to strengthen their skills in reading and writing history and their overall academic skills.
LEGS 645: Judicial Legal Process	AS	3		Introduction to the structure of the U.S. judicial system. Focuses on how beliefs and social conditions influenced the development of the United States Constitution, the institution of judicial review, and judicial participation in governing.	This course supports the criminal justice focus. One of our principle target groups for this program is law enforcement officers. These students are best served by courses with more criminal justice focus than currently available.
LEGS 751: Punishment and Corrections	AS	3		Introduction to certain bodies of law in the areas of punishment and corrections, including statutory codes, common law doctrines, and executive agency rules. Focuses on the application of rules that govern those who enforce our system of punishment.	This course supports the criminal justice focus. One of our principle target groups for this program is law enforcement officers. These students are best served by courses with more criminal justice focus than currently available.
LEGS 752: Homeland Security	AS	3		Introduction to current public management policies and issues relevant to security of the United States. Provides both traditional students and current practitioners with a broad, up-to-date, multidisciplinary overview of homeland security as a contemporary subject of intense interest and inquiry, and as an emerging academic discipline.	This course supports the criminal justice focus. One of our principle target groups for this program is law enforcement officers. These students are best served by courses with more criminal justice focus than currently available.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHIL 360: Truth, Proof, and Possibility	AS	3	PHIL 260	Concepts of mathematical, philosophical, and modal logic, including the proof theory, soundness and completeness of standard propositional and first order logic, trivalent and intuitionistic logics, and semantics for quantified modal logic.	By introducing students to advanced topics in logic, this course is designed to further develop students' skills at reasoning and abstract thinking. It fits the needs of the program in several ways: It diversifies courses offered by the Philosophy Dept.: In particular, as a 300-level course, it gives students more options to satisfy the major requirement of 18 credit hours of 300+ level courses: It covers an important topic in the history of 20th century philosophy not covered by any course currently in the catalog, and: It satisfies current philosophy students' requests for an advanced logic course.
POLS 462: Intelligence Failures	AS	3		Explores complicated attempts to understand what constitutes an "intelligence failure" and how policy, intelligence, and decision-makers approach these issues. Evaluates the validity of theories of intelligence failure in analyzing case studies.	This is a "policy" course that focuses on getting students to work on critical thinking skills. The policy focus refers to getting students to think through how academic theories can be applied in the real world, and gets students to consider issues of decision-making, psychological aspects of leaders, bureaucratic politics, and domestic politics and how all of that affects the actions that states do. Critical thinking is fundamental, as students must take a variety of theories and apply them to case studies to determine if the theories explain the cases.Additionally, this course exposes students to the history of specific intelligence agencies and the history of intelligence, which is critical to two Areas of Emphasis within certain majors. Students focusing on national security (whether in Political Science or International Studies) will learn about the structure, focus, actions, and relationship to policymakers of intelligence agencies at a variety of historical times. This is critical to the overall success of students pursuing work within the policy world.
SOCA 226: Sexuality and Society	AS	3		Examines sociological perspectives on sexuality, sexual identity, and associated attitudes and beliefs. Emphasis is given to processes through which these concepts and our understandings of them are socially constructed.	Courses on sexuality are standard in sociology curricula in universities across the country. Research on sexuality also constitutes a central area of scholarship in sociology. Adding this course will align the WVU sociology program with the national and international standards and expectations of the discipline, and it will better prepare our students for their post-graduate careers. The course will serve sociology majors and minors. Is placed at the 200 level because it offers a broader introduction to this area of scholarship, rather than a deep engagement with theory and methods. May pursue GEF approval for the course in the future.
SOCA 417: Sociology of Globalization	AS	3		Examines the social origins and implications of the growing interconnectedness of our world. Emphasis is given to economic, political, cultural, and environmental dimensions of globalization.	Adds another key upper level elective for sociology majors and minors. The study of globalization is a frequently offered course in peer programs. It is placed at the 400 level because of its deeper engagement with theory and evidence than lower level courses.
SOCA 464: Rural Criminology	AS	3	SOCA 232 and SOCA 234	The sociological study of crime and social control in rural communities. Focuses on theories and empirical research on rural and small-town crime, and implications for preventing and controlling crime in rural areas.	This course adds a much needed upper level elective for Criminology majors, who currently have relatively limited options for non-capstone upper level courses. The pre-requisites of SOCA 232 and SOCA 234 are consistent with other upper level Criminology courses. Rural criminology is placed as an upper level course given its deeper engagement with theory and evidence than lower level courses. Rural criminology constitutes a relatively new and key area of research that expands upon 'classic' criminological work that is more focused on urban environments. Through this course, students will have the opportunity to broaden their training in criminology and be better prepared for their post-graduate careers.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SOCA 481: Society and Health	AS	3		Examines the social causes and consequences of health and illness, including the health care structure, as related to culture, norms and social institutions.	Turning this special topics course into a permanent upper level sociology course offering will increase the diversity of electives available to sociology majors and minors. The sociology of health is an important area of scholarship in sociology and will be an asset for students pursuing degree options at WVU and to prepare them for post-graduate studies in the areas of health and society. Is placed at the 400 level because of its deeper engagement with theory and evidence.
SPAN 640: 19th Century Latin American Literature	AS	3		In-depth study of the main literary works and movements in Latin America from Neoclassicism to Modernism. Taught in Spanish.	Many graduate students now go directly into teaching Latin American 19th and 20th century literature without earning a PhD. in order to better serve high school and post secondary students learning Latin American literature of the 19th and 20th century, we need to better prepare graduate students with a broader foundation for teaching this content. This course provides graduate students with broader approaches for teaching Latin American Literature of the 19th century.
SPAN 641: 20th- and 21st-Century Latin American Literature	AS	3		In-depth study of the main literary works and movements in Latin America from early 20th century to the present. Taught in Spanish.	Many graduate students now go directly into teaching Latin American 19th and 20th century literature without earning a PhD. in order to better serve high school and post secondary students learning Latin American literature of the 19th and 20th century, we need to better prepare graduate students with a broader foundation for teaching this content. This course provides graduate students with broader approaches for teaching Latin American Literature of the 20th/21st centuries.
ECON 765: Health Economics 1	BE	3	ECON 701 and ECON 725.	Analyzes and evaluates critical questions in health and health care using tools and approaches in economics. Topics covered include: the demand for health and health care; economic approaches to studying healthy and risky behaviors; the economic causes and correlates of risky health behaviors and health disparities; and global health and economic development.	First course in Health Economics Area of Emphasis in the Economics Ph.D. program.
ECON 766: Health Economics 2	BE	3	ECON 701 and ECON 725.	Analyzes and evaluates critical questions in health and health care using tools and approaches in economics. Topics covered include: demand for private health insurance; public and private health insurance; hospital ownership and competition among hospitals; markets for physician services; technology, innovation and the pharmaceutical sector; comparative health care systems; government's role, and economic evaluation of health and health care.	Second course in the Health Economics Area of Emphasis for the Economics Ph.D. program.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ART 273: Beginning 3D Animation	CCA	3		Introduction to 3D computer modeling and animation. Fundamental concepts and techniques of polygonal modeling, shading, texturing, lighting, animating and rendering. Character design and bipedal animation. The course culminates with the production an original, character-based group animation.	Currently the School of Art and Design does not offer courses in digital 3D modeling and animation, although several special topics courses have been piloted. This course seeks to address this deficit in the curriculum. 3D modeling and 3D animation are pervasive in visual culture. Commercial artists, designers, illustrators, game developers, and filmmakers rely heavily on 3D modeling and animation to perform their functions. Non-commercial, independent artists increasingly turn to these technologies to reflect changes in culture. More broadly, the impact of 3D modeling and animation can be seen across the economic landscape in such areas as marketing, manufacturing, design, communications, science and education. A few of the many examples in which 3D animation has inserted itself in a pivotal manner into various disciplines include: facilitating biological and medical research through advanced visualizations, enhancing training and educational needs through simulations and virtual reality, and streamlining the manufacturing process through more efficient design. This course, and forthcoming proposals for successive levels of study, seeks to prepare students to be able to contribute to these and other fields. Adoption of 3d animation into the curriculum will increase student competitiveness in the job market, increase our student's level of visual sophistication and make them more conversant in the language and practices of visual contemporary culture.
ART 611: Theory of Art Education Art Therapy	CCA	3	Graduate standing	Introduces students to the historical, theoretical and philosophical foundations of visual arts therapy. Provides students with an overall understanding of how visual arts therapy relates to practice in art education. Specific theories relating to creativity development and visual literacy are explored.	Visual Arts Therapy is a growing field that uses the creative process of art making to enhance the physical, mental and emotional well being of individuals of all ages. By employing a variety of art media and resulting artwork, Visual Arts Therapy helps adults, adolescents and children to explore their feelings, foster self-awareness, reconcile conflict, manage behavior, reduce anxiety and develop social skills (Levine, 2011; Wachowiak Clements, 2010). The foundation of this course is the belief that art-making and works of art have the capacity to offer hope, usher in calm, dignify sorrow, expand one's imagination, and stretch one's powers of empathy to lead to greater self awareness. While school art therapists help to provide a variety of art-based techniques used to evaluate student cognitive and emotional development, academic strengths and weaknesses, and sensory-motor, social and behavioral skills, art teachers must be prepared to use these art materials to respond to the needs of a broad range of students with varying abilities. As such, this course offers new professional opportunities to art educators who are trained, knowledgeable, and versed in the systems, methods, and practices of using Visual Arts Therapy within their teaching in the PreK-12 classroom.
MUSC 269a: Diction for Singers: English and Italian	CCA	3		Phonetics, phonetic symbols, and pronunciation in singing in alternating semesters in various languages. Other aspects of language that will aid in comprehension of song, oratorio, and operatic texts considered. (May be repeated for credit; max 12 hr.)	The course provides students with the necessary background early enough in their undergraduate studies to allow them to perform and to excel in the lyric diction of the various languages that are required in the singing of classical music.
MUSC 269b: Diction for Singers: German and French	CCA	3		Phonetics, phonetic symbols, and pronunciation in singing in alternating semesters in various languages. Other aspects of language that will aid in comprehension of song, oratorio, and operatic texts considered. (May be repeated for credit; max 12 hr.)	The course provides students with the necessary background early enough in their undergraduate studies to allow them to perform and to excel in the lyric diction of the various languages that are required in the singing of classical music.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 362: Instrumentation and Orchestration	CCA	3	MUSC 262 and MUSC 263	Study of the fundamentals of instrumentation and their application in the transcription, arranging, and orchestration of pre-existing musical compositions	A comprehensive knowledge of instrumentation and the ability to use this knowledge in transcribing, arranging and orchestrating music is a fundamental skill set required of all composers. This skill set is also useful to those in other musical disciplines. NOTE: This "new" course is a combination of two currently approved course offerings: one in instrumentation (MUSC 265), the other in orchestration (MUSC 266). Each of these are two-credit courses while the combined course will be a three-credit upper level course (MUSC 362). The material covered will essentially be the same. Upon approval of MUSC 362, MUSC 265 and 266 will be retired. Also, these courses fit into NASM requirements for majors, and the combination of the two courses still meets any and all requirements for general musicianship since there are no explicit course requirements in instru-mentation and/or orchestration, but rather topic coverage.
MUSC 404: Opera Practicum	CCA	1	MUSC 304 or consent	Practical work in all aspects of lyric theatre production. Advanced lyric theatre stage technique developed through preparation and performance of major and minor roles in opera productions.	This course is designed for junior and senior voice performance majors who are at the intermediate or advanced stages of learning the art of staged musical drama. Before now there have been no graduated levels in opera, leaving the more advanced students waiting for the less advanced students to catch up. With the alterations to MUSC 304 and this new course, the more advanced students will be able to work at a higher level while the less advanced students learn the basics. This gives us a much better opportunity to prepare our students for real-world experiences in the world of opera.
MUSC 438: Operatic Styles and Repertory	CCA	3		An in-depth study of the standard operatic repertoire from the 17th Century to the present. Focus is on the development of the genre and the performance characteristics and styles.	Opera performance is one of the primary outlets through which a classical singer expresses his/her art. It is essential, therefore, that a growing and vibrant voice performance degree include a class on the history and performance of this important genre.
MUSC 478: Coaching for Singers	CCA	1	MUSC 126 and MUSC 226	This course consists of weekly or bi-weekly voice coaching targeted to specific repertoire. It will provide in-depth work with the details of language pronunciation, phrasing, musical traditions, and presentation.	In order to prepare students in voice performance for a career in the singing arts, voice coaching is essential. Details of language pronunciation, musical practice, tradition, ornamentation, and phrasing are emphasized in coaching sessions. While these things are also taught in lessons, the time that can be spent with any one aspect of performance is very limited when the goal is to help the singer consistently produce a free, healthy tone. In coaching, students are able to apply what they have learned in lessons, while concentrating on the performance aspects of the music.
MUSC 610: Foundations of Recording Industry	CCA	3	MUSC 611	The course covers development of the recorded music industry system, methods, and operations from mid 1800s to the present, with emphasis on the development of independent and major record labels, commercial and creative practices, technological progress, and social, cultural, economic and legal influences.	Understanding the development of the recording industry, its commerce, and creative and regulatory practices, from its inception to the present, is crucial for the understanding of the present state of the music industry and its future. As such, it is an important part of mastering the music industry as a whole. The Foundations of Recording Industry course is the only course in the MA in Music Industry program sequence dealing exclusively with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.
MUSC 617: Development of Music Technology	CCA	3	MUSC 611	The course covers development of technological innovations and their influence on music industry production, reproduction, regulations, and commerce, from mid 19th century to present.	The music technology has shaped the music commerce from its inception to the present. Understanding and mastering its development and progress throughout history is crucial to understanding the music industry itself. The Development of Music Technology course is the only course in the MA in Music Industry program sequence dealing with this essential subject matter exclusively and, as such, is a necessary component of students' academic and practical understanding of the field.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 619: Music in Multimedia	CCA	3	MUSC 611	The course covers scope, development, creation, and production of music material for visual, interactive, and digital media applications, as well as regulations, licensing, and commerce of music in multimedia.	Creation, production, and commerce of music for the multimedia products and applications represents a significant portion of today's music industry. Understanding and mastering the business, creative, and regulatory practices in this area is crucial for successful professional participation in the industry. The Music in Multimedia course is the only course in the MA in Music Industry program sequence dealing with this essential subject matter exclusively and, as such, is a necessary component of students' academic and practical understanding of the field.
MUSC 620: International Music Industry	CCA	3	MUSC 611	The course covers music industry systems, commerce, and regulations in major international music markets, as well as strategic options for entering and competing in foreign music markets, role of alliances with music industry partners from developing economies, and competing in emerging music markets.	Like many other industries, today's music industry functions at the international level, in the music markets around the globe. Understanding and mastering the commercial, creative, and regulatory practices of those markets is crucial for successful professional participation in the industry. The International Music Industry course is the only course in the MA in Music Industry program sequence dealing with this essential subject matter exclusively and, as such, is a necessary component of students' academic and practical understanding of the field.
MUSC 621: Artist Representation	CCA	3	MUSC 611	The course covers practices, methods, and regulations of artist management in the music industry, including talent agencies, personal management, performance, publishing, and recording agreements, tours, and artist promotion.	Managing and developing artists is a complex, multi-layered set of activities, crucial for building artists' careers in the music industry. Artist Representation course is the only course in the MA in Music Industry program sequence dealing with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.
CI 635: Selecting, Designing, and Using Mathematical Tasks in K-6	CEHS	2		This is the first of four mathematics pedagogy courses in the elementary mathematics specialist endorsement program. Topics include identifying the cognitive demand of tasks, identifying influences of cognitive demand on student learning, instructional moves that maintain cognitive demand of tasks, and strategies for adapting tasks to increase cognitive demand. Tasks examined will cover a range of K-6 mathematics.	This course is one of a series of four mathematics pedagogy courses leading to an elementary mathematics specialist endorsement. Elementary teachers are given multi-subject certification, without specialization in a content area. Successful completion of this course will help students gain necessary skills to make curricular decisions. This skill is needed to become experts teachers of elementary mathematics. This is an add on endorsement after initial licensure for teachers seeking specialization in elementary mathematics education. Students earning the elementary mathematics specialist endorsement will be highly competitive in the job market as a result of this endorsement.
CI 636: Learning Trajectories in Elementary Mathematics	CEHS	2	CI 635	This is the second of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. This course examines research-based descriptions of learning trajectories for how children's thinking and understanding develop for specific mathematical content. Learning trajectories studied include those for quantity, counting, computation, and shape. Students will examine effective use of learning trajectories in instruction.	This is the second in a series of mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. Elementary teachers are given multi-subject certification, without specialization in a content area. Successful completion of this course will help students gain necessary skills to improve their ability to analyze their student's thinking. This skill is needed to become experts teachers of elementary mathematics. This is an add on endorsement after initial licensure for teachers seeking specialization in elementary mathematics education. Students earning the elementary mathematics specialist endorsement will be highly competitive in the job market as a result of this endorsement.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CI 637: Classroom Practices for Effective Learning Environments in Elementary Mathematics	CEHS	2	CI 636	This is the third of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. Students will examine strategies for developing a classroom environment that supports all students in learning mathematics. Emphasis will be placed on understanding teaching practices and pedagogical strategies identified in mathematics education research literature as being effective in supporting student learning.	This is the third of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. Elementary teachers are given multi-subject certification, without specialization in a content area. Successful completion of this course will help students gain necessary skills to improve their ability to apply effective teaching strategies needed to become expert teachers of elementary mathematics. This is an add on endorsement after initial licensure for teachers seeking specialization in elementary mathematics education. Students earning the elementary mathematics specialist endorsement will be highly competitive in the job market as a result of this endorsement.
CI 638: Planning, Implementing, and Assessing Mathematics Instruction	CEHS	2	CI 637	This is the fourth of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. This course provides opportunities for students to plan, implement, assess, and reflect upon their own mathematics instruction, drawing upon knowledge, skills, and practices developed in the prerequisite courses of the elementary mathematics specialist endorsement sequence.	This course is the final in a series of four mathematics pedagogy courses for students pursuing an elementary mathematics specialist endorsement. Elementary teachers are given multi-subject certification, without specialization in a content area. Successful completion of this course will help students gain necessary skills to improve their authentic teaching needed to become experts teachers of elementary mathematics. This is an add on endorsement after initial licensure for teachers seeking specialization in elementary mathematics education.
BMEG 203: Biomedical Engineering Seminar	CEMR	1	BMEG 201	Discussion of current aspects related to biomedical engineering including on-going research directions, technical, logistical and ethical issues.	This individual course contributes to the new biomedical engineering program established in the Statler College of Engineering. This new course is unique to others within the existing curriculum and is expected to add in the student understanding of the current problems associated with biomedical engineering. Further, the student will learn about the techniques, skills and modern biomedical engineering tools necessary for biomedical engineering practice. Ethical and regulatory aspects as related to biomedical engineering products will also be discussed to increase student comprehension of what a biomedical engineering profession entitles.
BMEG 340: Biomechanics	CEMR	3	(BMEG 201 or MAE 243) and PHYS 111	Introduction to the basic approach of biomechanics and application in musculoskeletal, bone and human motion mechanics problems. Includes kinematics to analyze human motion, biomechanics of bone and skeletal system and biomechanical behavior of fibers.	This course serves as one of the required courses for the BMEG program. The program is giving students an introduction into three specific fields within biomedical engineering (biomaterials, biomedical imaging, and biomechanics), which are considered the three most prevalent fields of focus of students with this degree. This course is mandatory for any student interested in a career in prosthetics or orthopedics.
BMEG 421: Biomedical Engineering Seminar and Journal Club	CEMR	1	BMEG 203	Introduction to current research and topics pertinent to biomedical engineering through literature review and guest lectures by external and internal speakers.	This seminar course is a required course for students in the BMEG program. The course will serve as a platform for students to learn more about opportunities and fields of biomedical engineering. Topics will be applicable to the senior capstone design course and career planning. Students in the BMEG program often go to medical school or graduate school, and this course will give necessary training in critical thinking and analysis of presented results. From an accreditation perspective, the use of journal article critiques and guest lectures will address contemporary issues in the field, and teach students how to engage in life-long learning and independent learning.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BMEG 455: Biomedical Senior Design 1	CEMR	4	BMEG 310 and BMEG 311 and BMEG 315 and BMEG 340	Planning, designing, and reporting solutions to challenging biomedical engineering problems that have clinical implication. Also covers professional topics, including ethics, liability, safety, socio-legal issues.	This senior capstone experience builds upon the knowledge and skills acquired in prior courses in the biomedical engineering program and aims to equip students with a better understanding of the conceptual, analytical, and decision aspects necessary to solve an open-ended design problem in biomedical engineering. By combining lectures and hands on lab activities (see course structure), the course will provide biomedical engineering design training tools that creates an intellectual environment in which interdisciplinary interactions are being promoted as well as prepares students to work in industry.
CHE 351: Chemical Process Laboratory	CEMR	2	PR or CONC: ChE 310 and ChE 311	Reinforcement of practical concepts acquired during the junior year chemical engineering courses on fluids and heat transfer through experimental design and practice.	The course introduces a new laboratory course in the first semester junior year in the Chemical Engineering program that builds upon theoretical material covered in the concurrent fluids (CHE 310) and heat transfer (CHE 311) courses. This course removes the need to provide laboratory demonstrations in these courses that were covered inconsistently by instructors in the past.
CHE 355: Process Simulation and Design	CEMR	2	PR or CONC: CHE 312 AND CHE 325	The application and use of chemical process simulation software to the design of a chemical process.	This is a new course in the second semester junior year of the Chemical Engineering program that improves students' proficiency in using a chemical process simulator. This proficiency is required in the senior year design course and has been variable among students. This course will guide students through all the important aspects of the simulator and help them to apply the simulator to the design of a chemical process.
PNGE 415: Well Control	CEMR	3	PNGE 310	Methods, techniques, equipment, and engineering calculations used in the control of oil and natural gas wells during drilling operations. Practical applications with rig floor simulator.	This course will be offered as a technical elective for students in the PNGE program. PNGE 415 can fulfill a required technical elective. The goal is to enhance their professional knowledge in well control and safety for oil and gas well drilling operations
ACE 475: Strength and Conditioning Internship	CPASS	3	ACE 371 and ACE 372	Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors in strength and conditioning environment. Involves temporary placement with public or private enterprise for professional competence development.	Currently students in the strength and conditioning minor take 3 cr of ACE 491, the general professional field experience course. As the program has grown, a special section has been designated for the minor. This causes confusion as the students who are also in the athletic coaching education major take ACE 491 for 6 credits as a requirement. In order to clearly separate the different experiences (sport coaching ACE 491) and strength and conditioning coaching (the new proposed course), we would like to create this new class (ACE 475).
ACE 622: Motor Behavior for Sport Coaches	CPASS	3	graduate standing	Designed to increase coaches' understanding of how athletes learn motor skills. Theories of motor learning, techniques to provide effective instruction, practice design, stages of learning, assessment, and coaching strategies to structure training and practice to optimize skill acquisition and performance	This course is part of a comprehensive coaching education curriculum and will provide coaches with a graduate level understanding of motor learning and motor development as it applies to the sport education context.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PE 224: Enhancing Wellbeing	CPASS	1		This course will help students recognize they are creative, resourceful and whole with the capability to optimize their wellbeing. Students will explore: self-responsibility and love, breathing, sensing, eating, moving, thinking, feeling, communication, intimacy, finding meaning, and transcending. Online resources and tools will be used to learn about each dimension, helping students set goals and create action steps.	The Enhancing Wellbeing course aims to strengthen students' concepts and knowledge of wellbeing, integrate wellbeing into academic courses, and reach out to diverse groups of students to enhance wellbeing at WVU. The one credit class will be offered through WVU's College of Physical Activity and Sports Sciences (CPASS). It will utilize an online Wellness Inventory, an educational tool and assessment, that will be a cornerstone of the course (www.WellPeople.com). This course uniquely contributes to the CPASS vision of developing student wellbeing in that it encourages the exploration of a holographic approach to various dimensions of being. This approach extends beyond a more traditional wellness model to demonstrate how all dimensions interconnect and how a person can gain clarity for managing those connections to create more balance and better health. In addition to the numerous resources available through the Wellness Inventory, existing online tools developed by WELLWVU, including the chillPACK and WELLgo calendar, and HeartMath™ software and hardware will be used. The course and the Inventory's dynamic, whole person model helps people reach their highest potential by stimulating a deeper awareness of personal wellbeing and then transforming awareness into active responsibility. Ultimately, students can make lasting and impactful changes to enhance overall wellbeing and happiness.
PET 346: Teaching Physical Activities 1	CPASS	3	Admission to the Physical Education Teacher Education Program	Basic concepts and instructional techniques for teaching softball, floor hockey and flag football in public schools.	Last summer the University Registrar's Office eliminated 10 weeks as a Part of Term Option. In addition, the University's Registrar Office and Scheduling Unit have strongly encouraged departments to offer classes on-grid (or on the designated time schedule for that campus) to maximize classroom space. The Physical Education Teacher Education program had several 1-credit hour pedagogical courses offered once a week in a 10-week format. The PETE program is submitting four new courses were are the result of the elimination of the 10-week POT and meeting the University request to be more efficient with space (i.e., PET 346, PET 347, PET 447 and PET 449; all of which combine three 1-credit courses into one single 3-credit course). For this proposal, the content of these three classes (PET 358, 344, and 342) have been combined into a single 3-credit course. The new 3-credit hour course is a required course for students in the PETE major. The three original 1-credit courses will be dropped from the curriculum.
