

Minutes
West Virginia University Faculty Senate
Monday, January 9, 2017

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 3:18 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

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| Abate, M. | Clement, D. | Floyd, K. | Mattes, M. | Ryan, K. |
| Ameri, S. | Collins, A. | Goff, N. | Maynor, L. | Scott, D. |
| Anderson, K. | Cossman, L. | Harris, T. | McCombie, R. | Scott, H. |
| Atkins, C. | Costas, M. | Harrison, N. | McCrary, J. | Shockey, A. |
| Barko, C. | Cottrell, L. | Hartley, D. | Merrifield, J. | Shrader, C. |
| Bass, A. | Criser, A. | Hauser, D. | Mitchell, M. | Singh-Corcoran, N. |
| Bastress, R. | Crosno, J. | Hengemihle, B. | Montgomery-Downs, H. | Sowards, A. |
| Benedito, V. | Davari, A. | Hodge, J. | Murray, J. | Stimeling, T. |
| Bergner, G. | Davis, D. | Ibrahim, M. | Murray, P. | Stolzenberg, A. |
| Bernardes, E. | Deshler, J. | Jackowitz, A. | Nicholson, R. | Tu, S. |
| Bilgesu, I. | Di Bartolomeo, L. | Kiefer, C. | Post, E. | Turton, R. |
| Boone, D. | Donley, D. | Kleist, V. | Proudfoot, C. | Utzman, R. |
| Bowman, N. | Downes, M. | Krause, M. | Reymond, R. | Valenti, M. |
| Brooks, R. | Eller, W. | LaBarbara, J. | Rice, T. | Weed, S. |
| Brown, B. | Eschen, E. | Lee, S. | Rockett, I. | Weihman, L. |
| Bryner, R. | Fint-Clark, B. | Lieving, G. | Rowlands, A. | Wietholter, J. |
| Burnside, J. | Fleming, S. | Mandich, M. | Ryan, E. | Wilson, M. |
| Burt, A. | Flett, R. | Martucci, A. | | |

Members Excused:

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| Abraham, R. | Connors, J. | Fuller, E. | Myers, S. | Schimmel, C. |
| Billings, H. | Culcasi, K. | Kiefer, A. | Prucz, J. | Tou, J. |
| Brock, R. | Famouri, P. | Kirby, B. | Reddy, R. | Widders, E. |
| Casey, F. | Fisher, S. | Knight, J. | Ruscello, D. | Wilcox, G. |
| Cohen, S. | Foley, K. | McCusker, B. | | |

Members Absent:

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| Bishop, J. | Dietz, M. | Kuhlman, J. | Rakes, P. | Thomas, J. |
| Boyd, J. | Gannon, K. | Li, B. | Schaefer, G. | Tobin, G. |
| Carpenter, R. | Hornsby, G. | Murphy, E. | Theeke, L. | |

Faculty Senate Officers Present:

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| Hileman, S. | Nutter, R. | Stolzenberg, A. | Turton, R. | Valenti, M. |
| Maynor, L. | Proudfoot, C. | Titolo, M. | | |

2. Chair Maynor moved for approval of the minutes from the Monday, December 12, 2016 meeting. Motion carried.
3. President E. Gordon Gee reported the following:
- We will soon have a new administration in Washington, a new Congress, and a new governor. The governor's inauguration ceremony will take place on January 16, 2017. All of these changes create uncertainty. However, we know our university remains extremely

important on the national scale and, in many ways, represents the future of the State of West Virginia.

- WVU Medicine is now the state's largest private employer. The state's economy is improving, but has lagged behind nationally. Some segments of the economy, such as coal production, are not expected to be as vital to our economic growth as they have been in the past. Growth in other areas, such as technology, will become increasingly important.
- Our revenue production side has improved. The number of enrolled students, the number of applications for admission, and our retention rates have all increased. If we could increase our retention rate by 1 percent, our budgetary problems would disappear.
- We need to have multiple ways to reward and recognize our faculty. One such proposal under consideration by the Faculty Incentives and Rewards Working Group concerns alternate pathways to promotion and tenure for teaching assistant and associate professors. He believes we moved into R1 status because our teaching faculty provided an environment in which research activities could flourish.

