

Minutes
West Virginia University Faculty Senate
Monday, March 5, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:16 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Culcasi, K.	Hauser, D.	M'bayo, T.	Scott, D.
Atkins, C.	Davis, D.	Hibbert, A.	McCombie, R.	Scott, H.
Barko, C.	Di Bartolomeo, L.	Hileman, S.	McCrary, J.	Shapiro, R.
Bastress, R.	Dickman, B.	Hodge, J.	Montgomery-Downs, H.	Singh-Corcoran, N.
Benedito, V.	Eller, W.	Hornsby, G.	Murphy, E.	Smith, M.
Bernardes, E.	Elliot, E.	Jacobson, G.	Murray, J.	Soccorsi, A.
Bilgesu, I.	Eschen, E.	Johnson-Olin, M.	Nicholson, R.	Sowards, A.
Billings, H.	Estep, C.	Kirby, B.	Nutter, R.	Tapia, J.
Bishop, J.	Famouri, P.	Kitchen, S.	Olfert, M.	Thomas, J.
Blobaum, R.	Feaster, K.	Knox, S.	Plein, C.	Trickett Shockey, A.
Bowman, N.	Fleming, S.	Krause, M.	Proudfoot, C.	Tu, S.
Bravo, G.	Floyd, K.	Kuhlman, J.	Rakes, P.	Tudorascu, A.
Bryner, R.	Fraustino, J.	Lee, S.	Reymond, R.	Utzman, R.
Burnside, J.	Garofoli, G.	Li, B.	Rice, T.	Valenti, M.
Casey, F.	Goff, N.	Lieving, G.	Rockett, I.	Vona-Davis, L.
Collins, A.	Haines, K.	Lockman, J.	Rowlands, A.	Widders, E.
Costas, M.	Harris, T.	Martucci, A.	Ryan, E.	Wietholter, J.
Cronin, A.	Hartley, D.	Matak, K.	Schaeffer, P.	Wilcox, G.
Cui, A.	Hartnett, H.	Maynor, L.	Schimmel, C.	Yocke, R.

Members Excused:

Bergner, G.	Cossman, L.	Hambrick, G.	Knight, J.	Law, K.
Burt, A.	Dietz, M.	Kiefer, A.	Kolar, M.	McCusker, B.
Cohen, S.	Gilleland, D.	Kiefer, C.	LaBarbara, J.	Prucz, J.
Connors, J.				

Members Absent:

Anderson, K.	Carpenter, R.	Harrison, N.	Myers, S.	Shrader, C.
Bonner, D.	Cottrell, L.	Hessl, A.	Nath, C.	Tobin, G.
Brock, R.	Criser, A.	McTeer, M.	Robertson-Honecker, J.	Walter, S.
Brooks, R.	Gannon, K.	Mucino, V.	Schaefer, G.	Wilson, M.

Faculty Senate Officers Present:

Hauser, D.	Maynor, L.	Nutter, R.	Proudfoot, C.	Valenti, M.
Hileman, S.				

2. Chair Valenti moved for approval of the minutes from the Monday, February 12, 2018 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - The Higher Learning Commission site visit is going very well. He appreciates the participation of so many people in this accreditation process.

- Meshea Poore has been appointed Vice President of Diversity, Equity and Inclusion. She is a graduate of Howard University and Southern University Law Center.
- We have made a number of immediate changes in terms of requirements and expectations for Greek life on campus. Our fraternities are on a review process, and we are very hopeful that this will continue to increase the quality of our environment at the University.
- We are very concerned about pedestrian safety. Two students were struck by vehicles within the past several weeks. One of those individuals, a wonderful young lady, was killed. Our second student is beginning to improve. Rob Alsop and his team are working hard to address the issue of pedestrian safety.
- We have about 1100 students residing in Living-Learning Communities. Students in these communities have an opportunity to come together with like-minded folks or organizations to improve the quality of their academic experience. We are very pleased thus far with the initiative, and plan to expand the LLCs over time.