PET 347: Teaching Physical Activities 2	CPASS	3	Admission to the Physical Education Teacher Education Program	Basic concepts and instructional techniques for teaching soccer, basketball and volleyball in public schools.	Last summer the University Registrar's Office eliminated 10 weeks as a Part of Term Option. In addition, the University's Registrar Office and Scheduling Unit have strongly encouraged departments to offer classes on-grid (or on the designated time schedule for that campus) to maximize classroom space. The Physical Education Teacher Education program had several 1-credit hour pedagogical courses offered once a week in a 10-week format. The PETE program is submitting four new courses were are the result of the elimination of the 10-week POT and meeting the University request to be more efficient with space (i.e., PET 346, PET 347, PET 447 and PET 449; all of which combine three 1-credit courses into one single 3-credit course). For this proposal, the content of these three classes (PET 339, 340, 341) have been combined into a single 3-credit course. The new 3-credit hour course is a required course for students in the PETE major. The three original 1-credit courses will be dropped from the curriculum.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PET 447: Teaching Physical Activities 3	CPASS	3	Admission to the Physical Education Teacher Education Program.	Basic concepts and instructional techniques for teaching pickleball, badminton, golf and disc games in public schools.	Last summer the University Registrar's Office eliminated 10 weeks as a Part of Term Option. In addition, the University's Registrar Office and Scheduling Unit have strongly encouraged departments to offer classes on-grid (or on the designated time schedule for that campus) to maximize classroom space. The Physical Education Teacher Education program had several 1-credit hour pedagogical courses offered once a week in a 10-week format. The PETE program is submitting four new courses were are the result of the elimination of the 10-week POT and meeting the University request to be more efficient with space (i.e., PET 346, PET 347, PET 447 and PET 449; all of which combine three 1-credit courses into one single 3-credit course). For this proposal, the content of these three classes (PET 448, 460, 455) have been combined into a single 3-credit course. The new 3-credit hour course is a required course for students in the PETE major. The three original 1-credit courses will be dropped from the curriculum.
PET 449: Teaching Physical Activities 4	CPASS	3	PET 346 and PET 347	Basic concepts and instructional techniques for teaching aquatics, fitness, and dance in public schools.	Last summer the University Registrar's Office eliminated 10 weeks as a Part of Term Option. In addition, the University's Registrar Office and Scheduling Unit have strongly encouraged departments to offer classes on-grid (or on the designated time schedule for that campus) to maximize classroom space. The Physical Education Teacher Education program had several 1-credit hour pedagogical courses offered once a week in a 10-week format. The PETE program is submitting four new courses were are the result of the elimination of the 10-week POT and meeting the University request to be more efficient with space (i.e., PET 346, PET 347, PET 447 and PET 449; all of which combine three 1-credit courses into one single 3-credit course). For this proposal, the content of these three classes (PET 451, 453, 355) have been combined into a single 3-credit course. The new 3-credit hour course is a required course for students in the PETE major. The three original 1-credit courses will be dropped from the curriculum.
LAW 663: Renewable Energy Alternative Fuels	LAW	3		This course examines the convergence of energy and environmental issues, and includes a review of renewable and low-carbon energy sources as well as the various incentives to encourage development of renewable energy and alternative fuels.	Lawyers practicing in the energy industry of the future will likely be operating in a carbon-constrained environment, due to increasing regulation of greenhouse gas (GHG) emissions at the federal level. Given the environmental impacts of energy production, it is essential that energy lawyers be familiar with forms of energy with low carbon emissions, including renewable energy sources (solar, wind, hydro, geothermal, bioenergy) and low-carbon energy sources (nuclear, natural gas and coal with carbon capture and sequestration). Lawyers should be equally familiar with the available policies to encourage development of renewable energy and alternative fuels, including renewable portfolio standards, tax incentives, renewable fuel production mandates, and utility procurement programs. This course complements the other courses required for the LL.M. and Concentration in Energy Sustainable Development as it is designed to make our graduates "practice-ready" in the energy field by giving them a base of knowledge of forward-looking energy sources that are likely to play an increasingly prominent role in a carbon-constrained world.
LAW 688E: Seminar in Human Rights the Environment	LAW	2		An examination of the disparate impact of environmental decision-making on minorities relating to enforcement of environmental laws and siting of toxic chemical and hazardous waste disposal by industrial facilities.	Human Rights and the Environment is a course that falls within the College of Law's Energy and Sustainability curriculum. It offers the student an overview of, and insight into, cutting edge legal and factual issues that often arise in the context of industrial and natural resources development and in the administration and enforcement of energy, environmental and public utility law and regulations. Students are given an opportunity to research, learn about and discuss legal and policy strategies for protection of human rights and advancement of social and environmental justice in the United States and abroad.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CCMD 784: Anesthesiology Clerkship	MED	2	Students must pass all required MD program courses and clerkships in years 1 through 2.	The goal of this rotation is for medical students to learn and demonstrate basic acute care medical skills that are useful in any medical discipline. These skills include airway management and respiratory support, invasive and non-invasive monitoring, cardiovascular support and resuscitation, and ethical issues related to these environments.	The curriculum committee for the doctor of medicine degree has determined that students must rotate on at least one 2 week long anesthesiology rotation as a graduation requirement. Students will learn fundamental skills that target prompt recognition and institution of life-saving measures.
PSIO 751: Graduate Physiology and Pharmacology 2	MED	3		This course is designed to integrate basic knowledge (molecular, sub-cellular and tissue components) of gastrointestinal, endocrine and neural system function. It also includes the application of basic pharmacology to the fundamental understanding of human health and disease as it relates to these systems. This is a flipped classroom format course.	We have created two courses with foundational physiology content split between them: i) the newly approved course change to PSIO 750 (CV, respiratory and renal content) and ii) the currently proposed new course PSIO 751 (GI, endocrine and neural content). Implementation of this course split in our initial pilot classes has resulted in improved students' knowledge base, critical thinking skills and their ability to integrate as assessed by Oral Comprehensive exams and defenses.
NSG 501: Advanced Practice Role Seminar	NSG	2	Senior status or enrolled in RN to BSN/MSN program	Exploration, analysis, and evaluation of the role of the advanced practice nurse as guided by concepts, theories, and research.	This course was developed and given at 500 level to allow the RN-MSN students to enroll during their last semester of the RN-BSN program. The undergraduate students are not allowed to take a course higher than a 500 level. Because our graduate practice programs have transitioned to doctoral level, all course numbers have been given 700 level numbers, therefore a 500 level course will need to be cross listed with NSG 708 Role Seminar for Advanced Practice.
NSG 767: Advanced Lifespan Assessment: PNP Focus	NSG	3	NSG 706	Advanced health assessment of individuals across the lifespan with focus on pediatric populations. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination and diagnostic procedures.	This course presents the lifespan assessment content with a focus on the pediatric population, in contrast with the lifespan assessment content in NSG 705, which has a larger focus on the adult population. It is necessary for the PNP area of emphasis within the DNP program.
PHAR 820: Pharmacy Practice and Management 3	PHAR	3	Second professional year standing or consent	The third course in a five-course sequence (PPM 1-5). Introduces the role of the pharmacist in public health initiatives, pharmacoepidemiology, and enhancing quality in the healthcare system.	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 an in-depth understanding of public health and the epidemiology of diseases.
PHAR 822: Service Learning Practice Experience 1	PHAR	1	Second professional year standing or consent	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 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 823: Pulmonology	PHAR	3	Second professional year standing or consent	First course in the systems-based therapy series with a focus on pulmonology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with pulmonary diseases.	The Doctor of Pharmacy curriculum has been revised and this course is a requisite of the new curriculum. The course will teach students about the basic sciences and clinical use of drug to treat pulmonary conditions.
PHAR 824: Cardiology	PHAR	5	Second professional year standing or consent	Second course in the systems-based therapy series with a focus on cardiology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with cardiovascular diseases.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement of the new curriculum. The course focuses on the basic sciences and clinical application of drugs used to treat cardiovascular diseases.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHAR 825: Nephrology	PHAR	2	Second professional year standing or consent	Third course in the systems-based therapy series with a focus on nephrology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with kidney diseases.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement of the new curriculum. This course focuses on the basic sciences and clinical application of drugs used to treat diseases of the kidney.
PHAR 826: Evidence-Based Practice	PHAR	3	Second professional year standing or consent	The components of evidence-based practice are reviewed. Emphasis is placed on the appropriate use of information resources in practice and the critical analysis and evaluation of primary literature and other types of information.	The Doctor of Pharmacy curriculum has been revised and this course is a requirement in the new curriculum. The course teaches students how to evaluate the medical literature, which is a skill that practicing pharmacists must possess.
BTEC 200: Customer Service Relations	PS	3		Students are introduced to customer service relation topics and methods for handling customer service issues in various industries. The elements of a systematic process for building the necessary customer service skills are explored.	The proposed course is a lower-level major elective for students in the Business Technology (BTEC) and Hospitality and Tourism programs. Customer relations are a vital component of any business, and the BTEC program does not offer a course to address this topic. The addition of this course will equip students with the knowledge and skills to handle customer relation issues in the workplace. It is also intended to serve as an elective for other programs in the Applied Sciences Division.
BTEC 205: Introduction to Online Marketing	PS	3		An overview of social media strategies is presented to develop a social media market plan. Effective techniques to identify target markets on the social web and select the appropriate social media platforms to optimize marketing goals are investigated.	The proposed course is a lower-level major elective for students in the Business Technology (BTEC) and Hospitality and Tourism programs. Social Media Marketing platforms are essential to promote a business' goods or services to consumers. Students will learn how to utilize low-cost social media platforms to advance a business' endeavors. It is a current trend not addressed in the BTEC program. It is also intended to serve as an elective for other programs in the Applied Science Division.
BTEC 211: Introduction to Event Logistics	PS	3		An introduction to the foundations of event planning and the significance it serves to business applications. Aspects of event planning and coordination, including site development, control and troubleshooting strategies, marketing and promotional tactics, and food operations. Students coordinate an event that takes place on campus.	The current Business Technology curriculum does not offer any event planning courses at this time. This course is designed to provide an introduction to the concepts and components that make up any event. Therefore, this course would be offered with no prerequisites. According to the Bureau of Labor Statistics there has been an increase in company events and it predicts that employment opportunities for event planners will grow by 33% from 2012-2022. Adding a course in Event Logistics will provide our Business Technology students with a competitive edge in the future job market or in their own small business. This course would also benefit students in the Hospitality program.
CIS 112: Intro to Networking and Security	PS	3		The course is an introduction to concepts terms and basic skills required in the network and security courses offered in the CIS degree. The course emphasizes fundamentals of networking such as trouble shooting and best practices in personal and small business and security implementation.	This course is an introduction to further study in networking and security in the CIS degree. It is important for students to understand the basic concepts of networks and security before attempting the more demanding courses in networking and security.
CIS 152: Principles of Management Information Systems	PS	3		This course is a gateway course to the CIS major. It prepares students for further studies in CIS by introducing them to the complexity and breadth of the skills and knowledge required to effectively support stable and secure business environments.	This course is a gateway course to the CIS major. The technological changes in management information systems requires knowledge preparing the CIS student for the complexity and breadth of the knowledge required to effectively create and support stable and secure business environments.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CIS 248: System Analysis and Design	PS	3		Students learn how to translate business requirements into information systems that support a company's short and long-term objectives. CIS students apply analytical and problem-solving skills to business needs and are introduced to traditional structured analysis, object-oriented concepts, and agile methods.	CIS students pursuing careers in positions such as Program Analyst, Data Analyst and Business Analyst require the core outcomes from this offering to be effective in their careers. CIS networking and security networking professionals require the knowledge to understand their role in the design and analysis of any changes or additions to a system or program.
CIS 252: Database Design 1	PS	3		The course provides instruction beyond a general understanding of database structure and data types for the CIS student. The student will create database objects based on requirements and business rules. It emphasizes the connection of business processes and database for business reporting and analytics.	CIS students require database knowledge which will equip them for several different positions in the private and public sectors. The course provides instruction beyond a general understanding of database structure and data types. It provides the student with the knowledge and skills for an entry level position as a business, data or program analyst.
CIS 318: Project Management	PS	3		The course is designed to provide the CIS student with knowledge and skills to manage an Information Technology project. The student will not only use tools for assessing the progress of a project, he or she will apply key elements of project management such as: Gannt charts, rough order of magnititude (ROM), Program Evaluation and Review Technique (PERT) as well	The CIS degree incorporates project management as a key skill. Students will develop the ability to transfer information from processes and requirements to a project plan in order to create timelines, allocate resources, and manage costs.
CIS 327: Cloud Computing	PS	3	CIS 152 or consent	CIS students will analyze software as a service (SaaS), platform as a service (PaaS), and infrastructure as a service (IaaS) within the constructs of cost, security, and business needs. Virtualization, cloud security, and managing cloud services are covered as an integral part of the final determination as to whether the service is a benefit to a business enterprise.	The movement to "As Service" application over the World Wide Web as opposed to conventional user licenses opens ups the needs to review and analyze the benefits and issues when moving to these implementations. The CIS students will be equipped to analyze and summarize the advantages and disadvantages to cloud based solutions based on the needs and architecture of a business.
CIS 338: Computer and Network Forensics	PS	3	CIS 236 with a minimum grade of C-	The course provides the CIS student with skills the tools, techniques, and methods to perform computer forensics and investigation. An overview of performing forensics in the Windows, Linux, and Macintosh operating systems is covered. The student will be exposed to emerging technologies and future directions in the field in the creation of legally defensible documentation and chain of custody.	This upper level Computer Information Systems course answers the growing need for individuals skilled in cyber investigative techniques and documentation for use in criminal investigations. This course details the process used as well as the creation of the artifacts required by courts for use as evidence.
CIS 367: Applied Programming 2	PS	3	CIS 245 with a minimum grade of C-	The course applies object oriented design (OOD) to the study of data structures and algorithms such as lists, stacks, queues, tress, recursion and sorting in an object oriented programming language. The CIS student will apply programming logic and advanced objectied oriented programming techniques to create a progromatic business soltuion.	Students wishing to embark on analyst positions in the private and public sector require programming skills in object oriented design. This CIS course builds on previous programming skills and provides the learner with programming techniques using object oriented design which supports general business operations such as accounting, finance, tax, data reporting, and marketing application needs or the public and private sectors.
CIS 417: Database Design 2	PS	3	CIS 252 with a minimum grade of C-	This course provides the CIS student the skills required to continue study in the CIS major as it applies to data mining and business intelligence and advanced programming. The course identifies and describes the key concepts, tips, techniques, and best practices needed to take full advantage of stored procedures using SQL Server's native Transact-SQL and .NET compatible programming languages.	This CIS course provides the advanced skills and knowledge to succeed as data programming analysts, data analysts or big data statisticians. The importance of Business Intelligence and Big Data created by the increased availability of data have created a strong need for the skills associated with the learning outcomes.
CIS 438: Network Defense	PS	3	CIS 236 with a minimum grade of C-	The course provides the CIS student with skills in network defense and penetration testing. The student learns to apply creativity in the interpretation and analysis of results to determine the optimal next steps in defending a network.	The CIS course provides the knowledge and skills required to protect a network from hacking and data breaches. It includes the importance of ethics and law when using this skill set. The student will be equipped to support network security and create solutions against the various techniques used by hackers.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CIS 440: Cyber Ethics	PS	3	(CIS 236 or BTEC 380) with a grade of C- or better	The course introduces key ideas in moral theory and professionalism to explore the current topics in computer ethics. CIS students apply critical thinking skills in the convergence of technical solutions with moral and social implications affecting business needs and personal information in communications and social networks.	This upper level CIS course provides a framework of understanding on how the various components of programmers, database analysts or other skills and knowledge must weigh both moral ethics and current law when creating solutions. The course will discuss current topics and the complexity of applying ethical and moral standards to business and political decision. The exponential growth digital communications necessitates an understanding of the ethics involved from the point of view of the global citizen and the creators, implementers, and users of digital wireless solutions.
CIS 442: Data Mining and Business Intelligence	PS	3	CIS 252 with a minimum grade of C- and (STAT 111 or STAT 211) with a minimum grade of C-	This course presents methods of data mining and analytics to uncover hidden patterns and correlations. The CIS student will apply these methods to improve business decision-making. Data mining processes, methods, and techniques; the role and management of data; and integration with Big Data approaches will be covered.	This CIS course builds upon earlier courses which require data base knowledge and statistics. This course will provide the skills required for statistical analysis and data mining careers in both the private and public sectors. The growing need for statistical analysis of the data generated through the increased use of wireless networks, opens the door for individuals who can fill the need for the positions that have surfaced in both the private and public sector.
CIS 488: BAS CIS Capstone	PS	3	CIS 489 with a minimum grade of C- and nine (9) hours in upper level electives in the CIS major.	The BAS CIS student will demonstrate the ability to integrate skills and knowledge acquired in Computer Information System courses. The individual project and its presentation demonstrate critical thinking and reasoning in the computer information system technologies.	The student has gained a thorough knowledge of CIS and the capstone must reflect now only the skills but the critical thinking of how everything works together. This capstone incorporates skill measurement, technical writing, critical analysis as well as reasoned thinking on the components of their project based on a well known author on the subject. Students will demonstrate they have both hard and soft skills required for well compensated positions.
CIS 489: System Analysis Design 2	PS	3	CIS 252 with a minimum grade of C- and CIS 248 with a minimum grade of C-	The CIS student will apply software, system and database knowledge from previous course work to create and update detailed technical documentation required in an information technology project. These may include Concept of Operations, Requirement, Database Design Documentation as well as System or Programming design documentation based on the IEEE standard used in both the private and public sector.	CIS students must not only have the hard skills of creating code, databases and tests, but they must also have the ability to create and update the technical papers (artifacts) for the project. The standards used throughout the development of the documents and the analysis of the project's scope provides the student with the ability to create technical documents within a team based on the steps in the Software/System Development Life Cycle(SDLC.)
MATH 125: Applied College Mathematics	PS	3	MATH 91 or satisfy the minimum ACT/SAT Math score	Material covered will include applications involving ratios and proportions, percents, measurement, and geometric relationships to support algebraic modeling of linear, quadratic, exponential and logarithmic functions. Modeling of real world scenarios will be supported through the use of spreadsheets.	The associate of applied science (AAS) degrees at Potomac State College of West Virginia University require students apply major program area skills in a variety of formats including but not limited to spreadsheets involving formulas for business calculations, to calculate volumes of irregular geometry, and to formulate average rates of change. All of these mathematical constructs involve functional development and manipulation of these algebraic concepts. These topics are applied in nature and require extensive development of mathematical modeling skills. As a mathematical modeling emphasis is lacking in current courses at this level, a course of this nature will ensure students are adequately prepared to enter the work force from a mathematical perspective. This course is comparable to similar applied college mathematics courses offered at comparable AAS degree granting institutions.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SAGE 141: Introduction to Horticulture and Agronomy	PS	3		Hands-on introduction of concepts for crops and soils; evaluation of entrepreneurial benefit for farm income; small farm enterprise; basics of crop needs; and crop scheduling.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS)in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #2 which states: upon completion of the AAS SAGE program, the graduate will demonstrate appropriate soil, water, and crop management plans that follow sustainable agricultural practices; and goal #4 which states: graduates of the AAS SAGE degree will develop the foundational skills for developing a small-scale sustainable farm or agricultural business will be partially addressed by SAGE 141. Students who successfully complete this course will demonstrate these learning outcomes by assessments of the student performance with their ability to identify, describe, and demonstrate sustainable production practices associated with crops, soil and water management.
SAGE 215: Agricultural Marketing	PS	3	ARE 150	Broad view of marketing; food, timber, product markets and consumption; marketing functions and institutions; practical knowledge and application capabilities for the marketing of agricultural products; exploration of current marketing methods for agricultural products and services; development of efficient, effective marketing schemes and exploration of value-added products.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS)in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #3 which states that graduates of the AAS SAGE degree programs will demonstrating marketing skills for sustainable agricultural commodities and goal #4 which states graduates of the AAS SAGE degree program will develop the foundational skills for developing a small-scale sustainable farm or agricultural business. This course will explore topics that provide the students with knowledge to address the following objectives that directly address the programs goals 3 and 4 listed above: 1.Describe different marketing activities and services that take place as agricultural commodities go from the farm gate to the consumer. 2.Explain how price is determined, and how farm, wholesale, and retail prices are related. 3.Discuss trends and the behavior of consumers, marketers, and the food service market. 4.Comment on agricultural trade, policies, trade barriers, and international organizations and agreements. 5.Explain the importance of commodity varieties, qualities, and marketing place/time. 6.Identify and describe personality traits that affect success at various segments of the marketing mix. 7.Demonstrate comprehension and appreciation for value added products, benefits, and limitations. 8.Identify economic opportunities for new genetic or other value added products
SAGE 231: Innovation Exploration Seminar	PS	1		Exploration of current issues in the production agriculture arena; agricultural innovations, environmental farming considerations, farming techniques and food production issues producing a preliminary farm enterprise plan and business documents.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS)in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #6 which states that students will be able communicate effectively to a variety of audiences, and goal #4 which states graduates of the AAS SAGE degree program will develop the foundational skills for developing a small-scale sustainable farm or agricultural business. Students will meet these outcomes by choosing individual innovative practices to investigate and create professional reports and/or presentations. The students will successfully develop a farm enterprise plan and business documents for this innovative practice.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SAGE 240: Applied Horticulture and Agronomy	PS	3	SAGE 141	Building on the information learned in SAGE 141, evaluation of the entrepreneurial benefits to the farmer based on; soil management, the harvesting of crops, post-harvest handling methods, point of sale condition, processing and valued added aspects of horticultural and agronomic crops.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS)in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #1 which states: upon completion of the AAS SAGE program, the graduate will be able to effectively use technical and learned knowledge to collaborate and develop team based problem solving proficiency to be a productive worker; program goal #2 which states: upon completion of the AAS SAGE program, the graduate will demonstrate appropriate soil, water, and crop management plans that follow sustainable agricultural practices; and goal #4 which states: graduates of the AAS SAGE degree will develop the foundational skills for developing a small-scale sustainable farm or agricultural business. Students who successfully complete this course will demonstrate these learning outcomes by assessments of the student performance with their ability to identify, describe, and demonstrate sustainable production practices associated with crops, soil and water management. This course will explore topics that provide the students with knowledge to address the following objectives: 1.Create a plan to develop a suitable farm for crop production, 2.Planning of farming activities to produce horticultural and agronomic crops, 3.Prepare schedule for year round crop production,4.Prepare soil and nutrient management plans based on soil characteristics, 5.Apply best management practices for horticultural and agronomic crops.
SAGE 260: Applied Animal Husbandry	PS	3	AVS 251	A hands-on study of the production of animals and animal products. Development of animal farming best management plans based on nutrition, physiology, genetics, hygiene, physical environment, economics and daily work requirements.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS)in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #1 which states: upon completion of the AAS SAGE program, the graduate will be able to effectively use technical and learned knowledge to collaborate and develop team based problem solving proficiency to be a productive worker; goal #4 which states: graduates of the AAS SAGE degree program will develop the foundational skills for developing a small-scale sustainable farm or agricultural business; and goal #5 which states: graduates who complete the AAS SAGE degree will be able to use appropriate state of the art technology and software applications for record keeping and accounting to support a successful farming enterprise. Successful completion of this course will require students to maintain all herd related records using current industry software. And students will demonstrate through hands-on experiences with breeding and maintaining beef, swine, goats and poultry their skills and knowledge that are essential to a successful animal farm enterprise.
SAGE 270: Woodlot Management	PS	3		An introduction to the concepts of forest management, with a focus on small woodlots; many facets of the management of forest acreage; and lab-based training on basic forestry and forest management related field methods and data analysis.	This course is designed so students will be able to effectively use technical and learned knowledge to collaborate and develop problem solving proficiency (proposed Sustainable Agriculture Entrepreneurship major Goal #1) related to forested farm acreage and incorporate forested acreage into sustainable agriculture enterprise.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SAGE 280: Principles of Ag Entrepreneurship	PS	3		Exploration of the creative processes used by entrepreneurs and of the skills needed to successfully operate an entrepreneurial venture in the agricultural and forestry arenas.	The Program Learning Outcomes and Goals for the Associate of Applied Science (AAS) in Sustainable Agriculture Entrepreneurship (SAGE) includes goal #1 which states: upon completion of the AAS SAGE program, the graduate will be able to effectively use technical and learned knowledge to collaborate and develop team based problem solving proficiency to be a productive worker; and program goal #4 which states: graduates of the AAS SAGE degree program will develop the foundational skills for developing a small-scale sustainable farm or agricultural business.; and program goal #7 which states: graduates of the AAS SAGE degree will be able to work effectively on teams and competently apply teamwork skills in management groups. This course will meet the program outcome that students will demonstrate a set of business skills to allow them to successfully enter the agriculture production arena. During this course the students will work to demonstrate successful application of basic independent and collaborative entrepreneurial skills in the agriculture and forestry production fields.