4. Provost Joyce McConnell reported the following:

- The change to the 2017-18 academic calendar that was presented at the December Faculty Senate meeting has been widely distributed across campus. Anyone with specific problems regarding the revised calendar should call Ann Claycomb in the Provost's Office. The revision prevents commencement from occurring the day before Christmas, but also allows students to be on campus a couple of days before classes begin.
- The Statler College has developed an enormously successful model of student retention. Since instituting its freshman engineering program, the College has increased retention by 50 percent.
- She has been co-chairing transition policy teams for Governor-elect Justice. The teams, totaling 280 people, met in Charleston on December 15 and wrote white papers to be submitted to the governor-elect on January 11.
- An exhibit focused on textiles is opening at the Art Museum on January 19. The exhibit, titled FABRICation, will close on March 19. She encourages everyone to attend.
- The search for a new Chief Information Officer has begun. John Campbell is currently serving in his new role as Vice Provost, as well as Interim CIO.
- Sue Day-Perroots has announced her retirement effective in August.
- We have a lot of teams meeting about the kinds of activities we want to see taking place on campus this semester. We expect to see some activity around politics and the inauguration.
- She will survey faculty in various ways over the next couple of weeks to determine how the Provost's Office can more effectively communicate with faculty.
- Travis Stimeling, professor of music history in the College of Creative Arts, received a \$50,000 fellowship from the National Endowment of the Humanities to chronicle the history of musicians and record production in Nashville between 1955 and 1973.
- MD/PhD students Brandon Lucke-Wold and Zach Wright and MBA student Brandon Cook have been invited to participate in the National Pitch Competition at the University of Texas.

5. Chair Maynor reported the following:

- The application deadline for the provost's Academic Leadership Fellows program has been extended to January 13. More information is available at <https://wvufaculty.wvu.edu/opportunities>.
 - The Teaching and Learning Commons has three upcoming faculty development sessions: A Discussion of Work-Life Integration on February 3, Classroom Management on February 7, and Getting Started on Course Redesign on February 14. Registration information is available at <http://tlcommons.wvu.edu/>.
 - Nomination ballots for Faculty Senate terms beginning July 1, 2017 will be sent out via email within the next month.
6. Karen Haines, Chair, Curriculum Committee, moved for approval of the following reports:
- Annex I, New Courses Report. Motion carried following the removal of FDST 200, which is not a new course, from the report.
 - Annex II, Course Changes Report. Motion carried.
7. Lisa DiBartolomeo, Chair, General Education Foundations Committee, presented the following reports for information:
- Annex III, GEF Transition Review. Report filed.
 - Annex IV, Proposed GEC to GEF CIM Workflow and GEF Assessment Cycle. Report filed.
8. Roy Nutter, ACF Representative – no report.
9. Stan Hileman, BOG Representative, reported the following:
- The Board of Governors held an abbreviated meeting on December 16. Most of the meeting took place in executive session. While in public session, the Board voted to continue discussions for the aquatic center and track that is being proposed for Mylan Park.
 - There will be an abbreviated meeting on January 18.
 - The faculty constituency report will be presented at the next full meeting of the Board on February 9-10. Presenters will include Stan Hileman, Richard Turton, and representatives from WVU-Tech and Potomac State College.
10. New Business – None
11. The meeting adjourned at 3:48 p.m. to reconvene on Monday, February 13, 2017.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee

