

Minutes  
West Virginia University Faculty Senate  
Monday, November 14, 2016

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Connors, J.	Fleming, S.	Lieving, G.	Reddy, R.
Ameri, S.	Cossman, L.	Flett, R.	Mandich, M.	Reymond, R.
Anderson, K.	Costas, M.	Foley, K.	Martucci, A.	Rice, T.
Atkins, C.	Cottrell, L.	Fuller, E.	Mattes, M.	Rockett, I.
Barko, C.	Criser, A.	Gannon, K.	Maynor, L.	Ryan, E.
Bass, A.	Crosno, J.	Harris, T.	McCombie, R.	Ryan, K.
Bastress, R.	Culcasi, K.	Harrison, N.	McCrary, J.	Schimmel, C.
Benedito, V.	Davari, A.	Hartley, D.	McCusker, B.	Scott, D.
Bergner, G.	Davis, D.	Hauser, D.	Merrifield, J.	Scott, H.
Bilgesu, I.	Deshler, J.	Hengemihle, B.	Mitchell, M.	Shockey, A.
Boone, D.	Di Bartolomeo, L.	Hodge, J.	Montgomery-Downs, H.	Singh-Corcoran, N.
Bowman, N.	Dietz, M.	Ibrahim, M.	Murphy, E.	Sowards, A.
Brock, R.	Donley, D.	Jacknowitz, A.	Murray, P.	Thomas, J.
Brooks, R.	Downes, M.	Kiefer, A.	Myers, S.	Tou, J.
Brown, B.	Eller, W.	Kirby, B.	Nicholson, R.	Utzman, R.
Bryner, R.	Eschen, E.	Kuhlman, J.	Post, E.	Weed, S.
Burnside, J.	Famouri, P.	Lee, S.	Proudfoot, C.	Widders, E.
Burt, A.	Fint-Clark, B.	Li, B.	Rakes, P.	Wilcox, G.
Clement, D.	Fisher, S.			

Members Excused:

Abraham, R.	Cohen, S.	Kleist, V.	Ruscello, D.	Valenti, M.
Bernardes, E.	Collins, A.	Murray, J.	Stimeling, T.	Weihman, L.
Billings, H.	Hornsby, G.	Prucz, J.	Stolzenberg, A.	Wietholter, J.
Casey, F.	Kiefer, C.	Rowlands, A.	Turton, R.	Wilson, M.

Members Absent:

Bishop, J.	Floyd, K.	Krause, M.	Shrader, C.	Tobin, G.
Boyd, J.	Goff, N.	LaBarbara, J.	Theeke, L.	Tu, S.
Carpenter, R.	Knight, J.	Schaefer, G.		

Faculty Senate Officers Present:

Hileman, S.	Maynor, L.	Nutter, R.	Proudfoot, C.
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2. Chair Maynor moved for approval of the minutes from the Monday, October 10, 2016 meeting.  
Motion carried.
3. Provost Joyce McConnell reported the following:
  - She and President Gee are overwhelmed by the number of positive responses they have received to their post-election email messages. Those messages addressed the need for civil and respectful discourse.