To: **Faculty Senate Executive Curriculum Committee**
From: **Chair, Matt Valenti, Senate Curriculum Committee**
Date: **February 22, 2016**
Re: **Course Changes**

Field	Old Value	New Value
ART 435 - Senior Projects in Photography		
Prerequisite	ART 332 and 333 and 335	ART 234 and ART 335
Taught as a Capstone	No	Yes
Rationale		Senior Projects in Photography is intended to be a capstone course for School of Art and Design students concentrating in Photography. As a capstone in photography, students need to be proficient in Digital Photography (ART 234) and have completed the photography sequence through Advanced Photography (ART 335).
CHE 312 - Separation Processes		
Location Taught	WVU & WVUIT	WVU
Effective Term	2015	Spring 2017
Course Credits	4	3
Course Description	Equilibrium stage and multiple stage operations, differential countercurrent contracting, membrane separations, fluid-particle separations. Laboratory demonstrations and experiments. (3 hr lec., 2 hr calc lab.)	Equilibrium stage and multiple stage operations, differential countercurrent contracting, membrane separations, fluid-particle separations.
Curriculum Based Rationale		In the past, this course contained content for solving problems using older graphical techniques and laboratory demonstrations and experiments. These are no longer included as part of the course. The instructor now utilizes software to solve graphical problems and no experiments are performed. The requested change only applies to the course offered at WVU (Morgantown). The version offered at WVUIT will remain unchanged.
CCMD 782 - Critical Care		
Course Credits	4	2
Course Effective Term		Summer 2016
Prerequisite	4th year status	Students must pass all required MD program courses and clerkships in years 1 through 3
Course Description	Supervised 4 week sub intern rotation with 2 weeks in Anesthesiology and 2 weeks in Intensive Care, Competency assessed in medical knowledge, patient care, practice based learning, interpersonal and communication skills, professionalism, and systems based practice.	The Critical Care Clerkship includes a two-week selective rotation in an Intensive Care Unit (ICU) component. Students may select from four intensive care rotations: Neonatal Intensive Care, Medical Intensive Care, Surgical Intensive Care, and Pediatric Intensive Care.
Curriculum Based Rationale		The curriculum committee for the doctor of medicine degree has determined that students must rotate on at least one intensive care rotation as a graduation requirement. Students will learn fundamental skills that target intensive patient care.
PET 350 - Teaching Primary Physical Education		
Effective Term		Fall 2016
Course Credits	1	2
Prerequisites		Admission to the WVU in Physical Education Teacher Education (PETE) program.