From: Karen Haines, Chair, Faculty Senate Curriculum Committee

Date: December 19, 2016

Re: New Courses Report

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|--|---------|---------|--|--|--|
| FIS 505: Biological and Chemical Evidence | AS | 3 | Acceptance to the Forensic Justice LL.M. | Biological and Chemical Evidence is one of the foundational courses of the Forensic Justice LL.M. and serves to provide law professionals with the scientific information necessary to be successful in the graduate program. It is required so that students will gain the background necessary to properly conduct examinations in subsequent coursework. | The course will enable legal professionals to have a basic understanding of Chemical and Biological evidence in legal proceedings. It is a cross link between science and law and will close the existing gap between the two disciplines. The course will enable legal professionals to prepare for examination or cross examination of expert witnesses in legal proceedings. |
| FIS 703: Research Design in Forensic Science | AS | 3 | | The PhD in forensic science is a research-based degree that will require the student to use advanced analytical techniques in order to independently develop a research question, and test a proposed methodology. In order to ensure success, each student will be required to take a semester-long course focused on data-analytics that are germane to the forensic community. It is through this instruction that the graduate student is expected to acquire the necessary skills and resources to tackle fundamental and technically meritorious research problems. | Research Design in Forensic Science is an applied research and statistics based course established specifically for students in the FIS Doctor of Philosophy program. The course will prepare students for data analysis related to sampling, regression, outlier detection, univariate significance testing, propagation of uncertainty, multivariate classification, classifier evaluation, Bayesian reasoning, data standardization and significance reporting. |
| GEOL 286: Introduction to Minerals Rocks | AS | 4 | GEOL 101 and GEOL 102 with a minimum grade of C- and (CHEM 111 or CHEM 115). | Geol 286:Rocks Minerals will cover the fundamentals of mineralogy and petrology which are fundamental subjects in Geology. It will replace Geol284:Mineralogy as the required entry course into the Geology Major beyond the two introductory survey courses (Geol 101/102 and Geol 103/104). Geol286 is a new 4-credit course because, in addition to lecture instruction, students will participate in weekly 2-hour laboratories and one required weekend field trip. This change increases the number of hours for the major by one, and decreases elective hours from 31 to 30. | An introduction to the fundamentals of mineralogy and petrology, focusing on how minerals and rocks form, and how different minerals and rocks are identified, classified, and related to one another through plate tectonic theory and physio-chemical processes. (Required weekend field trip.) |
| GEOL 388: Introduction to Geochemistry | AS | 3 | GEOL 101 and CHEM 115. | This topic is an important component of a geology education. Our students must take a minimum number of electives from specified lists - this class will be included on that list. The course learning outcomes align with several of the Geology program learning outcomes listed at: http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/geologyandgeography/#learninggoalstext | This course is an introduction to the big-picture of geochemistry focused on using chemical tools to understand earth processes from the very old to very new, the very small to very large. |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|---------|---------------|--|---|
| INTS 288: Professional Development: Success After International Studies | AS | 1 | INTS 199 | This course is designed for students majoring in International Studies. Enrollment in this one credit hour course will be a requirement for the major and is a deeper focus on many topics discussed in INTS 199. As one of the few classes that enroll only International Studies students, the purpose of this course is simple: to provide the student with professional development skills to guide their choices until graduation and after their graduation from WVU. Specifically, the class goals are: (1) to form career development skills and understand audience to make the most of post-graduate opportunities (ex. resume/cover letter, interviewing skills, networking), (2) focus on relevant internship and scholarship opportunities, (3) to prepare materials for graduate/professional school, (4) and understand the value of a liberal arts education, specifically as it applies to interdisciplinary international studies. | Students develop professional skills, both oral and written, including resume and cover letter writing, interviewing skills, conducting a successful job search, and the graduate school application process. Designed for international studies majors. |
| INTS 361: European Identity and French-German Cooperation along the Rhine | AS | 3 | | This course is one of two classes taught at the WVU Strasbourg Program in European Affairs. While the other class (INTS360) examines the European Union in contemporary affairs, this course focuses more precisely on the growth of German-French cooperation following three wars between 1870-1945. For this program, the value the class is in examining cultural and historical changes in the two countries "identity". Equally important, the class exposes students to the region (the upper Rhineland and Alsace)with site visits to historic, economic, cultural, and political sites. The course is taught by a University of Strasbourg professor who specializes in "cross-border cooperation" and who is able to provide a distinctly European perspective on Franco-German relations--both past and present. The courses brings greater balance to the WVU offerings. It is taught only abroad. | Examination of European identity as the basis of cooperation between Germany and France since 1945. Class will examine the forms of cooperation through lectures and site visits in Germany and France. Emphasis is on the historical and cultural sources of cooperation after WWI and WWII as well as the rise of the European Union. |
| SPAN 260: Intensive Intermediate Spanish in Latin America | AS | 3 | SPAN 102 | This course will provide a specific number for an intermediate-level faculty-led study-abroad course offered in Latin America on a regular basis. Study abroad is the most effective way to learn a foreign language since it allows for continuous exposure to the target language in the proper cultural context. At the same time, students will be able to experience firsthand a different culture in all its richness, from its material characteristics, such as food and dress codes, to its abstract aspects, such as beliefs and values, and thus gain understanding about both the local culture and their own. Thus, students will not only to improve their Spanish-language skills significantly, but expand their world view, and gain knowledge about themselves. | Development of intermediate reading writing, listening, and speaking skills taught on location, as part of a faculty-led program in Latin America. |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|---------|---|---|--|
| SPAN 360: Intensive Advanced Spanish in Latin America | AS | 3 | SPAN 204 | This course will provide a specific number for an advanced-level faculty-led study-abroad course offered in Latin America on a regular basis. Study abroad is the most effective way to learn a foreign language since it allows for continuous exposure to the target language in the proper cultural context. At the same time, students will be able to experience firsthand a different culture in all its richness, from its material characteristics, such as food and dress codes, to its abstract aspects, such as beliefs and values, and thus gain understanding about both the local culture and their own. Thus, students will not only to improve their Spanish-language skills significantly, but expand their world view, and gain knowledge about themselves. | Development of advanced reading writing, listening, and speaking skills taught on location, as part of a faculty-led program in Latin America. |
| MUSC 125E: Applied Study:Harp | CCA | 1 | | West Virginia University School of Music Catalog (http://music.wvu.edu) lists private study as a requirement. MUSC 125E Applied Study:Harp satisfies the applied music requirement for any music degree program at West Virginia University. It is the only University class for private harp instruction at West Virginia University and in the state of West Virginia. | Private instruction of solo, ensemble and orchestral harp repertoire. Students learn the proper techniques of harp playing, develop effective practice skills, critical musical thinking, and musical expression. Harp students perform in at least one school ensemble each semester. Audition required to be admitted to the course. |
| MUSC 623: Recording Production | CCA | 3 | MUSC 611 | Understanding recording production methods and practices is crucial for successful professional participation in the music industry. The Recording Production 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. | This course is an overview of music recording production theory and practice, including audio recording concepts, practices, equipment, software, standard professional recording techniques, and their implications on the production management. |
| MUSC 624: Live Music Production | CCA | 3 | MUSC 611 | Understanding live audio production methods and practices and sound reinforcement principles is crucial for successful professional participation in the music industry. The Live Music Production 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. | This course is an overview of live music production theory and practice, including sound reinforcement concepts, practices, equipment, as well as standard professional live audio engineering and production techniques. |