- Bryan Stevenson, author of *Just Mercy: A Story of Justice and Redemption*, was the Festival of Ideas speaker on November 7. His book is the “common read” for 2016-17. He spoke within a framework of four issues:
  - a. In order to understand what needs to be done to achieve justice, you have to be proximate to injustice.
  - b. Narratives play a very critical role in how we understand the world. We need to be more affirmative in what we say, how we tell stories, and how we describe people so that we are always changing the narrative towards justice.
  - c. Never give into despair or hopelessness. Through hope comes action and change.
  - d. We have to be willing to participate in difficult conversations.
 Provost McConnell’s freshman seminar used this paradigm to have their discussion about the election. She encourages faculty to have these conversations with their students, and will be happy to outline that paradigm in an email.
- The Student Government Association (SGA) organized a Unity Circle on November 14 at 6:30 p.m. in Woodburn Circle. The event celebrated our common values and our diverse community.
- The Office of the Provost and the Women’s Leadership Initiative of WVU invited girls of all ages to E. Moore Hall on November 15 from 5:00 to 6:30 p.m. to meet with women leaders at WVU.
- SGA sponsored a WVU Women’s Panel at 6:00 p.m. on November 15 in the Mountainlair, celebrating 125 years of women at WVU.
- Our educational study abroad program was ranked 19<sup>th</sup> in College Rank’s list of Top 25 Study Abroad Programs and 3<sup>rd</sup> overall among public universities.
- We held a signing ceremony with Shenhua Energy Corporation, the world’s second largest energy corporation. The partnership will focus on the development of clean energy technologies.
- She attended the West Virginia Identification Intelligence Expo, which was hosted by the University and sponsored by Senator Joe Manchin.
- We have become a member of the HathiTrust. Member libraries will attempt to digitize their collections and make that work available and searchable to member organizations.
- Campus Conversations about mission, vision, and values were held on October 25 and November 10. We continue to seek input and feedback on vision and value statements.
- Dillon Muhly-Alexander has been selected as a finalist for the Rhodes Scholarship.
- Hawley Montgomery-Downs had her work on parenting and child sleep cited in the *New York Times*.
- Faculty responses to the Alternate Pathways to Promotion and Tenure proposal are being reviewed by the Faculty Incentives and Rewards Working Group.
- Davis College faculty are the lead authors in a *Science Magazine* article on how biodiversity in forests increases tree productivity.
- D.J. Pisano of the WVU Center for Astrophysics mapped the distribution of hydrogen across the Milky Way, revealing details about our galaxy that had never been seen before. The research was published in *Astronomy and Astrophysics*, and required more than one million individual observations and about ten billion individual data points.
- Cheryl Ball received an NEH grant for working with authors around digital publications.

- Applications are being accepted for the 2017-2018 Academic Leadership Fellows program offered through the Office of the Provost. One of the projects will allow the Fellow to spend time on the WVU Tech Beckley campus.

4. Chair Maynor reported the following:

- The amendments to the Faculty Constitution were approved by a vote of the University Assembly. The amendments take effect immediately. An updated Faculty Constitution will be posted to the Faculty Senate web site in the near future.
- She, Lisa Martin, and Dixie Martinelli visited Potomac State College on October 21. They toured the new armory space, which will be used for a student rec center and for the 4-year nursing program. Potomac State College is in a period of transition. Both Jennifer Orlikoff, the interim campus president, and Greg Ochoa, the dean of academic affairs, are new to their positions as of July 1, 2016. Faculty and staff shared many positive comments about the transition. A similar trip will be made to the WVU Tech campuses in the spring.
- The cold-weather clothing drive for Clendenin, a collaborative effort of the Faculty Senate, the Russian Club, and Staff Council, has concluded. We have had to make multiple trips to Clendenin to deliver all of the items.

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

Annex I, New Courses Report. Motion carried.

Annex II, Course Changes Report. Motion carried.

Annex II, Alterations Report, was submitted for information. Report filed.

Annex III, Capstone Courses Report. Motion carried.

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

Annex IV, GEF Actions. Motion carried.

The following reports were submitted for information:

GEF Transition Review (Annex V), GEF Rationale (Annex VI), Revised LEAP Goals (Annex VII), Revised CIM Questions (Annex VIII). Reports filed.

7. Roy Nutter, ACF Representative, reported the following:

- He attended the WV Council for Community and Technical College Education meeting on October 20. His takeaway from that meeting was that two-year schools are experiencing serious financial difficulties. New River CTC in particular is selling land and buildings that it can no longer afford to maintain.
- The ACF met on the afternoon of October 20. He does not expect to see much activity until the legislature installs new committee leadership.
- He will attend the Higher Education Policy Commission meeting on November 18. He suggested Senators take a look at the meeting agenda posted at [www.wvhepc.edu](http://www.wvhepc.edu), particularly the Human Resources Report Card.

8. Stan Hileman, BOG Representative, reported the following:

- The Board of Governors met on November 3-4, 2016.