4. Provost Joyce McConnell reported the following:

- We think we have been successful in defeating campus carry, but we expect the issue to come up again next year. The anti-free speech bill seems to have died as well. The free community college bill also seems to be hung up in the legislature.
- The HLC visit is going very well. She encouraged everyone to read the 10-page summary of the assurance document put together by Elizabeth Hamilton.
- Anyone doing significant work in innovation, entrepreneurship, and design here at WVU is encouraged to apply to participate in the inaugural Demo Day on April 19. Demo Day will showcase all that we are doing in these areas. Individuals, groups, and classes can apply to participate at the IDEA Hub web site.
- Tickets to the TEDx Talks on March 2 were very scarce. Our license limited us to 100 people for our first conference. Over time, our license will allow us to expand the size of the audience.
- Antar Jutla has earned a CAREER award from the National Science Foundation for his research on how extreme events and enhanced climatic variability impact the emergence of water-borne pathogens that cause infection in humans.
- Paul Cassak, associate professor of Physics and Astronomy, has been named a Beneditum Distinguished Scholar in Physical Sciences and Technology. He has also been recognized with a National Science Foundation CAREER Award and the prestigious Macelwane Medal for early career scientists.
- Emma Harrison, a junior political science major and honors student, has been named a Newman Civic Fellow for 2018. She plans to use her fellowship to continue her advocacy for prison education.
- Dillon Muhly-Alexander is the first WVU student to be named a Gates-Cambridge Scholar. His undergraduate work included research on food security.
- She, Rob Alsop, Randy Hudak, Ron Justice, and an SGA representative joined the Morgantown Monongalia Metropolitan Planning Organization on March 2 for its initial meeting on pedestrian safety.

5. Chair Valenti reported the following:

- Senate elections are now open. If your constituency has open seats, you should have received an email ballot on March 2 from Qualtrics. The elections will close at 5:00 p.m. on Friday, March 9. If you have not voted already, please remember to do so, and please encourage members of your constituency to vote.
 - We are taking nominations for the second Board of Governors seat. Although this position represents the faculty of the entire University, the individual must come from either Extension or Health Sciences. Nominations can be made from the floor during the April meeting or by email through May 7.
 - The survey asking you to serve on committees has now closed. Please let Chair Valenti know if you would like to serve on a committee but did not respond to the survey.
 - The public comment period closes on March 20 for the faculty-related Board of Governors rules presented by C.B. Wilson in our last meeting. Please go to policies.wvu.edu to review the policies. All comments will be reviewed by the Legal Affairs team and shared with the BOG.
 - PEIA is now frozen, so next year's plan will look like this year's plan. There will be a Healthy Tomorrow's component, which you can meet by either using Go365 or the old paper-based form, and the penalty for missing the targets is a \$500 deductible increase. A small group of faculty, staff, and administration has been exploring options to improve PEIA for WVU employees for the subsequent year. Also, the governor has called for a PEIA task force, and we expect there to be WVU representation on it, but we will not know for sure until the membership list is released. The task force will have 23 members and will have its first meeting March 13.
 - Decide WVU days are March 24 and April 14. The office of admissions is seeking faculty who are passionate about the University and want to help students make a decision to come to WVU. They would also like to have representation from major-specific student organizations, so if you are a faculty advisor to an organization please consider participating.
6. Chad Proudfoot, Faculty Secretary, moved for approval of Annex IA, Resolution to Renew Faculty Senate Standing Committees. The motion was duly seconded. Motion carried.
7. Two people have declared their candidacy for Faculty Senate chair-elect: Emily Murphy, Extension Service, and Virginia Kleist, College of Business & Economics.
- The chair asked for additional nominations from the floor; none were given. Hearing no objections, the nominations were closed.
- The candidates will have an opportunity to speak before the Faculty Senate at the April 9 meeting, and to submit a candidate statement beforehand. The elected candidate will serve as Faculty Senate Chair during the 2019-2020 academic year, and as one of the two faculty representatives on the Board of Governors from 2019-2021.
8. Kim Floyd, Chair-Elect, Curriculum Committee, moved for approval of the following consent agenda items. Motion carried following changes to Annex I and Annex II.
- Annex I, New Courses Report. The title for ARE 380 was changed to Agribusiness Sales and Management.
- Annex II, Course Changes, Deletions, and Adoptions Report. SM 546 was removed from the report at the request of the College of Physical Activity & Sport Sciences.

