

Minutes
West Virginia University Faculty Senate
Monday, November 11, 2019

1. Emily Murphy, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in the Event Hall of the Law Center.

Members Present:

Angeline, M.	Cui, P.	Hardy, S.	McKibben, J.	Scott, D.
Bailey, K.	Davis, D.	Harrison, N.	McMillen, J.	Sealey, V.
Ballard, D.	Dibartolomeo, L.	Hauser, D.	Morris, A.	Sims, J.
Bastress, R.	Dickman, B.	Hessl, A.	Morris, T.	Singh-Corcoran, N.
Bernardes, E.	Donley, D.	Hibbert, A.	Mucino, V.	Sowards, A.
Bhandari, R.	Eades, D.	Hildebrand, L.	Murphy, E.	Toppe, M.
Billings, H.	Elliott, E.	Hileman, S.	Nutter, R.	Tu, S.
Bonner, D.	Eubank, T.	Holbein, M.	Ogden, L.	Valentine, K.
Bragg, R.	Famouri, P.	Jacobson, G.	Olfert, I.	Vanderhoff, J.
Bravo, G.	Feaster, K.	Kitchen, S.	Olson, K.	Vercelli, M.
Bryner, R.	Fleming, A.	Kupec, J.	Perhinschi, M.	Vona-Davis, L.
Chantler, P.	Fraustino, J.	Li, H.	Phillips, T.	Watson, J.
Chisholm, S.	Galvan T.	Martucci, A.	Pyzdrowski, L.	Wayne, W.
Clemmer, M.	Garofoli, G.	Matak, K.	Reddy, Y.	Welsh, A.
Corio, E.	Germana, M.	McCombie, R.	Rice, T.	Woods, S.
Costas, M.	Gilleland, D.	McCrary, J.	Ryan, E.	Young, S.
Cottrell, L.	Goodykoontz, E.	McCusker, B.	Scaife, B.	Zegre, N.
Crichlow, R.	Haines, K.			

Members Excused:

Anderson, K.	Butina, M.	Hambrick, G.	Mallow, J.	Schaefer, G.
Andress, L.	Cohen, S.	Hartnett, H.	Miltenberger, M.	Schimmel, C.
Arthurs, J.	Cronin, A.	Hornsby, W.	Nix, A.	Swager, L.
Benedito, V.	Downes, M.	Hutson, Z.	Paternostro, J.	Utzman, R.
Bernstein, M.	Evans, J.	Kolar, M.	Plein, L.	Woloshuk, J.
Burt, A.	Galvez P.	Lockman, J.	Sand-Jecklin, K.	

Members Absent:

Burnside, J.	Geldenhuis, W.	Mbayo, T.	Rowlands, A.	Shapiro, R.
Dietz, M.	Hudgins, C.	Pradhan, T.	Schaeffer, P.	Smith, M.
Elswick, D.	Law, K.	Rakes, P.	Sedney, C.	Soccorsi, A.
Estep, C.	Lieving, G.			

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Murphy moved for approval of the minutes from the Monday, October 14, 2019 meeting.
Motion carried.

3. President E. Gordon Gee reported the following:

- Tara Westover will be the Hardesty Festival of Ideas speaker at 7:30 tonight, November 11. She is the author of “Educated: A Memoir,” this year’s Campus Read.
- The third annual WVU Day of Giving is November 13. We raised nearly \$3 million on our first Day of Giving, having hoped to raise \$1 million. Last year our goal was \$3 million, and we

raised more than \$6 million. These unrestricted dollars go to support students, faculty, staff, and our research functions.