- The BOG received an update on Adventure WV from Greg Corio. He pointed out that a \$1 investment in Adventure WV returns \$10.60 due to increased graduation and retention rates of participants, especially lower income students.
- The Board spent some time discussing the Summit Bechtel Reserve Initiative. The Summit Bechtel Reserve is the national Boy Scouts facility. There are many possibilities for WVU to use the property and its facilities.
- Dixie Martinelli, along with representatives from Potomac State College and WVU Tech, presented the annual classified staff report. There are now 2604 classified employees, down 435 since 2013. Their average age is 48, and 40% of classified staff are currently eligible for retirement. Potomac State College has lost 25 staff members in the last 12-18 months. Some employees are being paid on a 2001 salary scale, and positions are difficult to fill at the salary being offered. Ms. Martinelli stressed the need for yearly salary adjustments.
- The faculty constituency report will be presented at the February meeting of the Board of Governors.
- William Brustein gave an update on global strategies. Dr. Brustein is a world-recognized expert in global initiatives. He was recently hired to head our new Office of Global Affairs, with the goal being to enlarge the WVU brand internationally. Several potential countries for outreach were mentioned, including Bahrain, India, China, Malaysia, Japan, and Mexico.
- The Board welcomed two new members: Taunja Miller, who is the managing member of Jackson Kelly PLLC in Morgantown, and Marty Becker, who is the chairman of the board for QBE Insurance Group.
- The Audit Committee and the Joint Strategic Plans and Initiatives and Finance and Facilities and Revitalization Committee also met. Most of their time was spent in executive session.

9. New Business – None

10. Executive Session

A motion was made and duly seconded to move the Faculty Senate Executive Committee into Executive Session according to WV code Chapter 6, Article 9A, Section 4 to discuss a matter relating to honorary degrees. Motion carried.