Annex III, Capstone Courses Report.
New Major in Environmental and Community Planning.
New Major in Physical Activity and Well-Being.
Program Changes to the BA in English Secondary Education.
Global Mountaineers Certificate Program.

The following reports were submitted for information. Reports filed.

New Minor in Appalachian Music.
New Minor in Criminology.
New Minor in Cybersecurity.
New Minor in Entrepreneurship.
New Minor in Hospitality and Tourism Management.
Annex V, Graduate Programs Report.
Annex VI, Changes to the Timeline for Approving New Courses.

9. Nathalie Singh-Corcoran, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex VII, GEF Actions. Motion carried.

The following report was submitted for information:

Annex VIII, GEF Transition Review. Report filed.

10. Roy Nutter, Faculty Representative to State Government, reported that a lot of bills are being run through the legislature, few of which relate directly to us.
11. Stan Hileman, BOG Representative, reported that the Board of Governors met on February 16. They approved \$3.4 million to complete the architectural and engineering phase of the Hodges Hall renovation. Rob Alsop provided a legislative update. There will be a special meeting on March 6 to review rules, including Reduction in Force and Academic Program Creation and Review.
12. New Business – None
13. The meeting adjourned at 3:53 p.m. to reconvene on Monday, April 9, 2018.

Judy Hamilton
Office Administrator

Resolution to Renew Faculty Senate Standing Committees

WHEREAS, the Faculty Constitution authorizes the Faculty Senate, by resolution, to establish standing committees, and

WHEREAS, the Faculty Constitution mandates that any established standing committees may only continue for a maximum of five years unless specifically renewed by the Faculty Senate, and

WHEREAS, the last renewal of standing committees occurred in 2013, therefore be it

RESOLVED, that the standing committees set forth in the appendix to this resolution, along with their subject matter jurisdictions, are hereby renewed for the 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 academic years unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED, that each standing committee renewed in this resolution shall present a report to the Faculty Senate no less than annually, and be it

FURTHER RESOLVED, that any additional standing committees which may be established by the Faculty Senate between the current academic year and the 2022-2023 academic year be placed on a renewal schedule that coincides with the standing committees renewed by this resolution.

CHARGES OF SENATE COMMITTEES

The **Curriculum Committee** is to review and approve specific proposals and curricula changes from the course to the program level.

The **Faculty Welfare Committee** is responsible for reviewing, studying, and making appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty.

The **General Education Foundations Committee** will:

1. Review applications for new GEF courses and existing GEF courses.
2. Produce resources and educational opportunities to support the GEF and institutions to develop appropriate WVU Learning Goals.
3. Collaborate with other committees and any relevant administrative bodies on Outcomes Assessment of the GEF and other relevant assessment issues.
4. Address in a timely fashion any other issues pertinent to the success of the GEF.
5. Collect course-level assessment of the GEF as part of the application and review process.
6. Evaluate periodically national trends in general education and best practices, and implement changes as needed.

The **Library Committee** has advisory responsibility for the formulation of Library policies and procedures in circulation, collection development, instructional services, research services, funding, and keeps the University Senate informed regarding current library issues and concerns.

The **Research Integrity Committee** is to serve on hearing panels to evaluate issues of research integrity on an as-needed basis.

The **Research and Scholarship Committee** is to study matters associated with maintaining and enhancing the University's environment for research, scholarship, and creative endeavors and make recommendations to the Senate as deemed appropriate. It shall evaluate applications for Senate research fund support.

The **Service Committee** shall evaluate proposals competitively submitted for support by Senate Service Funds and shall make recommendations concerning the service mission of the University as deemed appropriate.

The **Student Rights and Responsibilities Committee** is to serve as a panel for review of cases where there may be an alleged violation of the student conduct code and considers and evaluates suggestions for change in the University Code of Student Rights and Responsibilities.

The **Teaching and Assessment Committee** will:

- a. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- b. Make recommendations for the analysis and use of SEIs;
- c. Initiate and make recommendations for documentation of teaching effectiveness;
- d. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- e. Collaborate with the General Education Foundations Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods;
- f. Address in a timely fashion other issues pertinent to Teaching and Assessment.