- Our campus community will come together on November 13 for the screening of a special documentary film, “Breathe, Nolan, Breathe.” November 14 marks the fifth anniversary of WVU student Nolan Burch’s tragic death. The Burch family will attend. Internal Medicine and Pediatrics specialist Dr. Joshua Dower will participate in the panel discussion afterwards. Topics will include the dangers of hazing, the role of bystanders, and safety resources available on campus.
- The issue of mental health with our students, faculty, and staff is extremely important. Ten years ago, about 5% of students self-identified as having mental health problems; that is now over 35%. Students report high levels of anxiety and loneliness. Similarly, the number one mental health issue confronting academic medical centers is employee burnout.
- Last week’s tri-board meeting included the Foundation and Alumni Boards, as well as the WVU Board of Governors. He hopes as many people as possible attend the Education Advisory Board presentation that will take place as part of the December Faculty Senate meeting. Once we see the statistics that we are dealing with nationally, we will have a better understanding of how we can solve our own problems and stay ahead of the challenges we are facing.

4. Provost Maryanne Reed reported the following:

- She provided the academic perspective of the institution at the tri-board meeting, and was able to share the provost-led initiatives and priorities. The boards were interested in our collaborative efforts to innovate, strengthen, and enhance the University’s academic programming, including revamping the general education curriculum. She just received a first draft of a new general education curriculum from the GEF Committee. She and her team look forward to working with the committee and the Faculty Senate to develop a plan that is both inspirational and practical.
- The Board of Governors approved several new graduate degree programs and certificates, including a new Master of Health Care Administration within the School of Public Health; graduate certificates in business cybersecurity data analytics, business cybersecurity management, and business cybersecurity foundations within the Chambers College; and a Master of Science in Athletic Training within the School of Medicine. The athletic training program is moving from CPASS, in part to comply with new accreditation standards.
- We continue to strengthen our partnership with the Royal University for Women (RUW) in Bahrain. Last month, Paul Kreider and Mark Gavin traveled to RUW to work on an expanded series of 2+2 agreements in such areas as art and design, business, and engineering. The plan is to eventually phase out the 4-year civil engineering degree program on the co-ed campus because of very low enrollment.
- The first-time freshman retention rate leveled off at 79%. This represents a 3% increase from 2018. Our 2020 budget model conservatively plans for a .5% increase next year, but we believe we can do much better than that. On the academic side, we are engaged in a number of retention activities that we hope will demonstrate immediate results, to include reforming course scheduling. As a first step, STEM faculty will go first in populating the schedule, since they typically teach the gatekeeper introductory courses such as MATH 124 and MATH 126. Her office will also examine courses with high D/F/W rates and work with faculty on strategies and solutions for reducing those rates. Finally, they will be identifying major pathways for

undecided students or for students who do not meet the admission criteria for their preferred majors.

- During the State of the University address, she talked about the importance of maintaining our R1 status and strengthening our research reputation in niche areas. We believe one of those areas will be in artificial intelligence. The Provost's Office, in partnership with the Research Office, will be searching for a person to lead a new AI collaborative at WVU; this person will be responsible for identifying particular areas of opportunity and will help to develop a multidisciplinary approach to embedding AI across colleges and programs.
- We are at the finalist stage of the Statler College dean search. Three finalists have visited campus thus far, with a fourth coming to campus this week. We hope to make an offer to one of those candidates by the end of this month. Committees have been selected for the Davis College and Extension Service dean searches, and Greenwood/Asher will soon begin to solicit names of qualified candidates. We hope to bring finalists for Davis and Extension to campus in early spring.