| MUSC 626: Music Industry Project | CCA | 3 | Taken after the completion of all the MA in Music Industry Program courses, or, by permission of the program director, during the last semester of the MA in Music Industry studies, concurrently with other courses. | This course provides an opportunity for the students to demonstrate comprehensive competencies in the commercial music industry methods and practices that they acquired during their MA in Music Industry studies, and as such, is a necessary component of the program, where their ability to integrate and synthesize that comprehensive knowledge and skills can be evaluated. | Comprehensive final project utilizing acquired competencies in creative, technical, and operational elements of the commercial music industry's methods and practices. The course involves initiation, creation, and execution of an approved professional music industry project. This course is taken when all the other courses in the MA in Music industry sequence are completed. |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|---------|-------------------------------------|---|---|
| CI 230: Mathematics for Elementary Teachers 1 | CEHS | 3 | MATH 126A or MATH 126B or MATH 126C | <p>The mathematical demands of teaching require specialized mathematical knowledge, needed by teachers, but not needed by others (Ball, Thames, and Phelps, 2008). Teachers' Mathematical Knowledge for Teaching as defined by Ball et al. (2008) includes the following domains: 1) common content knowledge, knowledge of mathematics used in a variety of professions and contexts 2) specialized content knowledge, or the unique mathematical understandings drawn upon in the act of teaching; 3) knowledge of content and students, including knowledge of how students develop mathematical ideas as well as common misconceptions students may develop; 4) knowledge of content and teaching, including knowledge of how to effectively sequence instruction, select appropriate tasks, and choose among multiple models for a concept; and 5) knowledge of curriculum, including knowledge of curricular programs designed for the teaching of mathematics and the related available instructional materials. CI 230 and CI 231 have been designed using this conceptualization of the mathematical knowledge for teaching to guide the development and sequencing of mathematics education coursework. CI 230 and CI 231 have been designed in order to develop prospective teachers' Mathematical Knowledge for Teaching, necessary for effective instruction at the K-6 level.</p> | <p>The focus of this course is on topics of mathematics in the primary grades and how these concepts and skills connect to mathematics on the horizon (grades 3-8 and beyond). The course includes topics in the domains of counting and cardinality, numbers and operations, algebraic thinking, measurement, and geometry and connections among concepts.</p> |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|---------|---------------|---|--|
| CI 231: Mathematics for Elementary Teachers 2 | CEHS | 3 | CI 230 | <p>The mathematical demands of teaching require specialized mathematical knowledge, needed by teachers, but not needed by others (Ball, Thames, and Phelps, 2008). Ball et al. (2008) studied the work of teaching and the mathematical knowledge teachers used in teaching in order to develop a framework of mathematical content knowledge for teaching mathematics. Teachers' Mathematical Knowledge for Teaching as defined by Ball et al. (2008) includes the following domains: 1) common content knowledge, knowledge of mathematics used in a variety of professions and contexts 2) specialized content knowledge, or the unique mathematical understandings drawn upon in the act of teaching; 3) knowledge of content and students, including knowledge of how students develop mathematical ideas as well as common misconceptions students may develop; 4) knowledge of content and teaching, including knowledge of how to effectively sequence instruction, select appropriate tasks, and choose among multiple models for a concept; and 5) knowledge of curriculum, including knowledge of curricular programs designed for the teaching of mathematics and the related available instructional materials. The mathematics education faculty in the College of Education and Human Services uses this conceptualization of the mathematical knowledge for teaching to guide the development and sequencing of mathematics education coursework. With this in mind, CI 230 and CI 231 have been designed in order to develop prospective teachers' Mathematical Knowledge for Teaching, necessary for effective instruction specific to the K-6 level.</p> | <p>The focus of this course is on topics of mathematics in the intermediate grades and how these concepts and skills connect to mathematics on the horizon (grades 6-8 and beyond). The course includes topics in the domains of numbers and operations (whole numbers, fractions and decimals), algebraic thinking, rates, ratios, and proportional thinking and connections among concepts.</p> |
| HIED 750: Diversity Issues in Higher Education | CEHS | 3 | | <p>This is a core course for the doctoral program in Higher Education and provides an overview of major diversity issues affecting students, faculty, and administrators. The course also can be taken as an elective out of the 30 credit masters degree in Higher Education.</p> | <p>Diversity Issues in Higher Education is designed to facilitate understanding and appreciation for diversity within a higher education setting through the recognition of individual differences and their influence on the college experience by students, faculty, and administrators.</p> |
| IDT 665: Game Simulation Design for Instruction | CEHS | 3 | | <p>This course is designed as an elective with the Instructional Design and Technology Program. It replaces an experimental course in Games and Simulation and adds to the existing course inventory within the Software and Multimedia Competency. It explores instructional game design by having the students create, deploy, and evaluate games in instructional settings.</p> | <p>This is a hands-on course about designing digital games for instruction. In this course the student will learn the theories and the instructional design strategies appropriate for making and using digital games in the classroom. The student will learn how to develop rules that constrain, create a playable learning environment, and how to situate the game in an instructional context.</p> |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|---------|--|---|--|
| BMEG 230: Numerical Methods in Biomedical Engineering | CEMR | 3 | BMEG 201, MATH 251(co-requisite) | We were lacking a problem solving class; thus, we propose adding in sophomore year Spring a Numerical Methods in Biomedical Engineering class to better serve the students and the subsequent classes to be taught. Specifically, by introducing the integrative set of computational problem solving tools important to biomedical engineers we can ensure their application in other classes such as Biomechanics, Tissue Engineering, Thermodynamics for Biomedical Engineers, Transport in Living Systems, Senior Capstone experience, etc. all to be taught in subsequent years. | Introduce the integrative set of computational problem solving tools important to biomedical engineers. Through the use of comprehensive homework exercises, relevant examples and extensive case studies, this course will integrate principles and techniques of numerical analysis into biomedical engineering concepts from cellular and molecular systems, to physiological and biomechanical phenomena and tissue systems. |
| MAE 686: Materials Science and Engineering Seminar | CEMR | 1 | | The class will provide a personal presentation of methods for processing, testing, and modeling of advanced materials by distinguished national and international scientists. The seminar also serves as a common class for all students in the MSE degree program, where all student may be exposed to various areas of materials science regardless of their area of emphasis (AoE) and home department. | Mandatory seminar series for all materials science and engineering (MSE) majors. Recent developments in materials science and engineering. |
| SENG 564: Software Engineering of Mobile Applications | CEMR | 3 | SENG 550 or consent | SENG 564 Software Engineering of Mobile Applications provides an elective for the Masters in Software Engineering program. The Master of Science in Software Engineering requires 6 elective courses and currently does not contain any courses that exposes students to mobile development. Software engineering principles contribute to the success of mobile applications performance and production. | Software engineering of mobile applications and real-world development of mobile technology. Architecture of a simple mobile application. Industry leaders of mobile software engineering. Mobile economics. Mobile software engineering security practices. Mobile enterprise architectures. |
| SEP 273: Sport and Exercise Psychology Lab | CPASS | 1 | | Students within the sport and exercise psychology (SEP) major learn a great deal about the field from both theoretical and research perspectives. However, until they are juniors and seniors in the program, they are not exposed to any opportunities to put this information into practice. The proposed course is a laboratory that will run concurrently with SEP 272 for SEP majors. This course will allow students to practice these skills in a real world setting, and will therefore help them to better understand the constructs that they are taught in class. | This course is designed to help students understand and utilize in their own lives, the skills and constructs taught from a theoretical perspective in SEP 272. This course will help students enhance their knowledge of sport and exercise psychology constructs and allow them to implement these skills within a laboratory setting. |
| DENT 762: Anxiety and Pain Control | DENT | 1 | DENT 700, DENT 739, PCOL 760, and PCOL 763 | This course has been added to the curriculum to provide students with the necessary content to manage anxiety and pain in a general dentistry setting. Anxiety and fear are two of the main reasons patients report not going to the Dentist. | Emphasis on the use of oral agents in obtaining pain and anxiety control in Dentistry. |
| PERI 640: Core Classic Literature Review | DENT | 2 | Enrollment in the M.S. program in Periodontics | This course will allow incoming residents in periodontology to gain knowledge of classic periodontal literature as it relates to etiology, pathogenesis, and clinical practice. This will include both clinical and basic sciences topics related to periodontics. | An understanding of the Core literature in periodontics serves as a fundamental framework from which all future research and clinical practice is based. |