11. The meeting adjourned at 4:15 p.m. to reconvene on Monday, December 12, 2016.

Judy Hamilton  
Office Administrator

**To:** Faculty Senate Executive Committee  
**From:** Karen Haines, Chair, Faculty Senate Curriculum Committee  
**Date:** October 24, 2016  
**Re:** New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HONR 202: Science and Technology	AS	3		An introduction to the systematic methods of analysis to scientific developments, technological advancements, and our evolving natural world through focused, engaging subjects.	Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 202: Science and Technology course will serve this role for GEF 2, though different topic will have a separate alpha attached (e.g HONR 202a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEFCo. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.
HONR 204: Society and Connections	AS	3		An introduction to analysis of human behavior, societal and political organization, or communication through focused, engaging subjects.	Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 204: Society and Connections course will serve this role for GEF 4, though different topic will have a separate alpha attached (e.g HONR 204a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEFCo. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HONR 206: Arts and Creativity	AS	3		An introduction to the study of artistic expression through focused, engaging subjects.	Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 206: Arts and Creativity course will serve this role for GEF 6, though different topic will have a separate alpha attached (e.g HONR 206a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEFCo. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.
HONR 207: Global Studies and Diversity	AS	3		An introduction to methods and principles of critical inquiry to explore global issues and cultural, linguistic, or experiential diversity through focused, engaging subjects.	Honors Foundations Courses are flexible title special-topics courses that are listed under course numbers that are keyed to specific GEF requirements. Each HONR 207: Global Studies and Diversity course will serve this role for GEF 7, though different topic will have a separate alpha attached (e.g HONR 207a). Course topics and instructors will be vetted and selected in a process outlined in the Honors Foundations Program proposal (found in the May 2016 WVU Faculty Senate Agenda, annex XA), with oversight by the Honors College with consultation from relevant department chairs and the Faculty Senate GEFCo. Courses will be selected based on their adherence to the goals of the appropriate GEF, and will provide Honors students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
SAFM 641: Leadership Development for Safety Management	CEMR	3	SAFM 501 and SAFM 502	This course presents concepts in ethics, leadership in crisis and non-crisis modes, experiential training, and creating a values-congruent workplace even under conditions of non-support by upper management.	When safety professionals and engineers begin new jobs, whether entry-level or mid-career, they have high expectations placed upon them. They almost immediately supervise and train subordinates, and they will be responsible for sizable budgets. In addition, they assume positions of authority where decisions must be made to simultaneously promote human capital and business continuity. At this time, there are no courses in the safety or engineering curricula to address leader development and preparation of junior managers even though our program's Advisory Committee has suggested such a course for almost a decade.
SENG 560: Software Reuse	CEMR	3	SENG 550 or consent	A detailed study of the business, organizational, and technical implications of large-scale software reuse in modern environments. Architecture, design for reuse, domain engineering, model-driven development, frameworks, library design, reuse tools, and design patterns.	The concept of software reuse, though simple in theory, is a highly complicated subject particularly when viewed under the lens of modern cloud computing technologies and capabilities. This course is highly relevant to the issues that many students working in the modern software engineering industry encounter on a daily basis. Students are introduced to a variety of modern techniques for managing, controlling, and developing for reuse and are challenged to explore the benefits and drawback of different kinds of reuse techniques. This content of this course is relevant for students who are involved in all aspects of software development.
SENG 561: Agile Software Development	CEMR	3	SENG 550 or consent	Techniques and methodologies of agile software engineering; development team roles, product backlog, sprint planning, sprint execution, test-driven development, sprint retrospective, development tools and environments. Emphasis on successfully managing agile projects in geographically dispersed work environments.	Agile software engineering represents a major departure from the traditional software development practices. Many organizations have embraced agile principles in one form or another and it is quite common to see software engineering job postings requiring knowledge of agile development techniques. The purpose of this course is to provide students with rigorous exposure to agile software engineering practices through a well-balanced combination of theoretical and practical applications. Students will study various agile methodologies along with their benefits and drawbacks. This course is intended to be taken by students involved in all aspects of software development, from management to engineering.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ACE 682: Program Evaluation for Coaches	CPASS	1	ACE 680	Integration of a Program Evaluation Strategy (PES) utilizing program materials and concepts in an applied professional setting. The PES will be implemented and evaluated over two full semesters. Students must have a position coaching in an applied sport setting. Course is online. (1 credit; repeated twice)	This is the second course in a 3-course series designed to support student-coaches in their application of action based research methods and the sport science based content learned in the ACE online masters program into real world sport coaching experiences. In this course, students are required to implement evaluation measures based on their action based research plan and analyze the collected data in their current professional situation. The course focus is on conducting action based research, proper evaluation methods and data analysis measures. Since sport seasons do not nicely align with academic terms, this course will be repeated two consecutive semesters which will allow the student-coach to conduct the evaluation of their action based research across the entire season and out of season.
PASS 489: Capstone Experience in PASS	CPASS	3	Complete PASS 300 with C- or higher; and senior status.	An active learning experience integrating and applying the knowledge and skills acquired across three minors. Students utilize information literacy and reflection skills to prepare professional products and planning a future career.	PASS 489 will be the capstone course in the College's MDS major. As the capstone course, students will have the opportunity to construct a culminating experience (i.e., internship, certification, research or service project) which enhances their marketability in a dynamic sport and physical activity industry.
SEP 430: Cross Cultural Perspectives in Sport and Society	CPASS	3		Faculty led study abroad course associated with travel to a foreign country at student's expense. Students on the trip are exposed to foreign culture, landmarks, and sport facilities while meeting and interacting with sport-science professionals. The course prepares students for the travel experience and allows them to reflect upon it after returning.	In accordance with West Virginia University's 2020 strategic plan to expose students to global experiences, the SEP program has planned and executed three faculty led study abroad trips (2013, 2015, and 2016) using the SEP 493 course designation. Thus the need to establish a permanent course number to allow it to be offered as a regular course in the future.
BMS 684: Journal Club and Seminar	MED	1	Students must be enrolled in the MS in Health Sciences Program	A study of contemporary topics selected from recent developments in the biomedical sciences and public health.	Students will take core courses in the basic sciences and public health curriculum. To augment their advanced coursework, the program and this course will emphasize critical thinking by reading and evaluating the literature in journal clubs and by attending public seminars to learn about cutting edge advancements and to meet speakers from a variety of health careers and disciplines. This course educates students in an integrative and cross-disciplinary manner that is unique to this M.S. program, embracing both the basic sciences and public health curriculum.



Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
OTH 370: Principles of Occupational Science	MED	3	Occupational therapy student	Students will review concepts associated with human behavior from the behavioral sciences, social sciences, and occupational science. This course will introduce students to the developing discipline of occupational science, occupational therapy's role in health, wellness, and prevention, and global issues effecting the profession.	New accreditation standards for occupational therapy took effect in 2013 which required that occupational science be added to the curriculum. We have created this class to address the standards. We have also introduced alterations to other courses to maintain credit load.
PATH 750: Systemic Pathology for Pathologists' Assistant Students	MED	8		Pathologists' Assistant students study the different disease processes and neoplasms they will encounter while in surgical pathology and autopsy. This course provides the background necessary to properly gross surgical pathology specimens or select tissue at autopsy in order to assist the pathologist in diagnosing patients.	This course provides a detailed overview of pathology specifically tailored to the learning needs of pathologists' assistant (PA) students. It is a foundational course in the second term of the professional master's degree program. It prepares students for their national board exam and provides background for procedure-based courses and clinical practicums.
NSG 477: NCLEX Remediation	NSG	Minimum 1 Maximum 2		Course focus is on achievement of professional success by reinforcing/remediating preparation for RN NCLEX exam and enhancing NCLEX testing skills.	This course has been developed to meet a need of WVU School of Nursing and other school of nursing graduates who have either delayed taking the NCLEX licensure exam or have failed the exam multiple times. The Board of Nursing requires formal remediation for these student prior to allowing them to sit for the exam again. There are currently no remediation courses/programs offered in the state of WV, and few courses nationwide. This course meets an identified need of graduates who have been unable to pass the licensure exam. Students will need to apply to the university and the school as non-degree status in order to register for the course. Determination of credit hours is dependent on length of time since graduation prior to NCLEX testing and/or number of NCLEX failures. If over 2 years since graduation or 3 or more failed NCLEX attempts, the student must register for 2 credits.

To: Faculty Senate Executive Committee  
 From: Kim Floyd, Curriculum Committee Chair-elect  
 Date: October 24, 2016  
 Re: Alterations and Course Changes Report

Code	College	Old Value	New Value	Status
<b>ACE 489: Practicum Coaching Youth Sports</b>	CPASS			Alteration
<b>Prerequisite</b>		PET 175 and PR or CONC: ACE 410.	PET 244 and ACE 256, and one of the ACE Techniques of Coaching (ACE 356 or ACE 357 or ACE 359 or ACE 360 or ACE 361 or ACE 362 or ACE 364 or ACE 365 or ACE 366)	
<b>ACE 315: Sport for Exceptional Athlete</b>	CPASS	Examines the past, present and future of sport for athletes with disabilities and those competing at the Master-level. The focus is on the coaching of these unique populations of competitive and recreational athletes.	Examines the past, present and future of sport for athletes with disabilities and those competing at the Masters-level. The focus is on the coaching of these unique populations of competitive and recreational athletes.	Alteration
<b>Curriculum Based Rationale</b>			The only change we are making is changing the pre-reqs on ACE 489. These courses identified are required courses in the scholastic coaching minor and the athletic coaching education major. ACE 489 is a practicum course which we want to make sure students have completed key courses (PET 244, ACE 256, Techniques) prior to taking the practicum (ACE 489) in both the major and minor.	
<b>FIS 302: Crime Scene Investigation 1</b>	A&S			Alteration
<b>Prerequisite change</b>		FIS 335	FIS 201	