5. Chair Murphy reported the following:

- She wished everyone a happy Veterans Day and thanked members of the audience who served in the military or have relatives who have served.
- She thanked Gretchen Garofoli for organizing the flu vaccine clinic for the Faculty Senate.
- Effective communication within and amongst faculty and administration has been a theme that has resonated throughout several Faculty Senate committees over the last couple of years. She, Dave Hauser, and Nathalie Singh-Corcoran had the pleasure of meeting with Kimberly Becker, the Provost's Office Director of Communications, and we are going to be trying some new tactics. First of all, following all Faculty Senate meetings, she is going to send out a brief email to all faculty recapping each Faculty meeting. While the agenda is posted before each meeting, and the notes and video are posted following each meeting, we all know that many faculty members do not read or view these methods of communication, so we are going to try this new method.
- She will be working with the Faculty Welfare Committee to develop a roundtable exercise focused on how Senators can communicate more effectively with constituents and more effectively foster transparent communication with administration.
- She reminded everyone that on the home page of the Faculty Senate website, there is a heading that says, "Contact Us" and then reads, "Do you have a suggestion, question, or concern you would like the Faculty Senate to review? If so, click here to complete a form." You can choose to send a comment or a concern with or without your name and contact information included. This message goes to the Faculty Welfare Committee Chair and then is routed to the appropriate person.
- We have a new Faculty Ombudsperson, Jodi Goodman. Jodi's role is to be a confidential, independent, informal, and neutral resource for WVU faculty members. There is a web site, facultyombudsperson.wvu.edu, specifically for the Ombud's Office.
- Representatives from the Education Advisory Board will be presenting at the December 9 Faculty Senate meeting. The presentation will be on trends in higher education with a focus on recruitment and retention strategies. She encouraged Senators to invite faculty and staff colleagues to our next meeting for this presentation.

6. Ednilson Bernardes, Chair, Curriculum Committee, moved for approval of the following reports.
Motion carried.

Annex I, New Courses Report.

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

Annex IIA, Resolution to Pilot Referral to TACO of Syllabi Containing Non-Curricular Changes.

New Major in Music and Health.

The following report was submitted for information:

New Minor in Entrepreneurship. Report filed.

7. Lesley Cottrell, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex III, GEF Actions. Motion carried.

Dr. Cottrell also reported that the committee submitted a report to Provost Reed related to a new general education curriculum. This first draft outlines focus areas and their associated learning outcomes. In collaboration with the provost and her team, the intent is for a proposal to come through the regular Faculty Senate approval process.

8. Ashlee Sowards, Chair, Teaching and Assessment Committee, reported that the committee has been working on revising the emails that will be sent to faculty and students prior to completing the SEIs. At the committee's November meeting, minor additional changes were made based on a faculty member's concern over some strong language in those email messages. The proposed changes will be resubmitted to the Executive Committee and then submitted to the full Faculty Senate for approval. Dr. Sowards also reported that the committee is moving forward in its collaboration with the Curriculum Committee.

9. Roy Nutter, Faculty Representative to State Government, moved for approval of the following:

Annex IV, 2019-2020 Advisory Council of Faculty Legislative Agenda Items. Motion carried.

Dr. Nutter also reported that the main topic of discussion among member institutions continues to be the state budget.

10. Stan Hileman, BOG Representative, reported that the Board of Governors met on November 7-8, 2019. The University received an "unmodified" audit opinion, the highest possible, from Clifton Larson Allen. Stansbury Hall has been demolished, and construction of Reynolds Hall will be underway soon. Beechurst Avenue will probably be closed for a day over winter break while the pedestrian bridge is being removed. Renovations to Hodges Hall remain on schedule.

11. New Business – none.

12. The Faculty Senate split into working groups to participate in an exercise with the WVU Library concerning the materials that are purchased in support of teaching and research.

13. A motion was made and duly seconded to move the Faculty Senate into executive session under Chapter 6, Article 9A, Section 4 of the Code of West Virginia to avoid premature disclosure of an honorary degree. Motion carried.

Following the conclusion of executive session, the committee reconvened into open session. The executive session began at 4:32 p.m. and ended at 4:55 p.m.

14. The meeting adjourned at 4:55 p.m. to reconvene on Monday, December 9, 2019.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
 Date: October 28, 2019
 Re: New Courses Report