Course Description	Introduces prospective physical education teachers to the unique needs and characteristics of young children. Special emphasis is placed on developmetally appropriate practice. Students participate in clinical laboratory experiences involving young children.	This course introduces prospective physical education teachers to the unique needs and characteristics of young children. Particular emphasis will be placed on developmentally appropriate practices, effective teaching practices and principles, and observation and assessment in movement education.Students participate in clinical laboratory experiences involving young children
Curriculum Based Rationale		This course introduces prospective physical education teachers to the unique needs and characteristics of young children. Particular emphasis will be placed on developmentally appropriate practices, effective teaching practices and principles, and observation and assessment in movement education. Students participate in clinical laboratory experiences involving young children. Undergraduate students who graduate from the WVU PETE Program will be eligible for certification in Prek-Adult Physical Education and this course provides the students content knowledge and practicum/field experiences with preschool aged learners.
SM - 370		
Title Change	Sport Finance	Sport Finance and Economics
Effective Term		Spring 2017
Course Description	This course will present a number of basic concepts in the budgeting and financing of sports programs and will also examine a number of critical financial issues affecting sports. Particular emphasis will be placed on intercollegiate athletic programs.	The purpose of this course is to provide financial and economic overview of professional, collegiate and recreational sports. Students will learn financial structures of sport organizations and various economic principles applied to the sport industry.
Rationale	Understanding available revenues and controlling cost is critical for any organization, which also applies to professional and amateur sport organizations. In addition, economic principles help students understand various issues in the sport industry such as market structure, regulation of sport, and profit maximization.	Understanding available revenues and controlling cost is critical for any organization, which also applies to professional and amateur sport organizations. In addition, economic principles help students understand various issues in the sport industry such as market structure, regulation of sport, and profit maximization.