| Title | College | Credits | Prerequisites | Curriculum Based Rationale | Course Description |
|---|---------|-----------------|--|---|---|
| PERI 642: Classic Peri Lit Rev | DENT | 2 | Enrollment in the M.S. program in Periodontics | This course allows residents to develop an in-depth knowledge of the periodontal literature as it relates to research and clinical practice. Both clinical and basic science content on etiology and treatment are included. The content is divided into two major sections (fall and spring semesters) over three academic years. | The periodontal resident must review periodontal literature comprehensively from the historical to current science to develop critical thinking and evidence-based practice. |
| PERI 644: Clinical Management of Medically Compromised Patients | DENT | 1 | Enrollment in the M.S. program in Periodontics | This course will provide an in-depth knowledge of various medically compromising conditions and their management during dental treatment. | Medically compromised patients pose challenges to the dental practitioner. Various conditions and their modifications to treatment must be addressed to achieve safe, quality patient outcomes. |
| PERI 650: Clinical Periodontics | DENT | 1-6 Variable | Enrollment in the M.S. program in Periodontics | Hands-on, one-on-one training with periodontal faculty on surgical techniques and procedures related to periodontics and implant dentistry are provided. This course prepares the dental resident with the skills necessary to become a specialist in periodontics through practical training on patients in a clinical setting. | Technical skill/Patient Care is required to practice the specialty of Periodontics. This course prepares the resident with the skills necessary to be a specialist in Periodontics through clinical training and patient care. |
| PERI 662: Implant Dentistry | DENT | 1 | Enrollment in the M.S. program in Periodontics | This course is intended to provide students with an in-depth knowledge of the use of dental implants for oral rehabilitation. Treatment planning options, surgical techniques, use of different implant systems and prosthetic solutions will be discussed and critically analyzed. A multidisciplinary approach involving other dental specialties such as endodontics, prosthodontics, orthodontics, oral surgery and oral radiology is emphasized. | Implant therapy has become a significant component of the treatment modalities provided by the periodontal specialist. A multidisciplinary approach, in conjunction with other dental specialists, is required. |
| PERI 664: Introduction to Advanced Periodontal/Implant Surgery | DENT | 2 | Enrollment in the M.S. program in Periodontics | The course is designed to introduce the residents to the most common surgical techniques used in periodontal and implant therapy. | Surgical procedures in periodontal and implant therapy are commonly performed by the specialist. Techniques described in a classroom setting and in a simulated environment are critical prior to direct patient care. |
| PHAR 858: Comprehensive Assessment of Practice | PHAR | 3 | | This course assesses the readiness of students to begin their advanced pharmacy practice experiences. It is a requirement of the pharmacy accreditation standards to assure that students are ready for these rotations. | Assess students' readiness for successful completion of the upcoming advanced pharmacy practice experiences curriculum. Provides focused reinforcement of essential material relative to ensuring a student is practice ready, as well as reviewing difficult material from throughout the curriculum. Students complete a final objective structured clinical examination, which requires the demonstration of specific skills, including communication. |