Title	College	Credits	Prerequisites	Description
GRAD 671: Accessible Teaching Online	ACD AF	1	Graduate student status.	When preparing course materials, federal law requires that they be made accessible. This course will cover common accessibility challenges and techniques for accommodation. Learn about the challenges faced by students and instructors in an online environment.
AGEE 526: Leadership Development FFA/SAE	AGFOR	2		This course will focus on planning, advising, supervising and evaluating student educational experiences through youth organizations (FFA) and experiential learning programs (supervised agricultural experience).
AGEE 527: Leadership Development FFA/SAE Practicum	AGFOR	1	AGEE 526 with a letter grade of "C" or better.	This course will focus on student demonstrations of planning, advising, supervising and evaluating student educational experiences through youth organizations (FFA) and experiential learning programs (supervised agricultural experience).
AGEE 530: Teaching Agriculture	AGFOR	2		Organization and preparation of teaching materials for middle and high school agriculture courses.
AGEE 531: Teaching Agriculture - Practicum	AGFOR	1	AGEE 530 with a letter grade of "C" or better	Practicum for the organization and preparation of teaching materials for middle and high school agriculture courses.
AGEE 534: Effective Learning Environments	AGFOR	2		Principles/processes in organizing and managing a positive and effective secondary agricultural education learning environment.
AGEE 535: Effective Learning Environments - Practicum	AGFOR	1	AGEE 534 with a letter grade of "C" or better	Practicum for demonstrating principles/processes in organizing and managing a positive and effective secondary agricultural education learning environment.
AGEE 538: Program Planning in HS AG Education	AGFOR	2		Development, organization, preparation and evaluation of materials/curriculum for teaching agriculture in middle and secondary schools.
* FCLT 343: Italian Culture of Food	AS	3		Exploration of Italian food culture through an examination of the socio-economic factors and processes of exchange and assimilation that shaped the taste and eating habits of different social classes. The course offers a historical overview from antiquity to the present, it analyzes different foods under a historical, sociological and anthropological lens. Finally it compares and contrasts Italian and American food-ways.
MATH 104: Compensatory Co-requisite Course for Algebra with Applications	AS	0	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, (prerequisites may vary on regional campuses).	This is a compensatory co-requisite course associated and synchronized with Math 124. This course reinforces basic learning and study-skills along with intermediate algebra and computational skills necessary to succeed in Math 124. Based on the criteria defined by the Math Department, some students are required to register for this course. A compensatory co-requisite course carries no credit and no grade.

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

Title	College	Credits	Prerequisites	Description
MATH 106: Compensatory Co-Requisite Course for College Algebra	AS	0	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, (prerequisites may vary on regional campuses).	This is a co-requisite course associated and synchronized with Math 126: College Algebra. This course reinforces basic learning/study-skills and intermediate algebra skills necessary to succeed in math 126. Based on the criteria defined by the Math Department, some students are required to register for this course. A compensatory co-requisite course carries no credit and no grade.
ENTR 455: Entrepreneurial Opportunity Identification	BE	3	PR or CONC: ENTR 400 with a minimum grade of C-.	This is the first of a two-course, year-long series that helps students identify and commercialize their own entrepreneurial opportunities (keeping the money they earn from their efforts). This course draws on entrepreneurship theory to help students identify, analyze, and enroll the support of others in the entrepreneurial opportunities that they will subsequently seek to commercialize during the second course in
* CE 517: Infrastructure Asset Management I	CEMR	3	Graduate standing or consent.	This course focuses on the maintenance stage of the lifetime of an infrastructure. This course is designed to provide the students with an understanding of the issues related to infrastructure asset management. The focus will be on the current problems facing constructed infrastructure systems as well as various techniques and analysis tools to solve the problems.
IMC 511: Marketing Research and Analysis	RCM	3	IMC 410.	Examines the role of marketing research within an IMC campaign. Students learn to identify research problems and select appropriate quantitative and qualitative designs to address them. They will examine sampling, questionnaire design, data processing and how to communicate research needs and results.
IMC 649: Brand Evolution Strategy	RCM	3	IMC 610.	Explores strategies and tactics that are used to help brands manage an endless barrage of disruption and disruptive technologies, changing consumer demands, internal and external pressures from startups, talent erosion and changing market dynamics. Also provides a new platform for brands and brand building in this "brave new world."