<b>Justification</b>			Undergraduate Committee decision. After a review of the course content, and creation of FIS 303: Crime Scene Investigation Laboratory, deep familiarity with photography is no longer a requirement for success in FIS 302. Familiarity with general forensic science gained in FIS 201 gives students enough background to understand the types of evidence at a crime scene, and the general forensic analytical process.	
<b>SPAN 361: Commercial Spanish</b>	A&S			Alteration
<b>Title Change</b>		Commercial Spanish 1	Commercial Spanish	
<b>Prerequisite change</b>		SPAN 303 and SPAN 304.	Two courses from SPAN 310, SPAN 311, SPAN 312, SPAN 313, SPAN 314.	
<b>Curriculum Based Rationale</b>			Pre-req change: SPAN 303 and 304 do not exist anymore. Name change: We are eliminating Commercial Spanish 2 (SPAN 462), so there is no need to call this class Commercial Spanish 1 anymore.	
<b>AGBI 410: Introductory Biochemistry</b>	Davis			Alteration
<b>Prerequisite</b>		8 hours of General Chemistry and CHEM 231 or equivalent	(CHEM 233 and CHEM 235) or CHEM 231.	
<b>HORT 310: Vines to Wines</b>	Davis			Change
<b>Credit Hours</b>		2	3	
<b>Curriculum Based Rationale</b>			Horticulture 310 is an elective course designed to introduce students to grape-growing and wine-making techniques, and the effects of those practices on the resulting wine. As an optional course, it helps the students in the major see the practical aspects of the major and it is also used to introduce non-majors to the ideas/concepts of Horticulture (or Agriculture in general),	

<b>LAW 661: Forensic and Expert Evidence</b>	LAW			Change
<b>Credit Hours</b>		Minimum 2 to Maximum 3	Minimum 2 to Maximum 4	
<b>Justification</b>			This change in hours will put us in-line with our accreditation for a 30 credit program	
<b>PHAR 749: Pharmaceutical Investigation</b>	PHAR			
<b>Credit Hours</b>		Minimum 2 to Maximum 3	Minimum 1 to Maximum 3	Change
<b>Course is Repeatable</b>		Maximum Number of Hours may be repeated 18 hrs.	Maximum Number of Hours may be repeated 15 hrs.	
<b>Description</b>		Original investigation in pharmaceuticals, medicinal chemistry, pharmacology, pharmaceutical systems and policy, or clinical pharmacy. (Grading may be P/F.)	Provides the student with real-time insight into translational research and the rigors of academia. The student will be provided with the opportunity to participate in diverse types of studies based on the selected mentor (in vitro, in vivo and human, socio-economical studies), perform data analysis and develop critical thinking and scientific writing skills.	
<b>Justification</b>			Students who register for 1 credit hour will spend up to three hours per week completing research under the mentorship of a faculty member. The ability to earn 1 credit hour (versus 2 or 3) allows for more limited exploration of research. In addition, grading is changed from letter grading to pass/fail grading which is more appropriate for a research-based course.	
<b>Credit Hours</b>		18	15	
<b>Grading</b>		Normal Grade Mode	Pass/Fail Grade Mode	

**Deactivations:**

**BMS 732: Introduction to Physiological Systems and**  
**WDSC 111: Wood and the Environment**

Course is no longer being offered.

Request for a course number was a mistake.  
 Course was never taught

To: Faculty Senate Executive Committee  
 From: Karen Haines, Chair, Senate Curriculum Committee  
 Date: October 24, 2016  
 Re: Capstone Report