To: Faculty Senate Curriculum Committee
From: Matthew Valenti, Chair, Senate Curriculum Committee
Date: February 22, 2016
Re: Capstone Courses Report

Title	College	**How will students demonstrate each of the following abilities:**			How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
		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:		
ART 435	CCA	This course requires students to be independent and active learners. They are required to conduct their own research and compile a list of artists and influences throughout the semester. They also propose a creative project, which requires research into their chosen subject matter and photographic technique.	Students propose an independent creative project that they work on for the entire semester. Their projects must illustrate a balance between their knowledge of photography's mechanics with strong concepts and unique ideas. They work to place their projects within the context of contemporary photographic art movements, while acknowledging the mediums past.	Both group and individual discussions/critiques of student projects open up conversations regarding the intentions of their projects beyond gallery walls. Students are frequently asked to consider their audience and how their work will be interpreted	Students are required to write a 2-3 page Artist Statement concerning their work and ideas. A handout is provided early in the semester with guidelines on how to write a good Artist Statement. They are required to submit an electronic draft of their Statements at least 2 weeks prior to their Senior Project Exhibition for review and editing.	Students in ART 435 are required to give a 10-15 minute oral presentation to students enrolled in lower-level photography courses. Their Source Presentations, as we call them, are in the form of a PowerPoint, which includes quality reproductions of their own creative work along with images of their influences. The objective of the Source Presentation assignment is for the students to practice their public speaking skills, while reflecting on their semester-long research and articulating their choices and motivations behind their creative practice. The presentation also requires the students to place their work within the context of contemporary photography.
BMEG 455	Statler	Since this design project aims to provide a prototype or a product with relevance to human healthcare, the students will need to evaluate the existing literature information to assess product feasibility and applicability.The ability to gather that information will be demonstrated through the overall course of the semester through the included forms of student evaluation (i.e. reports and presentations).	Students will need to find solution for an open-ended problem in biomedical engineering. For this, they will need to identify the problem, talk about its importance and relevance as related to human healthcare, and apply scientific principles and engineering skills to solve that identified problem. In particular, they will learn to apply knowledge from human physiology, thermodynamics, transport in biological systems, math, chemistry, physics, biomedical instrumentation, biomechanics etc. to complex, open-ended biomedical engineering problems of clinical relevance.	The students enrolled in this class are required to perform market analysis as part of their open ended biomedical engineering problem. For this, they will need to Identify the market needs and understand the economic impact of the product/strategy to be developed as well as its logistical and ethical issues.	Through written reports during the semester as well as through final reports. Details in the syllabus.	Poster and oral presentations are included as forms of assessment. Please see details in the syllabus.
CIS 488	POT	Students will be assigned a project as a group. There are CASE tools the students may use to complete the project and their use will help the student complete the project.	The student will read a well known author on the subject and discussions on the text and how it applies to the work being done in the class will take place weekly. At the end of the course a summary presentation critically reviewing the content and the work done for the project as well as the knowledge gained in the courses will be required.	In addition to the capstone project and the summary presentation, the students will be required to attend class on discussions. The students will incorporate knowledge from the Cyber Ethics class taken earlier in their undergraduate work and apply it to the project they are completing for the course.	The written component of the Capstone Experience will be due in the last module. Throughout the semester portions of the project will be due as well as presented in class time for critical review of peers. This serves two purposes, helping the student to complete the project on time and receiving and giving critical comments in a team setting.	The formal oral component is given in the last module to selected faculty and instructor. Before the final oral presentation is complete, the student will have presented work to other members of the class for comment and will gain experience in oral presentations with a critical review and comments.

To: **Faculty Senate Executive Committee**
From: **Karen Haines, SCC Chair Elect**
Date: **2/22/2016**
RE: **Alterations Report**

Action: Course Alterations (Minor Changes)   **Effective Term: Summer 2016**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale	
ACE 168	Change course description	ACE 168. Sport Officiating. 2 Hours. Study of officiating.	ACE 168. Sport Officiating. 2 Hours. Study of the art, science, industry standards, and best practices of the officiating profession across all levels of sport.	Expanded the catalog description to better define the class.	
BCOR 199	Change campus offered (offer course at Potomic State)	BCOR 199. Introduction to Business. 3 Hours. This course introduces the student to the major business disciplines, basic business communications, and the University environment.	BCOR 199. Introduction to Business. 3 Hours. This course introduces the student to the major business disciplines, basic business communications, and the University environment.	We are simply changing the "Campus Requesting Course" entry to allow Potomac State to offer the course. The College of Business and Economics approves of this move, and Potomac State will utilize the current course syllabus and coordinate the offering with the College of Business and Economics. This will make it easier for Potomac State students to transfer into the College of Business and Economics.	
BCOR 380	Change course prerequisite and course description	BCOR 380. Business Ethics. 3 Hours. This course first provides a comprehensive survey of the ethical issues challenging professional and corporate conduct in today's business world. It then offers a review of accepted business practices designed to meet those challenges.	BCOR 380. Business Ethics. 3 Hours. PR: ACCT 202, CS 101, ECON 202, (ECON 225 or STAT 211), ENGL 102, with a grade of C- or better and (MATH 150 or MATH 154 or MATH 155 or MATH 156). This course first provides a comprehensive survey of the ethical issues challenging professional and corporate conduct in today's business world.	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 Management 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 Management courses such as MANG 434 Business Research Methods. It is essential that students take the above pre-requisites prior to taking these, among other, upper division courses.	