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: October 28, 2019
 Re: Course Changes Report

Course	Field	Old Value	New Value
BIOL 463	Catalog Prerequisites	BIOL 221.	BIOL 221 or GEOG 307.
	Justification for Course Change		A prerequisite change is proposed to allow easy course access to students of the newly updated Environmental Geoscience major.
ENTR 400	Catalog Prerequisites	BCOR 350 and BCOR 370.	Sophomore standing.
	Justification for Course Change	Need Tech campus level (UT) added for registration purpose.	Now that students outside the Chambers College will be taking this class, it is necessary to remove these pre-requisites.
ENTR 405	Catalog Prerequisites		PR or CONC: ENTR 400 with a minimum grade of C-.
	Justification for Course Change		Now that students outside the Chambers College will be taking this class, it is necessary to add this pre/co-requisite to establish a sequence to ensure student success.
ENTR 416	Catalog Prerequisites	ENTR 400.	PR or CONC: ENTR 400 with a minimum grade of C-.
	Justification for Course Change		Change ENTR 400 from a prereq to a pre or co-req.
ENTR 420	Catalog Prerequisites	(BCOR 340 or FIN 325) and (ENTR 400 or SBEN 310) and (ACCT 331 or FIN 320 or ACCT 431).	ACCT 201 and ACCT 202 and ENTR 400 with C- in each
	Justification for Course Change		Prerequisites have been updated to reflect changes in major.
ENTR 425	Catalog Prerequisites	ENTR 420.	PR or CONC: ENTR 400 with a minimum grade of C-.
	Justification for Course Change		Updating curriculum
ENTR 430	Catalog Prerequisites	ENTR 420 or SBEN 410.	PR or CONC: ENTR 400 with a minimum grade of C-.
	Justification for Course Change		The prerequisite is being changed to better facilitate a minor that is open to all WVU students.
ENTR 436	Catalog Prerequisites	ENTR 400.	PR or CONC: ENTR 400 with a minimum grade of C-.
	Justification for Course Change		change ENTR 400 from a prereq to a pre or co-req.

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: October 28, 2019
 Re: Course Changes Report

Course	Field	Old Value	New Value
ENTR 440	Full Title	Entrepreneurship Practicum	Small Business Consulting
	Transcript Title	Entrepreneurship Practicum	Small Business Consulting
	Catalog Description	This course provides practical experience in the development of formal policies and procedures and solutions to address identified business issues in a small business or entrepreneurial environment.	This course is a practicum designed to develop student's critical thinking and applied problem-solving skills. Student consulting teams work with small business clients to identify, analyze, and develop solutions for important issues faced by their clients.
	Catalog Prerequisites	ENTR 430	ENTR 430 with a minimum grade of C-.
	Justification for Course Change		This course change is needed to enhance the curriculum by exposing students to common problems that they may encounter in a small business. In addition, they will also generate solutions to the problems, which aids in the development of their business knowledge and applied skills.
ENTR 460	Catalog Prerequisites	ENTR 440.	ENTR 455 with a minimum grade of C-.
	Justification for Course Change	Department faculty has determined that ENTR 440 can be taken concurrently.	Curriculum is being updated to include a two course sequence - 455 and 460. The pre-req is being changed for this course.
IMC 410	Course Number	IMC 510	IMC 410
	Justification for Course Change		The content of the course will stay the same as the current offering under the 510 number. However, reducing the course number to 410 will provide greater access to the student population the course was designed for, high achieving seniors who need elective credits and may have interest in the IMC graduate program. As it currently exists, for undergraduate students to receive access to the course they need approval from the Registrar's office. Because of this additional hurdle to registration, course enrollment has lagged. Only three students are enrolled for the current offering of the course. We believe that reducing the course number to the 400 level will provide better access for the students who wish to enroll.
JRL 361	Catalog Prerequisites	ADV 201 or ADV 215 or PR 215 or STCM 215.	ADV 201 or ADV 215 or JRL 215 or PR 215 or STCM 215 with a minimum grade of C-.
	Justification for Course Change		Changing required course grade in prerequisite courses from D- to C- per college standards. Adding JRL 215 as an accepted pre-req as JRL 361 is a required course in the Sport & Adventure Media major and JRL 215 is a required for that major while other pre-reqs are not.
LDR 435	Catalog Description	Uses academic literature related to leadership, women, and feminist theory to analyze differences in female and male leadership characteristics, behaviors, and effectiveness.	Uses academic literature related to leadership, women, and some feminist theory to analyze differences in female and male leadership characteristics, behaviors, and effectiveness.
	Course Code	LDR 335	LDR 435
	Justification for Course Change		I have updated the syllabus and would like to change the course number of Women and Leadership from LDR 335 to LDR 435. In light of the addition of a new Graduate Certificate in Leadership starting in fall 2019, this course at the 400 level could count towards both the Leadership Minor and the Graduate Certificate.