| To: Faculty Senate Executive Committee From: Karen Haines, Curriculum Committee Chair-elect Date: December 19, 2016 Re: Course Changes | | |
|---|--|---|
| Course Number and Title | Old Value | New Value |
| ACE 369: Basic Strength/Condtnng-Coaches | | |
| Course Description | 1 PR: EXPH 364 and EXPH 365. Present basic exercise performance methodologies to assist in coaching athletics. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance-improvement drills, and proper training-environment safety techiques. | Present basic exercise performance methodologies to assist in coaching athletics. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance-improvement drills, and proper training-environment safety techiques. |
| Catalog Prerequisites | | EXPH 365 and (EXPH 364 or (PET 124 and PET 125) with a minimum grade of C- in each. |
| Justification | | Correcting an oversight in pre-req requirements when minor was created. Students must take EXPH 365 and either EXPH 364 or both PET 124 and PET 125. We also amended the pre-requirements to require a C- or better. |
| ACE 373: Fitness Management | | |
| Course Number Change | ACE 460 | ACE 373 |
| Justification | | This course is changing from a 400 Senior level course to a 300 Junior level course to fit the parameters of the 4-year Fitness Track in CPASS. |
| ACE 374: Fitness Field Testing | | |
| Course Number Change | ACE 462 | ACE 374 |
| Justification | | This course is changing from a 400 Senior level course to a 300 Junior level course to fit the parameters of the 4-year Fitness Track in CPASS. |
| ACE 375: Lifestyle and Weight Management | | |
| Course Number Change | ACE 464 | ACE 375 |
| Course Description | Provide content knowledge and practical experience in basic nutrition, behavior change, exercise, and health psychology. ACE certification exam prep. | Provide content knowledge and practical experience in basic nutrition, behavior change, exercise, and health psychology. |
| Justification | | Due to restructuring of the Athletic Coaching Education track this course needs to be taken at the Junior level (300 level). |
| CS 465: Introduction to Cybersecurity | | |
| Title Change | Introduction to Computer Security | Introduction to Cybersecurity |