BIOL 432	Change course credit hours and course description	BIOL 432. Forensic Biology. 4 Hours. PR: BIOL 219. A lecture and laboratory course focusing on the latest advances in forensic identification technologies, including advantages and limitations of different approaches. Students can gain extensive hands-on experience in the isolation, qualification, and analysis of DNA.	BIOL 432. Forensic Biology. 3 Hours. PR: BIOL 219. Biological applications and advances in forensic identification technologies, including advantages and limitations of different approaches. Focuses on isolation, quantification, amplification, and analysis of DNA.	This alteration changes BIOL 432 from a 4-credit lecture/lab course to a 3-credit lecture course that may, but will not always, be taken with a new BIOL 434 lab. Students will now be able to register for lecture only.	
CHEM 110A	Change course prerequisites	CHEM 110A. Introduction to Chemistry A. 1 Hour. PR: Students must obtain a satisfactory score on the placement examination and must register for CHEM 110A and CHEM 110B in the same term. Required for students whose performance on ACT/SAT/placement examination indicates need for introductory work before enrolling in other chemistry courses. Elementary scientific terminology and concepts; simple chemical arithmetic's; chemical symbols, formulae and equations; and mole concepts.	CHEM 110A. Introduction to Chemistry A. 1 Hour. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on placement examination, or C- in MATH 122 or higher. Students must register for CHEM 110A and 110B in the same term. Required for students whose performance on ACT/SAT/placement examination indicates need for introductory work before enrolling in other chemistry courses. Elementary scientific terminology and concepts; simple chemical arithmetic's; chemical symbols, formulae and equations; and mole concepts.	Updating catalog to align with Banner and current placement practice and to facilitate the registration process.	

CHEM 110B	Change course prerequisite	CHEM 110B. Introduction to Chemistry B. 1 Hour. PR or CONC: CHEM 110A with a grade of C or better. Required for students whose performance on the ACT/SAT/placement examination indicates need for introductory work before enrolling in other chemistry courses. Scientific terminology and concepts; chemical arithmetic's; chemical symbols, formulae and equations; and mole concepts.	CHEM 110B. Introduction to Chemistry B. 1 Hour. PR or CONC: CHEM 110A with a grade of C- or better. Required for students whose performance on the ACT/SAT/placement examination indicates need for introductory work before enrolling in other chemistry courses. Scientific terminology and concepts; chemical arithmetic's; chemical symbols, formulae and equations; and mole concepts.	Updating catalog to align with Banner and current placement practice.	
CHEM 115	Change course prerequisites	CHEM 115. Fundamentals of Chemistry. 4 Hours. PR: Satisfactory ACT/SAT or placement exam performance, or grade of C or better in CHEM 110 or (CHEM 110A and CHEM 110B). For students who need more than one year of college chemistry and quantitative relationships on which subsequent chemistry courses are built. (3 hr. lec. 3 hr. lab.) (Students may not receive credit for CHEM 117 and for CHEM 115.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	CHEM 115. Fundamentals of Chemistry. 4 Hours. PR: Satisfactory ACT/SAT or placement exam performance, or minimum grade of C- or better in CHEM 110B or minimum grade of C- in [(MATH 126A or MATH 126B or MATH 126C) and MATH 128], or minimum grade of C- in MATH 129 or higher. For students who need more than one year of college chemistry and quantitative relationships on which subsequent chemistry courses are built. (3 hr. lec. 3 hr. lab.) (Students may not receive credit for CHEM 117 and for CHEM 115.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	

CHPR 250	Change prefix	CHPR 250. Foundations of School Health. 3 Hours. The goals for this course include introducing students to the field of school health education and promotion and developing the theoretical background, philosophical approach, and professional skills required to effectively serve as a school-based public health professional. Further, this course emphasizes child and adolescent health promotion and advocating for student health and wellbeing in school and community settings.	SHED 250. Foundations of School Health. 3 Hours. The goals for this course include introducing students to the field of school health education and promotion and developing the theoretical background, philosophical approach, and professional skills required to effectively serve as a school-based public health professional. Further, this course emphasizes child and adolescent health promotion and advocating for student health and wellbeing in school and community settings.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
CHPR 300	Change prefix	CHPR 300. Health Education for Elementary School Teachers. 2 Hours. Designed specifically for future elementary school teachers, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. No field experience required.	SHED 300. Health Education for Elementary School Teachers. 2 Hours. Designed specifically for future elementary school teachers, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. No field experience required.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	

| CHPR 301 | Change prefix and course number | CHPR 301. Elementary School Health Program. 4 Hours. Designed specifically for our majors, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. It culminates in a field experience. | SHED 401. Elementary School Health Program. 4 Hours. Designed specifically for our majors, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. It culminates in a field experience. | Prefix Change: Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.

Course Number Change: After conducting curriculum mapping as a part of our accreditation review, we believe this course is actually being offered at a level more appropriate for seniors. We've initiated this change so that the course number properly reflects the level of student competency attainment and content required in the course. | |

| CHPR 302 | Change prefix and course number | CHPR 302. Secondary School Health Program. 4 Hours. This course provides an overview of the coordinated school health program for secondary schools. It includes goals for the secondary school program, a review of current research related to the 10 priority school health content areas, organizing the program, participating in community and national partnerships, and instructional methods and student assessment in secondary school health education and promotion. | SHED 402. Secondary School Health Program. 4 Hours. This course provides an overview of the coordinated school health program for secondary schools. It includes goals for the secondary school program, a review of current research related to the 10 priority school health content areas, organizing the program, participating in community and national partnerships, and instructional methods and student assessment in secondary school health education and promotion. | Prefix Change: Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.

Course Number Change: After conducting curriculum mapping as a part of our accreditation review, we believe this course is actually being offered at a level more appropriate for seniors. We've initiated this change so that the course number properly reflects the level of student competency attainment and content required in the course. | |
| CHPR 450 | Change prefix | CHPR 450. Contemporary Issues in School Health. 3 Hours. This course addresses current and emerging issues in child and adolescent health that should be of significance to school health educators. These issues include public health and prevention priorities related to the top causes of premature death and disability among children and adolescents as well as developmental risk factors associated with diminished health throughout the lifespan. | SHED 450. Contemporary Issues in School Health. 3 Hours. This course addresses current and emerging issues in child and adolescent health that should be of significance to school health educators. These issues include public health and prevention priorities related to the top causes of premature death and disability among children and adolescents as well as developmental risk factors associated with diminished health throughout the lifespan. | Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive. | |

CHPR 480	Change prefix	CHPR 480. Supervised Field Experience in School Health. 3 Hours. This course emphasizes applying the pedagogical skills and content-based learning acquired in the school health academic curriculum to developing, delivering, and evaluating school health lessons and programs in professional practice. With the support and assistance of the course instructor, students will develop original school health programming, implement those programs in the field, and evaluate relevant student, faculty, and community outcomes.	SHED 480. Supervised Field Experience in School Health. 3 Hours. This course emphasizes applying the pedagogical skills and content-based learning acquired in the school health academic curriculum to developing, delivering, and evaluating school health lessons and programs in professional practice. With the support and assistance of the course instructor, students will develop original school health programming, implement those programs in the field, and evaluate relevant student, faculty, and community outcomes.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
CHPR 485	Change prefix	CHPR 485. School Health Teaching Seminar. 2 Hours. This course is designed for students who plan to complete their student teaching requirement in health education. The format of the course will include lecture, discussion, and student teaching in a public school.	SHED 485. School Health Teaching Seminar. 2 Hours. This course is designed for students who plan to complete their student teaching requirement in health education. The format of the course will include lecture, discussion, and student teaching in a public school.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	

CHPR 600	Change prefix	CHPR 600. Foundations of Public Health for School Health Educators. 3 Hours. This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting.	SHED 600. Foundations of Public Health for School Health Educators. 3 Hours. This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
CHPR 601	Change prefix	CHPR 601. Emerging Research in Elementary School Health. 3 Hours. This course provides a critique of contemporary research in children's health and evaluates its influence on current and emerging elementary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in elementary school settings.	SHED 601. Emerging Research in Elementary School Health. 3 Hours. This course provides a critique of contemporary research in children's health and evaluates its influence on current and emerging elementary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in elementary school settings.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	

CHPR 602	Change prefix	CHPR 602. Emerging Research in Secondary School Health. 3 Hours. This course provides a critique of contemporary research in adolescent health and evaluates its influence on current and emerging secondary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in secondary school settings.	SHED 602. Emerging Research in Secondary School Health. 3 Hours. This course provides a critique of contemporary research in adolescent health and evaluates its influence on current and emerging secondary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in secondary school settings.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
CHPR 604	Change prefix	CHPR 604. Advanced School Health. 3 Hours. PR: Admission to the school health master's program. Course addresses the teacher's role in organizing and implementing comprehensive school health programs at the elementary and secondary levels. Additional attention is paid to providing instruction specific to the health educator skills and standards.	SHED 604. Advanced School Health. 3 Hours. PR: Admission to the school health master's program. Course addresses the teacher's role in organizing and implementing comprehensive school health programs at the elementary and secondary levels. Additional attention is paid to providing instruction specific to the health educator skills and standards.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	

| CHPR 640 | Change prefix | CHPR 640. School Health Program Design. 3 Hours. PR: Admission to school health master's program. Course provides a practical application experience for students to design a health education course curriculum, demonstrate classroom teaching, and self-evaluate their own teaching. | SHED 640. School Health Program Design. 3 Hours. PR: Admission to school health master's program. Course provides a practical application experience for students to design a health education course curriculum, demonstrate classroom teaching, and self-evaluate their own teaching. | Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive. | |
| CHPR 645 | Change prefix | CHPR 645. Evaluating School Health Programs. 3 Hours. Provides students with the theoretical background and practical skills required to conduct meaningful school-based, health-focused, student assessments and program evaluations. Specifically, students will develop the skills necessary to evaluate and improve elementary and secondary health promotion initiatives, including health education lessons, health promotion programs, and effective implementation of the Coordinated School Health model, including school climate and community collaboration. | SHED 645. Evaluating School Health Programs. 3 Hours. Provides students with the theoretical background and practical skills required to conduct meaningful school-based, health-focused, student assessments and program evaluations. Specifically, students will develop the skills necessary to evaluate and improve elementary and secondary health promotion initiatives, including health education lessons, health promotion programs, and effective implementation of the Coordinated School Health model, including school climate and community collaboration. | Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive. | |

| CHPR 671 | Change prefix and course number | CHPR 671. Community and Context in School Health. 3 Hours. This course addresses public health in the U.S. with a special emphasis on schools as an important community in which health promotion takes place. Additionally, we discuss the major structural and social forces that influence school and student health outcomes and consider the unique needs of diverse communities of children, adolescents, and families represented within the broader school organization. | SHED 603. Community and Context in School Health. 3 Hours. This course addresses public health in the U.S. with a special emphasis on schools as an important community in which health promotion takes place. Additionally, we discuss the major structural and social forces that influence school and student health outcomes and consider the unique needs of diverse communities of children, adolescents, and families represented within the broader school organization. | Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive. The School of Health Education courses and program have been revised over the past 18 months in order to better meet the requirements of the accrediting body. As part of this process, the course numbers are being realigned so that they make more sense and can be taken in a sequence aligned with the numbers. The concepts taught in this course now fit into the program at an earlier time in the curriculum. Therefore this number is being changed to align with our current numbering system. | |
| CHPR 675 | Change prefix | CHPR 675. Leadership and Advocacy in School Health. 3 Hours. This course focuses on building the leadership and advocacy skills required to promote health in the school setting. These skills include being able to describe the value of the school health program, enlist the assistance of school and community partners, understand and respond to community concerns, build consensus regarding controversial issues, and anticipate and meet future needs in school health. | SHED 675. Leadership and Advocacy in School Health. 3 Hours. This course focuses on building the leadership and advocacy skills required to promote health in the school setting. These skills include being able to describe the value of the school health program, enlist the assistance of school and community partners, understand and respond to community concerns, build consensus regarding controversial issues, and anticipate and meet future needs in school health. | Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive. | |

CHPR 680	Change prefix	CHPR 680. School Health Concepts. 3 Hours. Addresses content areas for health education, the national health education standards, the CDC adolescent risk factors, and healthy people 2010 objectives as applicable to: emotional health, injury prevention, disease and nutrition, and physical activity.	SHED 680. School Health Concepts. 3 Hours. Addresses content areas for health education, the national health education standards, the CDC adolescent risk factors, and healthy people 2010 objectives as applicable to: emotional health, injury prevention, disease and nutrition, and physical activity.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
CHPR 782	Change prefix	CHPR 782. Supervised Applied Health Education Project. 1 Hour. PR: Advanced graduate standing or consent. Doctoral students only. Plan and conduct a health education intervention in other than a classroom setting, i.e., a defined community.	SHED 782. Supervised Applied Health Education Project. 1 Hour. PR: Advanced graduate standing or consent. Doctoral students only. Plan and conduct a health education intervention in other than a classroom setting, i.e., a defined community.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	