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: October 28, 2019
 Re: Course Changes Report

Course	Field	Old Value	New Value
MKTG 485	Campus(es) Offering Course	WVU & WVUIT Course	WVU Course
	Catalog Prerequisites		BCOR 350 with a minimum grade of C-.
	Justification for Course Change	The prerequisites were added to ensure students take this class in their senior year. These are no longer needed as there are changes in the enrollment system to ensure this.	Pre-requisites were recently removed that had BCOR 350 as their prerequisite. Once the old prereqs were removed, BCOR 350 needed to be added to this course.
* SEP 210	Full Title	Professional Issues	Professional Issues in Sport and Exercise Psychology 1
	Transcript Title	Professional Issues	Professional Issues in SEP
	Catalog Description	An introduction to professional issues relevant to the field of sport psychology. Provides opportunities for students to gain practical experiences within the field.	An introduction to professional issues relevant to the field of sport psychology. Provides opportunities for students to gain practical experiences within the field. This is a service-learning course which includes a requirement of 10 hours of volunteer service.
	Justification for Course Change		Adding the service-learning component of class; changes to course title to include "1" signifies that this course is designed to be taken in the first year (traditionally) that a student is in the SEP program, as well as to distinguish the course from SEP 312 Professional Issues in Sport & Exercise Psychology 3, which is taken in the 3rd year of the program.
* SEP 385	Catalog Prerequisites	SEP 271 and SEP 272 or consent.	SEP 210 and SEP 271 and 272 with a minimum grade of C- and a minimum overall GPA of 2.5.
	Justification for Course Change		We are adding pre-requisite courses to this course. We are making this change to help us with recruitment of students into the program. To date, we have kept a pre-major for this program that students enroll and meet certain benchmarks before being admitted into the major. We believe this requirements of this pre-major helped to better prepare students for the upper level courses in this curriculum, especially if they wanted to represent this program moving forward. However, admissions has encouraged us to get rid of our pre-major, as it holds students back from coming tot his program because they are not directly admitted into the major. To do so, we are adding the pre-major requirements into each class as pre-requisite courses. This process will cause one problem, as we do not require students who are minoring in Sport and Exercise Psychology to meet these same requirements, meaning that they will not necessarily meet these same pre-requisites. However, we would like to allow non-majors into several of these classes without having met these requirements.
* SEP 415	Catalog Prerequisites		SEP 210 and SEP 271 and 272 with a minimum grade of B- and a minimum overall GPA of 2.5.
	Justification for Course Change		Updating upper-level SEP courses for ease of work on CPASS advising staff, and aiming to set students up for success; changes to pre-reqs due to inclusion of this course in a future major which will not require the existing pre-reqs.
* SEP 420	Catalog Description	An introduction to the processes and techniques involved in using psychology to help athletes and coaches improve their performance.	This course provides a comprehensive overview of the educational and performance enhancement techniques utilized to enhance sport performance within the field of sport and exercise psychology. Major emphasis will be placed upon ethical practice within the field, learning common sport psychology techniques, how and when to utilize these techniques.
	Catalog Prerequisites	SEP 272.	SEP 210 and SEP 271 and SEP 272 with a minimum grade of B- and PSYC 101 and SOCA 101 with a minimum grade of C-, minimum overall GPA of 2.5, and Senior standing.
	Justification for Course Change		Adjusting SEP420 to reflect the new capstone-status within the sport and exercise psychology program. Additionally, adding necessary pre-reqs to best suit students and advising staff.