		<b>How will students demonstrate each of the following abilities:</b>				
<b>Course and Title</b>	<b>College</b>	<b>Gather material independently, as needed</b>	<b>Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:</b>	<b>Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:</b>	<b>How is the written component of the Capstone Experience completed?</b>	<b>How is the oral component of the Capstone Experience completed?</b>
HIIM 484: Capstone in Health Informatics & Information Management	Med	At the beginning of the semester, students will be given a list of sample topics in specific areas of health informatics/information management. These topics might include, for example: ICD-11-CM/PCS Implementation; National Unique Patient Identifiers; State-Wide Health Information Exchange Initiative; Electronic Health Record Benefits; Registries in Healthcare; Transcription versus Speech Recognition; HIM Quality Initiatives. Topics will be discussed in class based on current HIIM news and issues. The student may also use information from their HIIM portfolio which contains documentation of their work throughout their undergraduate education to assist in topic selection. Students may select their own topic pending instructor approval. Once a student has chosen a topic, the student will meet with the instructor on a regular basis to discuss what has been learned during the study of available literature. In doing so, the instructor will evaluate the progress of that student in obtaining the critical material in the chosen topic for the research paper and presentation. A good source of resources for this project can be found: <a href="http://www.ahimafoundation.org/Default.aspx">http://www.ahimafoundation.org/Default.aspx</a> .	The student will be required to apply knowledge learning during their undergraduate education to complete an in-depth analysis of their chosen subject. Background knowledge from HIM fundamentals, coding, HIM applications, privacy/security, system analysis and design, and project/quality management skills will all be essential parts of the student's research and thought processes. The student will integrate all of this information and apply critical thinking to complete their chosen capstone experience.	In each of the topics there are societal and/or ethical issues. Healthcare and the documentation of each person's healthcare experience is part of every person's life journey. As an HIIM professional, the student will provide care to patients via the handling of a patient's healthcare documentation. Decisions on national patient identifiers will be influenced and made by HIIM professionals. The development of state-wide or regional-wide health information exchanges will also include HIIM professionals. These students can choose a subject that could influence policy-making on a state level, or a subject that could mean better healthcare in their home town.	The student will choose a topic relevant to health informatics/information management. The student will then read, analyze, and become very familiar with that specific topic and all areas of HIIM that effect and relate to that specific topic. The student will synthesize the information, and write a paper on the chosen topic. Frequent opportunities for meetings between the student and the instructor will help guide that student for completion of the written paper. Formal feedback on the progress is given through instructor review of early assignments. The final grade on the written paper will be made by the instructor using the grading rubrics previously outlined.	In addition to the written paper as stated above, the student will also organize the information for a class presentation on the chosen topic. Opportunities for frequent meetings between the student and the instructor will help guide that student for completion of the class presentation. Lectures and individual guidance will be provided on effective use and preparation of Power Point slides and on giving an oral presentation. The final presentation will be graded by the instructor using the rubric previously provided.
PASS 489: Capstone Experience in PASS	CPASS	Student will demonstrate information literacy by finding resources appropriate for one's professional development and through the process of creating and successfully executing a personalized contract (i.e., finding internship site, identifying certificate that would enhance one's marketability, resources for research or service project) and creating a professional portfolio.	Student will be executing an approved experience (i.e., internship, certification, research or service project) which should require them to apply sound decision making based upon application of theoretical and/or practical knowledge acquired across the three minor areas. In addition, student will be required to journal about their experiences each week. Student will also compile a professional portfolio which articulate how the three academic minors have prepared the student for employment upon graduation. The portfolio will also include an analysis of the student's strengths, areas for improvement and plan for professional growth.	Student will be journaling about their capstone experience. One of the prompts which the student must address will deal with an ethical, legal or social issue that occurred during the capstone experience and reflection on how the student handled/approached it.	Student will keep weekly logs and be required to journal about their experiences during the capstone. As part of the journaling, there will be at least five prompts which the student must address. Student will create documents (i.e., resume, cover letter) as well as include other artifacts in a professional portfolio which articulates how the three minors prepared them for employment post graduation.	Student will have a maximum of 15 minutes to present their career portfolio using Powerpoint, Prezi or something comparable (i.e., Keynote) with no more than a 2-page handout.

To: Faculty Senate Executive Committee  
 From: Lisa DiBartolomeo, Chair  
 Date: October 24, 2016  
 Re: GEF Actions

The General Education Foundations Committee met on September 19 and October 3, 2016 and recommends the following courses for Faculty Senate approval:

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundations</b>
ACE 315: Sport for Exceptional Athlete	New GEF	F7. Global Studies & Diversity
HONR 202: Science and Technology	New GEF	F2A. Science & Technology (no lab)
HONR 204: Society and Connections	New GEF	F4. Society & Connections
HONR 206: Arts and Creativity	New GEF	F6. The Arts & Creativity
HONR 207: Global Studies and Diversity	New GEF	F7. Global Studies & Diversity
UTCH 221: Knowing and Learning in Mathematics and Science	New GEF	F4. Society & Connections