CHPR 783	Change prefix	CHPR 783. Supervised Health Education Research Report. 1 Hour. PR: Advanced graduate standing and consent. Doctoral students only. A written report of empirical research of either a survey or an experiment.	SHED 783. Supervised Health Education Research Report. 1 Hour. PR: Advanced graduate standing and consent. Doctoral students only. A written report of empirical research of either a survey or an experiment.	Through the creation of the new School of Public Health, our academic programs have been reorganized. The transition from the CHPR (Community Health Promotion) prefix to the SHED (School Health Education) prefix is merely an administrative move designed to separate the school health program courses into their own grouping. Additionally, this has the benefit of making it much easier for our students to find our courses when during registration as looking for education courses under "community health promotion" has been confusing and counter-intuitive.	
HIST 417	Change course prerequisite	HIST 417. World War II in Europe. 3 Hours. PR: 6 hours history or consent. Impact of World War II on political culture and moral fabric; emphasis on themes of invasion, occupation, collaboration, resistance, survival, and retribution. (Alternate years).	HIST 417. World War II in Europe. 3 Hours. Impact of World War II on political culture and moral fabric; emphasis on themes of invasion, occupation, collaboration, resistance, survival, and retribution. (Alternate years).	Previously listed prerequisites are not necessary for student success and impose an unnecessary barrier to student registration.	
HIST 421	Change course prerequisite	HIST 421. Hitler and the Third Reich. 3 Hours. PR: Junior, senior, or graduate standing. Myths and realities of Hitler's public and personal life; emphasis on rise to power, party, ideology, and propaganda techniques; position and policies as Fuehrer.	HIST 421. Hitler and the Third Reich. 3 Hours. Myths and realities of Hitler's public and personal life; emphasis on rise to power, party, ideology, and propaganda techniques; position and policies as Fuehrer.	Previously listed prerequisites serve no essential function in Banner.	

HIST 463	Change course prerequisites	HIST 463. American Foreign Relations to 1941. 3 Hours. PR: HIST 152 and HIST 153 or consent. American's foreign policy and involvement in international relations from the eighteenth century to the beginning of World War II.	HIST 463. American Foreign Relations to 1941. 3 Hours. American's foreign policy and involvement in international relations from the eighteenth century to the beginning of World War II.	Previously listed prerequisites are not necessary for student success and impose an unnecessary barrier to student registration.	
HIST 464	Change course prerequisites	HIST 464. American Foreign Relations 1941 to Present. 3 Hours. PR: HIST 152 and HIST 153 or consent. America's foreign policy and growing involvement in international relations including the U.S. role in World War II, the Korean War and Vietnam.	HIST 464. American Foreign Relations 1941 to Present. 3 Hours. America's foreign policy and growing involvement in international relations including the U.S. role in World War II, the Korean War and Vietnam.	Previously listed prerequisites are not necessary for student success and impose an unnecessary barrier to student registration.	
MATH 126A	Change course prerequisite	MATH 126A. College Algebra 5-Day. 3 Hours. PR: Two units of algebra, one unit of geometry, and satisfactory performance on departmental placement examination or successful completion of the pre-college algebra workshop or its equivalent. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 126A. College Algebra 5-Day. 3 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or C- in MATH 122. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	

MATH 126B	Change course prerequiste	MATH 126B. College Algebra 4-Day. 3 Hours. PR: Two units of algebra, one unit of geometry, and satisfactory performance on departmental placement examination or successful completion of the pre-college algebra workshop or its equivalent or satisfy the minimum SAT/ACT math score. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 126B. College Algebra 4-Day. 3 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or A- in MATH 122. (This course is not open to students who have credit for MATH 129 or its equivalent.) Review of the real number system and algebraic expressions, equations, inequalities, graphing, functions, and polynomials. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	
MATH 128	Change course prerequiste	MATH 128. Plane Trigonometry. 3 Hours. PR: (A minimum grade of C- in MATH 126A or MATH 126B or MATH 126C) or two units of algebra, or one unit of geometry and satisfactory performance on departmental placement examination. (This course is not open to students who have credit for MATH 129 or equivalent.) Trigonometric functions, identities, vectors, complex numbers, and trigonometric equations. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 128. Plane Trigonometry. 3 Hours. PR: A minimum grade of C- in MATH 126A or MATH 126B or MATH 126C. (This course is not open to students who have credit for MATH 129 or equivalent.) Trigonometric functions, identities, vectors, complex numbers, and trigonometric equations. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	

MATH 129	Change course prerequiste	MATH 129. Pre-Calculus Mathematics. 4 Hours. PR: Two units algebra and one unit geometry, and satisfactory performance on departmental placement test. Not open to students who have credit for the equivalent of either MATH 126 or 128. A treatment of algebra, analytic geometry, and trigonometry. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 129. Pre-Calculus Mathematics. 4 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfctory performance on departmental placement test, or B- in MATH 126B. Not open to students who have credit for the equivalent of either MATH 126 or 128. A treatment of algebra, analytic geometry, and trigonometry. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice.	
MATH 150	Change course prerequiste	MATH 150. Applied Calculus. 3 Hours. PR: (A minimum grade of C- in MATH 126A or MATH 126B or MATH 126C) or satisfactory performance on a departmental placement test or satisfy the minimum SAT/ACT Math score. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity derivatives, and integrals of polynomials, rational functions, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 150. Applied Calculus. 3 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or C- in (MATH 126A or MATH 126B or MATH 126C) or Math 129. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity derivatives, and integrals of polynomials, rational functions, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	

MATH 153	Change course prerequisite	MATH 153. Calculus 1a with Precalculus. 4 Hours. PR: Satisfactory Performance on departmental placement exam; or satisfy the minimum SAT/ACT Math score. Introduction to limits, continuity, derivatives, and applications of derivative.	MATH 153. Calculus 1a with Precalculus. 4 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or C- in [(MATH 126A or MATH 126B or MATH 126C) and MATH 128)], or in Math 129. Introduction to limits, continuity, derivatives, and applications of derivative.	The alteration adds this clause to the pre-requisites: . . .or C- in [(MATH 126A or MATH 126B or MATH 126C) and MATH 128)], or in MATH 129 When Math 153 was created, placement was by SAT/ACT/or placement test for incoming students who did not quite place into Math 155. As the course became established, students wanted to take (or were advised to take) Math 153 and 154 in lieu of Math 155 if they were less confident in their background. Math 126 and Math 128 or Math 129 are now an alternative pre-requisite path.	
MATH 155	Change course prerequiste	MATH 155. Calculus 1. 4 Hours. PR: Satisfactory performance on departmental placement test or satisfy the minimum ACT/SAT Math score or (a minimum grade of C- in (MATH 126A or MATH 126B or MATH 126C) and MATH 128) or MATH 129. Introduction to limits, continuity, derivatives, antiderivatives, definite integrals, and applications of the derivative. Not open to students who have earned credit in MATH 153 and/or MATH 154.	MATH 155. Calculus 1. 4 Hours. PR: Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or C- in Math 129. Introduction to limits, continuity, derivatives, antiderivatives, definite integrals, and applications of the derivative. Not open to students who have earned credit in MATH 153 and/or MATH 154.	Updating catalog to align with Banner and current placement practice. The requested alteration only applies to the course offered at WVU (Morgantown). The version offered at WVUIT and/or PSC will remain unchanged.	
MUSC 160	Change course description	MUSC 160. Introduction to Music Composition. 2 Hours. PR: Consent. (Open to music composition majors only.) Development of creativity in musical composition. May be repeated for credit. (2 hr. lec.).	MUSC 160. Introduction to Music Composition. 2 Hours. PR: Consent. Development of creativity in musical composition. For music composition majors in their first year of college-level study. May be repeated for credit; max. 4 hr. (2 hr. lec.).	Just changing catalog language to be clearer. No change in contents or curriculum-based rationale. Since this is a two-credit course for first-year majors, we are setting a limit of two semesters (4 hours).	

| MUSC 360 | Change course description and remove repeatability | MUSC 360. Composition. 2 Hours. PR: MUSC 264 or consent. (May be repeated for credit; max. 8 hr.) Creative writing. | MUSC 360. Composition. 2 Hours. PR: MUSC 264 or consent. Creative writing of music. An elective for non-composition majors. | This course is intended to have two functions: 1) as an upper-level elective for music performance majors (not composition majors) and 2) as a gateway for those who begin as music majors in an area other than composition and discover they either want to add composition as an area or who indeed want to change to being composition majors. In either case it is not appropriate use of either student or instructor time for a student to remain in this course for more than one semester. They should either broaden their study of music theory by taking other electives or commit to a more intensive study of music composition by adding this area to their degree as a minor, major, or second major. The course description was expanded to better describe the course. | |
| MUSC 460 | Change course prerequisite and course description | MUSC 460. Upper-Division Composition. 2 Hours. (May be repeated for credit.) PR: Two semesters MUSC 360, or consent based on scores submitted. Creative writing with emphasis on practical composition for performance. | MUSC 460. Upper-Division Composition. 2 Hours. (May be repeated for up to 8 credits.) PR: MUSC 360 with a grade of B- or better, or 2 semesters of MUSC 160, or consent based on scores submitted. Creative writing of music, primarily for acoustic instruments, for music composition majors. Non-composition majors may take the course with permission of the instructor. | This change is to clarify vague language in the previous description, which could be misunderstood as referring to writing something other than music and included the ambiguous term "practical." The change in prerequisites is to screen out students with little aptitude for composition but who want to continue to study composition in order to avoid getting a broader grasp of the field of music theory and composition. This should be understood in company with the proposed change of MUSC 360, music composition for non-composition majors, from being repeatable to not being repeatable. | |

MUSC 460A	Change course description	MUSC 460A. Electronic Music Composition. 2 Hours. (May be repeated for a maximum of 16 credit hours.) PR: MUSC 465 and MUSC 466 or Consent. Private composition lessons using computer and other electronic means. More advanced topics from among multi-channel audio, multimedia, interactive electronic compositions, synthesizer programming and programming in Max/MSP, depending on level of study.	MUSC 460A. Electronic Music Composition. 2 Hours. (May be repeated for a maximum of 12 credit hours.) PR: MUSC 465 and MUSC 466 or consent. Private composition lessons using computer and other electronic means. More advanced composition topics, depending on the student's level and personal interest. Past topics included: multi-channel audio, multimedia, interactive electronic compositions, synthesizer programming, programming in Max/MSP, film scoring, gaming composition, and commercial music.	The change in MUSC 460a is to reflect more fully the material already included in this course while allowing flexibility of content within any given semester, since the course may be repeated.	
MUSC 670	Change course title and course description	MUSC 670. Perspectives of Music History. 3 Hours. A survey of western vernacular and art music from the Middle Ages to the present with particular attention to historiography, social context, and evolution of musical styles.	MUSC 670. Perspectives of Musicology and Ethnomusicology. 3 Hours. A survey of western and non-western musics, with particular attention to historiographies, social contexts, and evolution of musical styles.	Western Europe, the United States, and West Africa have long been the central focus of this course, yet our students increasingly need to develop working knowledge of non-western musical traditions in Asia, the Middle East, Central and South America, and Oceania as they prepare for their work as scholars, performers, composers, and educators. Renaming the course to include ethnomusicology in the course title and non-western musics in the course description will ensure that non-western content receives greater attention throughout the course.	
SPED 670	Change course title and course description	SPED 670. Introduction to Gifted Education. 3 Hours. Introductory course concerning characteristics of gifted and talented children and implications these factors have for education. Definition, characteristics, history and philosophy of special programs, identification procedures, and development of program prototypes.	SPED 670. Gifted Learners: Identification and Development. 3 Hours. Introductory course concerning characteristics of gifted and talented children and implications these factors have for education. Definition, characteristics, history and philosophy of special programs, identification procedures, and development of program prototypes across grade levels.	Department faculty have approved a title change for this existing course to make the title more descriptive of the content of the course. No change is proposed to the course itself.	