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: October 28, 2019
 Re: Course Changes Report

Course	Field	Old Value	New Value
* SEP 425	Catalog Prerequisites	SEP 271 an SEP 272.	SEP 271 and 272 with a minimum grade of C-, minimum overall GPA of 2.5, Junior or Senior standing.
	Justification for Course Change		Specifying pre-reqs to better serve student learning outcomes and advising process.
* SEP 474	Catalog Prerequisites	SEP 210 and SEP 271 and SEP 272 with a minimum grade of B- and senior standing.	PSYC 101 and SOCA 101 and STAT 211 with a minimum grade of C- and PR or CONC: SEP 210 and SEP 271 and SEP 272 with a minimum grade of B-, minimum overall GPA of 2.5, Junior or Senior standing, and instructor approval only.
	Will this course be taught as a Capstone?	Yes	No
	Justification for Course Change	We have to establish benchmarks that need to be achieved to take upper level classes that are not in the SEP Minor. These benchmarks include earning a B- or better in three 200-level classes. These standards were part of our Pre-Major and we are carrying over these standards into classes that will not affect our SEP minor students.	We have to establish pre-reqs that need to be achieved to take upper level classes that are not in the SEP Minor. These benchmarks include earning a B- or better in three 200-level classes. These standards were part of our Pre-Major and we are carrying over these standards into classes that will not affect our SEP minor students.

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

Resolution to Pilot Referral to TACO of Syllabi Containing Non-Curricular Changes

WHEREAS, the charge of the Senate Curriculum Committee is to review and approve specific proposals and curricula changes from the course to the program level.

WHEREAS, the Curriculum Inventory Management (CIM) digitizes the approval process and contains the curricula items handled by the Senate Curriculum Committee.

WHEREAS, some syllabi accompanying course change submissions in CIM may require non-curricular alterations but take up time and resources from the review process, and can cause potential delays.

WHEREAS, among the charges of the Teaching and Assessment Committee is reviewing section syllabi in support of faculty professional development, harmonized courses, and program review.

WHEREAS, Senate Curriculum Committee passed a motion to pilot the referral of syllabi containing non-curricular changes to the Teaching and Assessment Committee.

RESOLVED, that syllabi accompanying course change submissions in CIM needing alterations will be forwarded to the Teaching and Assessment Committee, and be it

FURTHER RESOLVED, that the only time the syllabi will be forwarded to the Teaching and Assessment Committee will be when there are non-curricular changes needed, and be it

FURTHER RESOLVED, that the reviewer's comments outlining concerns with the syllabus shall be entered in CIM, and be it

FURTHER RESOLVED, course proposals shall not be held up for approval at the Senate Curriculum Committee upon referral to Teaching and Assessment Committee, and be it

FURTHER RESOLVED, that the resolution of the syllabi issues described in CIM shall be reported to the Senate Curriculum Committee periodically, and be it

FURTHER RESOLVED, that the referral of syllabi to the Teaching and Assessment Committee will run as a pilot program for one year from approval by the WVU Senate, upon the end of which the outcomes and process shall be evaluated by the Senate Curriculum Committee for further action.

To: Faculty Senate Executive Committee
From: Lesley Cottrell, Chair, GEFCO
Date: October 28, 2019
Re: GEF Actions

The General Education Foundations Committee met on October 21, 2019 and recommends the following course for Faculty Senate approval:

Title	Course Type	General Education Foundation	LEAP Learning Outcome
AEM 216: Living in a Microbial World	Adding/Changing GEF on Existing Course	F2A: Science & Technology (no lab)	3d: Foundations and skills for lifelong learning



2019-2020 Advisory Council of Faculty Legislative Agenda Items:

- Increase funding for higher education to prepare our students for the dynamic needs of West Virginia.
- Fully fund PEIA and explore alternatives to meet the needs of state public employees for affordable and accessible health care.
- Include faculty representation in higher education planning and decision making.
- Ensure transparent, fair and equitable employment processes for higher education faculty and staff.
- Preserve the autonomy of Board of Governors to regulate the safety and security of their campuses.