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| Course Description | An overview of threats to computer security; technologies for security assurance and approaches to security solutions. Security vulnerabilities; encryption; access control; trusted systems; security administration. | Covers the fundamentals of cybersecurity, including encryption, malicious code, authentication and access control, database security, operating system security, and network security. Provides students with a comprehensive overview of the cybersecurity threats, technologies for information assurance, and engineering approaches to build and maintain secure computer systems and networks. |
| Catalog Prerequisites | CS 111 and (CS 350 or consent). | CS 350 or Instructor consent. |
| Justification for change | | CS 465 was offered for the first time in the Spring 2003 and since Fall 2004 has been offered regularly every fall semester. This request for a course change consists of (1) replacing "Computer Security" with "Cybersecurity" in the title, which is more recent term that describes the content covered in class and (2) adding several new topics such as Web security and Wireless network security as parts of Network Security. |
| EDP 613: Statistical Methods 1 | | |
| Catalog Prerequisites | EDP 612 | |
| Justification | | The faculty have determined the material in the previous prerequisite is not required to be successful in the course. |
| ENGL 407: The Writing of Health and Medicine | | |
| Prerequisites | (ENGL 101 and ENGL 102) or ENGL 103. | (ENGL 101 and ENGL 102) or ENGL 103 with a minimum grade of C- in each. |
| Justification | | Incorrect minimum grade requirement for prerequisites had been entered. |
| ENGL 618: Graduate Writing Workshop: Poetry | | |
| Course Description | (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester. | Advanced workshop in creative writing. Genre and focus vary from semester to semester. |
| Justification for change | | As stated above: we wish to align catalog copy and actual practice. |
| ENGL 618A: Graduate Writing Workshop: Non-Fiction | | |
| Course maybe repeated | 12 | 18 |
| Course Description | (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester. | Advanced workshop in creative writing. Genre and focus vary from semester to semester. |
| Justification for change | | This change simply aligns the catalog with actual practice. |

| | | |
|---|---|---|
| ENGL 618B: Graduate Writing Workshop: Non-Fiction | | |
| Course maybe repeated | 12 | 18 |
| Course Description | (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester. | Advanced workshop in creative writing. Genre and focus vary from semester to semester. |
| Justification for change | | This change simply brings the catalog into alignment with actual practice. |
| ENGR 102: Engineering Problem-Solving 2 | | |
| Campus | WVU & PSC Course | WVU Course |
| Credits Low | 0 | 3 |
| Prerequisites | ENGR 101 and (MATH 154 or MATH 155) with a C or higher. | ENGR 101 and (MATH 154 or MATH 155) with a minimum grade of C- in each. |
| Variable Credit | Yes | No |
| Justification for change | | A C- or better in all FEP core courses is now required to move into a major in the STATLER College. Therefore requiring a student to earn at least a C- in ENGR 101 before they can move into ENGR 102 ensures they will meet the requirements to move into a major and have a mastery of the material from ENGR 101 to better succeed in ENGR 102. |
| LAW 627: Land Use/Sustainable Development Clinic 1 | | |
| Credit hour change | 4 | 7 |
| Variable Credit | Yes | No |
| Justification for change | | The increase to 7 credit hours would put this clinic course in line with all other clinics offered at the College of Law. |
| LAW 628: Land Use/Sustainable Development Clinic 2 | | |
| Variable Credit | Yes | No |
| Credit hour change | 4 | 7 |
| Justification for change | | The increase to 7 credit hours would put this clinic course in line with all other clinics offered at the College of Law. |
| LAW 650: Entrepreneurship Clinic 1 | | |
| Credit hour change | 4 | 7 |
| Justification for change | | The increase to 7 credit hours would put this clinic in line with all other clinics offered at the College of Law. |
| LAW 651: Entrepreneurship Clinic 2 | | |
| Credit hour change | 5 | 7 |

| | | |
|--|---|--|
| Justification for change | | The increase to 7 credit hours would put this clinic in line with all other clinics offered at the College of Law. |
| NSG 760: DNP Project Proposal | | |
| Course Title Change | Doctor of Nursing Practice Clinical Project | DNP Project Proposal |
| Justification for change | | From the American Association of Colleges of Nursing Task Force report on "The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations" it is recommended to change the name to aid in clarification and to provide consistency across other DNP programs. |
| NSG 763: DNP Project | | |
| Course Title Change | DNP Capstone | DNP Project |
| Justification for change | | Recommendations from the American Association of Colleges of Nursing White Paper on the current status of the DNP. It is the recommendation of the task force not to call the project a capstone. |
| PHAR 818: Intro Community Rotation | | |
| Number Change | PHAR 714 | PHAR 818 |
| Prerequisites | PHAR 710 | PR or CONC: PHAR 800 and 810. |
| Justification for change | | All PharmD courses in the new curriculum are being renumbered to the 800 level. |
| PHAR 838: Intro Institutional Rotation | | |
| Course Number change | 729 | 838 |
| Catalog Prerequisites | (PHAR 719 and PHAR 724) or consent. | PR or CONC: PHAR 830 |
| Justification for change | | All courses in the PharmD curriculum are being renumbered to the 800 level. |
| PHYS 321: Optics | | |
| Catalog Prerequisites | PHYS 111 and PHYS 112 and MATH 261. | PHYS 111 and PHYS 112 and MATH 156. |
| Justification for change | | Upon close examination, it has been determined to MATH 156 is a sufficient pre-requisite for the mathematics used in this course. |
| Course Deactivations: | | |
| CE 202: Concrete Canoe/Steele Bridge Design and Construction | | |
| CE 412: Concrete and Aggregates | | |
| CE 465: Conceptual Design of Structures | | |
| DENT 764: Pain and Anxiety | | |