Effective Term: Fall 2017

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale	
HIST 424	Change Campus offered (Offer at WVUIT)	HIST 424. Britain 1455-1603. 3 Hours. England from Richard II to Elizabeth I, covering developments in politics, religion and society, ranging from the War of the Roses and the plague to Protestantism and Shakespeare.	HIST 424. Britain 1455-1603. 3 Hours. England from Richard II to Elizabeth I, covering developments in politics, religion and society, ranging from the War of the Roses and the plague to Protestantism and Shakespeare.	Adding to WVUIT Catalog at their request.	

Effective Term: Fall 2018

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale	
CHE 310	Change course description	CHE 310. Process Fluid Mechanics. 3 Hours. PR: MATH 251 and CHE 202. Fluid statics, laminar and turbulent flow, mechanical energy balance, Bernoulli equation, force balance, friction, flow in pipes, pumps, metering and transportation of fluids, flow through packed beds and fluidized beds. Laboratory demonstrations and experiments. (2 hr. lec., 2 hr. calc. lab.).	CHE 310. Process Fluid Mechanics. 3 Hours. PR: MATH 251 and CHE 202. Fluid statics, laminar and turbulent flow, mechanical energy balance, Bernoulli equation, force balance, friction, flow in pipes, pumps, metering and transportation of fluids, flow through packed beds and fluidized beds. (2 hr. lec., 2 hr. recitation).	Laboratory and equipment demonstrations have been removed from this course because they will be covered in a separate new course ChE 351.	
CHE 311	Change course description	CHE 311. Process Heat Transfer. 3 Hours. PR: MATH 251 and CHE 202. Conductive heat transfer, convective heat transfer, design and selection of heat exchange equipment, evaporation, and radiation. Applications, laboratory demonstrations, and experiments. (2 hr. lec., 2 hr. calc. lab.).	CHE 311. Process Heat Transfer. 3 Hours. PR: MATH 251 and CHE 202. Conductive heat transfer, convective heat transfer, design and selection of heat exchange equipment, evaporation, and radiation. Applications, laboratory demonstrations, and experiments. (2 hr. lec., 2 hr. recitation).	Laboratory demonstrations and experiments have been removed from this course and will be covered in a new course ChE 351. These changes are consistent with the proposed curriculum changes in the Chemical Engineering program.	

Course Deactivation - Summer 2016

EE 447	EE 447 is identical to EE 445. Both are titled "Introduction to Antennas" and have the exact same course description. EE 447 has never been offered. It was a mistake for both courses to be put into the catalog, and only EE 445 should be allowed to remain.	
MATH 280	Course is no longer offered and the material covered will be partially covered by PHIL 360 and potentially a new graduate level mathematics course.	
MATH 480	Course no longer offered. Content will be covered by a new graduate level mathematics course.	
STAT 484	STAT 484 is listed as a Capstone class, but does not fulfill any of the Capstone requirements for the IMS degree, which is the only degree to which STAT Capstone projects apply. Additionally, the course description of STAT 484 states, "Make a verbal presentation to the class based on the statistical analyses done on an applied problem from STAT 482 or STAT 491." However, STAT 482 already requires a verbal presentation, and if a STAT 491 student wants to get credit for a verbal presentation of their professional field experience project, they could enroll in STAT 482 instead of STAT 484.	

PREFERRED NAME POLICY – DRAFT

West Virginia University recognizes that students may use a different first name from their legal name. To facilitate this, the University allows students to select a preferred name to be used on class rosters, in DegreeWorks, MIX, eCampus and the online University directory (unless the student has directed nondisclosure), and other systems that do not contain official records as technically feasible. Preferred names are **first** names that are different than a student's legal first name. Official records of the University such as the transcript, diplomas, financial aid documents, and others, where legal name is required will **not** be available for the use of a preferred name. If a student changes names legally, these documents will reflect the legal name.

This accommodation is available to two groups of students: transgender and international students. The Office of the Registrar may make exceptions for other students upon review.

Transgender students who wish to use a preferred name should contact one of the following units on campus to initiate use of their preferred name:

> Office of the University Registrar
> Admissions and Records Building
>
> Carruth Counseling Center/WellWVU
> Health and Education Building
> 390 Birch Street
>
> Center for Women's and Gender Studies
> 209 Knapp Hall
>
> Office of LGBTQ Programs (when operational)

International students who wish to use a preferred name should contact the Office of International Students and Scholars (Purinton House) to initiate use of the preferred name.

All students, regardless of University point of contact, will be asked to complete a form to request use of their preferred name. Submission of the form requires verification of photo ID by a WVU staff member. In the alternative, students may also send a letter to the Office of the University Registrar requesting the use of a preferred name. The letter should contain both the legal name and the preferred name as well as the student's WVU ID number. All letters must be signed and witnessed by a notary public.

The preferred name will remain in use until the student requests that it be deactivated. Deactivation can be initiated via the units listed above.

This process for using a preferred name does not impact students who officially change their legal name.

Timeline for implementation: by Fall 2017

WVU Employee Wellness Website

The WVU Employee Wellness website houses all of the current wellness offerings for WVU employees in addition to pertinent information related to health, fitness and well-being. Updated frequently, this is the place to go for updates on a variety of wellness topics.

Enhanced Communications

Communication methods have been recently enhanced to reach more employees. Information may be disseminated by worksite wellness coordinators, ENEWS, PEIA Pathways to Wellness Health Promotions Consultants, PEIA and the new WVU Employee Wellness listserv.

Worksite Wellness Coordinators

WVU's worksite wellness coordinators help disseminate wellness information electronically and/or through a wellness bulletin board and activities. They can provide custom worksite wellness offerings by working with WVU Employee Wellness and PEIA Pathways to Wellness.

Worksite Wellness Coordinator Training

Educational in-services are offered to worksite wellness coordinators to provide current information as it relates to the wellness industry and WVU offerings in particular. The meetings also serve as an important networking opportunity for coordinators to connect to learn about the challenges and successes of each unit. PEIA also offers coordinator training periodically.

Custom Worksite Wellness Programming Support

WVU Employee Wellness provides worksite wellness programming and assistance with implementing custom offerings to WVU's worksite wellness coordinators. Examples include the Wear Red for Heart Health events, the Walk 100 Miles in 100 Days worksite competitions, Stretch for Health classes and more. PEIA Pathways to Wellness also offers programs that worksite wellness coordinators can offer at their worksite.

Monthly Wellness Newsletters

Worksite wellness newsletters are distributed monthly (and often more frequently) to WVU's worksite wellness coordinators. Coordinators are encouraged to share this information electronically and via print ready materials. Bulletin board displays are especially useful for worksites where employees do not typically utilize a computer during their workday.

Worksite Presentations, Workshops, Lunch & Learns and In-services

Worksite wellness coordinators may request a variety of wellness topics to be presented and customized based upon the needs and interests of employees. Examples:

- Dining Services – Health Fair – Grip Strength Assessment and Dynaband Workshop
- Academic Innovation – New Faculty Orientation - Learn about Employee Wellness
- WVU Division of Finance – Focus on Flexibility Workshops
- Job Accommodation Network – Annual Retreat – Fitness & Wellness at WVU
- Training & Development – New Employee Welcome Reception – Employee Wellness
- Teaching & Learning Commons – Celebrate – Smart Health/Wellness Consumerism
- Facilities Management – Individual Health Coaching and Group Flexibility training
- College of Law, CPASS, Department of English, Department of Psychology, ITS, – Healthy Tomorrows In-service

Fitness Classes

Fitness classes are offered (Morgantown campus) to accommodate employees who want to try a new physical activity. PEIA offers a one-time fitness class benefit that can be offered at worksites that have a minimum number of interested (and eligible) participants. The worksite must also provide a suitable space to host the class. In collaboration with CPASS LAP, WVU Employee Wellness is offering a variety of exercise classes at a special reduced rate for employees. WELLWVU has provided space for some classes. The Wellness Program of the Health Sciences Campus also offers classes to WVU employees with a varying fee based upon work location. Those classes are also promoted by WVU Employee Wellness.

Lifestyle/Health Coaching

Individual lifestyle coaching appointments are offered to employees and eligible dependents on all three of the Morgantown campuses, either face-to-face or telephonically, to accommodate those seeking support for health behavior change. These sessions are provided in collaboration with PEIA's Health Promotion Consultant as part of the PEIA Pathways to Wellness program. Employees in other locations throughout the state are encouraged to contact their county Health Promotion Consultant to schedule an appointment. WVU Employee Wellness can provide similar opportunities for those who are not insured by PEIA.

Custom Behavior Change Programs (vary throughout the year)
'Smart Start 2015' Program

The 'Smart Start 2015' physical activity program, created by Kimberly Zaph, was offered to ALL WVU employees as a health behavior change offering in January 2015. The goal of this self-report program was to motivate employees to take five minutes to perform five stretches daily for five weeks. In addition to weekly emails to motivate and educate, *Stretch Break Lunch & Learn* sessions were presented by Kimberly Zaph at worksites upon request. Participant feedback indicates that employees felt this was a valuable program and would like similar programming to be offered in the future.

'Walk 100 Miles in 100 Days' Program

WVU Employee Wellness encourages employees to participate in the 'Walk 100 Miles in 100 Days' hosted by The Wellness Program of the WVU Health Sciences Campus. Program specific content is created and distributed to WVU's worksite wellness coordinators to share with participating employees. To customize the offering, worksite wellness coordinators can create teams within their units to provide some additional motivation.

'Weigh To Go' Program

WVU Employee Wellness worked collaboratively with PEIA Pathways to Wellness to offer this holiday weight maintenance program to all WVU employees. The program was offered campus-wide and employees in other areas were also able to participate through their county Health Promotion Consultant. The program was customized and embellished for the needs of WVU employees and many successful finishers actually lost weight during the program. Random prize drawings were provided as incentives by WVU Employee Wellness, the Human Performance Lab, the Student Recreation Center, and the Stansbury Fitness & Wellness Center.

'Summer Steps' Program
Working in collaboration with WVU Extension Service, WVU Employee Wellness promotes this statewide summer walking program. This year, a new category for WVU worksites was included in the competition. WVU Employee Wellness has provided pedometers to University employees to help track mileage. This annual program is relatively new and is expected to continue to grow in popularity.

Health Screenings
Numerous health/fitness screenings may periodically be offered on campus. For example, Kimberly Zaph provided blood pressure screenings per request on all three of the Morgantown campuses to accommodate employees who were seeking a blood pressure reading. Some screenings are scheduled as special events in collaboration with WVU units that specialize in particular areas. For example, hearing screenings can be offered by the WVU Hearing Center within the College of Education and Human Services and WVU Medicine can provide a variety of screenings based upon the specialty in demand. Special events, such as the WVUMedicine Health Expo, EmployeeFest, and other WVU conferences, often highlight many of the health and wellness services available to WVU employees and their family members.

Vaccine Clinics
Employee flu vaccine clinics are typically scheduled in the month of October at multiple Morgantown campus locations to accommodate employees wanting a flu vaccination. Family members and WVU students may also receive the flu vaccination at these clinics. The clinics are provided in collaboration with WVU Medicine - Urgent Care. PEIA-insured participants can receive the vaccine at no cost, and all employees, students and campus visitors can obtain a vaccine at a reasonable cost. Employees may also receive the vaccine at either of the Morgantown Urgent Care locations during regular business hours. Documentation is provided to paying participants for reimbursement through their medical insurance. WVU Employee Wellness also provides information about MyWVUChart to ensure that participants know they can access their vaccine documentation via their electronic medical record.

'Work It Out' Fitness Assessments
Individual fitness assessment appointments can be offered to employees who are seeking a physical fitness assessment. Kimberly Zaph worked collaboratively with PEIA Pathways to Wellness to locate a qualified exercise physiologist to provide this opportunity to University employees. The 2016 pilot program has been very successful thus far, and it should continue to grow as worksite wellness coordinators request the offering for their worksite.

'Tools to Quit' Workshops
The 'Tools to Quit' workshop is offered periodically to all WVU employees at various times throughout the year to support employees who are ready to quit using tobacco and those who are thinking about it. This free workshop is facilitated by Beverly Keener, WV North Central Regional Tobacco Prevention Coordinator. PEIA provides cessation medication and resources to those covered under a 'tobacco-user' rate.