To: Faculty Senate Executive Committee  
From: Lisa DiBartolomeo, Chair  
Date: October 24, 2016  
Re: GEF Transition Review

The General Education Foundations Committee met on September 19 and October 3, 2016 and passed the following course for GEF transition review:

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundations</b>
COMM 317: Communication and Aging	GEC to GEF Transition	F7. Global Studies & Diversity

## GEF Rationale

The WVU General Education Foundations Program recognizes the importance of preparing students for success in their personal and professional lives, encouraging them to explore a variety of disciplines beyond those in their major area of study. Higher education promotes precisely such openness to new fields, ideas, and courses. Similarly, our GEF Program is open to all instructors whose courses advance intellectual, personal, or academic growth; we are eager for all faculty to engage in teaching GEF courses to foster faculty-student contact and academic development, mentoring, and experimentation. We maintain a large number of courses within our GEF Program not only to enhance the options open to students and encourage them to take advantage of the wide range of offerings, but also to inspire faculty to think creatively and embrace academic innovation. The GEF can be a gateway to a minor or a second major, and can open us all to new ways of viewing our curricula.



## LEAP Goals

In the interest of giving every WVU student a liberal education as defined by the AACU's Liberal Education & America's Promise (LEAP) initiative, WVU will apply the AACU LEAP Essential Learning Outcomes as part of the General Education Foundations (GEF). All GEF courses will incorporate at least one of the AACU LEAP Essential Learning Outcomes.

### **LEAP Essential Learning Outcome 1:**

#### **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

*WVU GEF courses incorporating LEAP Essential Learning Outcome 1 tie some aspect of course outcomes to problems and issues that students recognize in today's world.*

### **LEAP Essential Learning Outcome 2:**

#### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

*WVU GEF courses incorporating LEAP Essential Learning Outcome 2 teach at least one intellectual or practical skill relevant for modern life, and explicitly describe to students what it is and where it is applicable.*

### **LEAP Essential Learning Outcome 3:**

#### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action

- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

*WVU GEF courses incorporating LEAP Essential Learning Outcome 3 engage the personal or social responsibility of students, and discuss personal, local, national, and/or international situations and problems.*

**LEAP Essential Learning Outcome 4:  
Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

*WVU GEF courses incorporating LEAP Essential Learning Outcome 4 allow for the integration and synthesis of knowledge across the disciplines, and explicitly explain the connection of knowledge across the disciplines.*

## GEF CIM Response Templates

GEF CIM Prompt 1: Please explain why the course and content fit within the GEF Area proposed.

- 1) Briefly summarize the major areas of course content.
- 2) Connect that summary to the specific GEF area (provide area number and title) and its emphasis.

GEF CIM Prompt 2: How is the LEAP Essential Learning Outcome related to learning outcomes to your course? Explain briefly how students will achieve these learning outcomes.

- 1) Select and specify one and only one of the four LEAP Essential Learning Outcomes with which the course will engage; for Learning Outcomes 2 and 3, specify one competency (bullet) as well.
- 2) Specify one or more course learning outcomes and explain the direct connection between the selected LEAP Essential Learning Outcome and the course learning outcomes.
- 3) Explain what successful demonstration of the LEAP Essential Learning Outcome would require or look like in your course.

GEF CIM Prompt 3: Describe the specific assignments or exam questions that will directly assess the student's learning of the LEAP Essential Learning Outcome. If you are using a LEAP Value Rubric, please indicate which one you use. [\[link\]](#)

- 1) Identify one specific measure (assignment, test, task, performance, etc.) that will be used to demonstrate proficiency in the LEAP Essential Learning Outcome.
- 2) Briefly explain how that measure relates to that LEAP Essential Learning Outcome.

GEF CIM Prompt 4: In what ways do you communicate to your students the relevance of the LEAP Essential Learning Outcome to everyday life and the world beyond the classroom?

- 1) Identify the instructional methods used (lecture, experiential learning, external presenters, observation, case study, simulation, service-learning, study abroad, etc.) that will specifically address the relevance or applicability of the LEAP Essential Learning Outcome.