To: Faculty Senate Executive Committee
From: Lisa DiBartolomeo, Chair
Date: December 19, 2016
Re: GEF Transition Review

The General Education Foundations Committee met on November 7 and passed the following courses for GEF transition review:

| Title | Course Type | General Education Foundations | LEAP Learning Outcome |
|---------------------------------------|-----------------------|--------------------------------------|--|
| FDST 200: Food Science and Technology | GEC to GEF Transition | F2A. Science & Technology (no lab) | 4: Integrative and Applied Learning |
| HN&F 350: Cross-Cultural Cuisine | GEC to GEF Transition | F5. Human Inquiry & the Past | 3b: Intercultural Knowledge and Competence |

Proposed GEC to GEF CIM Workflow and GEF Assessment Cycle

GEC to GEF CIM workflow

Resources

To be advertised and facilitated through the Teaching and Learning Commons; to be promoted through the AA Deans by the Associate Provost for Undergraduate Education; to be communicated to involved and responsible faculty by the Faculty Senate GEF Committee.

Rationale

In order to facilitate the gathering of data, organization and delivery of TLC-sponsored workshops, GEFCo approval of courses, and procession through CIM workflow it is proposed that, starting January 2017, the following GEF areas are specifically targeted for making the transition from the GEC to the GEF in the proposed order (which would also present an easy first year of assessment for the GEF program as a whole).

Proposals for GEF area F1 (ENG101, 102, and 103) must be approved by the General Education Foundations Committee by February 20th, 2017, in order to be presented to Faculty Senate's Exec Committee on February 27th and then to Faculty Senate on March 13th. In order to have any courses and their associated LEAP Learning Outcomes into the Catalog and schedule for Fall 2017, those courses must be through the entire process (CIM, Faculty Senate, and Banner) by March. The deadline for courses to be added to the Spring schedule will be October 2017.

Additionally, a new Banner attribute has been created to designate which of the LEAP learning outcomes the GEF course has adopted in CIM. Once groups of courses have gone through the process of being revised in CIM, those groups will have their learning outcomes added to Banner and become available to be measured by the eSEI questions drafted for each of the learning outcomes.

Design

A course listing for each area currently exists. That listing would be used to organize a list of all instructors and course coordinators for each area. The TLC could develop area-specific workshops and advertise those workshops to the relevant departments and instructors. Data about learning outcome selection and assessment follow-through could also be gathered in a structured way at those workshops and by the GEFCo as it approves the courses which should be submitted in groups that would more or less follow the suggested order.

As each GEF area proceeds through the workshop process, a list of courses for that area will be provided to the Assistant Registrar (Sean McGowan) to facilitate the processing of those courses in CIM. The courses which select the mandatory "GEF to existing" change type in CIM are the only courses which will have access to the expedited CIM workflow.

As courses go through the CIM workflow, data must be gathered that associates the Course Number with the LEAP Learning Outcome's relevant Banner code. This data will be kept in a spreadsheet and provided to the Assistant Registrar (Sean McGowan) at designated times for manual entry and validation into Banner.

Once courses have been revised and processed through CIM and the associated learning outcomes entered into Banner at the Catalog level, Meredith Morris (Facilities) will push the learning outcome attributes from the course level out to the scheduled sections.

Spring 2017

1. F1: ENG101, 102, 103
 - a. Target completion date: Feb 20th
2. F2A
 - a. Deadline for submission: March 20th
3. F2B
 - a. Deadline for submission: April 17th
4. F4
 - a. Deadline for submission: May 19th

Fall 2017

5. F5
6. F3
7. F7
8. F6

GEF Assessment Cycle

Rationale

Because there is a high likelihood that not all current GEF courses will be through the CIM workflow in time for the rather complex task of mapping each individual course to its chosen learning outcome to its existing GEF area (a task that will be mostly manual due to system constraints and one that must be completed to some degree for assessment to begin), the following Assessment Cycle is proposed.

Year 1: Outcome 2

Year 2: Outcome 1

Year 3: Outcome 3

Year 4: Outcome 4

By moving the courses in GEF area F1 through the CIM workflow first, that will ensure that most of the writing courses have been approved by Academic Year 17-18. LEAP Outcome 2 includes the Written Communication and Oral Communication competencies within it, making it the most likely Outcome to be associated with those courses. As the other areas are more diverse (with perhaps the exception of F3) in terms of potential outcomes that could be chosen within those areas, in order to have assessment performed on any particular GEF outcome in AY17-18, the best strategy would be to focus initial efforts in both CIM and in assessment on the F1 courses and Outcome 2.