To: Faculty Senate Executive Committee
 From: Kim Floyd, Chair-Elect, Senate Curriculum Committee
 Date: 2/26/2018
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ARE 380: Agribusiness Sales and Management	AGFOR	3		This course is designed to provide students with essential spreadsheet and sales skills they can apply regardless of their chosen profession. The course will cover spreadsheet basics and students will apply that knowledge to problems related to agricultural and resource economics.	Many agribusiness management majors end up in sales positions, but prior to this course there was no course they could take that would help them understand what it means to work in sales and to develop the appropriate skills. In addition, students are often weak in the use of spreadsheets even though the agribusiness management major requires they take a microcomputer applications course. This course will teach them the use of excel spreadsheets in applications that are appropriate to their major in ways this software is likely to be used in an agribusiness management position.
ARE 422: New Venture Creation	AGFOR	3		In this course students will learn the process of starting a new venture. The student will gain an in depth understanding of the framework and process by practicing the techniques on a startup of the student's choice.	A very similar course was taught by a different instructor who has left WVU. That course, ARE 421 Rural Enterprise Development, was a 4-credit course specific to that instructor. This new course, although similar, is a 3-credit course using a different approach. Once this course is approved, the old course will be deactivated. The new venture creation course is being taught this fall (2017) as a special topics course ARE 493G. Students cannot get credit for ARE 493G if they have already taken ARE 421.
ARE 488: Career Development	AGFOR	1	For Resource Economics and Management majors only.	Development of career goals and job search skills. Investigation of topics that advance students in their career goals.	This course is important to prepare REM majors to successfully search for internships and professional positions, and to become professionals in their respective fields.
AVS 277: Service Dog Training Laboratory	AGFOR	1	AVS 276.	Through hands-on training, students will apply their knowledge of animal training following programmatic procedures for training dogs to have basic obedience skills and perform advanced service dog tasks. Students will use the most modern, professional, and ethical techniques for training mobility-assistance and psychiatric service dogs.	This course will offer students hands-on experience working with dogs in a controlled setting. Students will learn and practice grooming, handling, and training skills using knowledge gained in AVS 276: Service Dog Training. There are currently no other courses offered at WVU that provide this type of experience, which is invaluable to students exploring career opportunities in animal-related fields, especially those considering small animal veterinary medicine.
ENLM 500: Advanced Negotiations and Ethics for Energy Land Managers	AGFOR	3		Formation and delivery of detailed negotiation scenarios commonly encountered in energy projects. Focuses on negotiating positions, techniques, and styles in accordance with professional ethics and standards of practice.	This will be a required course in the newly proposed Davis College MS Degree in Energy Environments. Ethics and Negotiations are very important in the area of energy development and practical experience is sought by employers in the energy industry. This course will provide students with this experience as well as provide opportunities to negotiate energy agreements and understand the ethical dilemmas that oftentimes accompany these negotiations. ENLM 500 emphasizes the importance of understanding negotiation strategies as well as legal and ethical situations common in energy development. ENLM 500 builds on ENLM 300 by requiring students to develop ethical scenarios related to their graduate coursework. Scenarios will be delivered as in-class exercises and completed by peers. Ethical and legal pitfalls identified in group projects are used to strengthen negotiating positions.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ENVP 525: Principles of Water Resources	AGFOR	3		Geographic distribution/redistribution, quantity, and quality of water resources and their roles in human and environmental systems. Applies alternative policy frameworks to explore the decision-making challenges surrounding water resources.	No course exists at WVU for graduate level students interested in gaining a broad comprehension of water resources without delving into the calculus and physics of studies in hydrology. In addition, few graduate level hydrology courses provide integrated training in water science, policy, and management; yet, graduates are often required to have interdisciplinary expertise in these areas to solve critical contemporary problems facing society. Principles of Water Resources is a general and conceptual water resources course that introduces graduate students to water availability issues, water law, policy, economics, and other topics, and consequently serves the broader WVU community by providing an introductory graduate course in water resources. This course thus prepares WVU graduate students for future professional positions that will increasingly be integrated with issues of water. This course will serve graduate programs in Davis College of Agriculture, Natural Resources and Design including (but not limited to) the Environmental Protection (ENVP) graduate degree program, and the MS in Energy Environments programs in the Division of Plant and Soil Sciences. It will also serve as a core course in a graduate certificate program in Water Resources, and an elective to programs outside of Davis College.
FDM 411: Fashion Consumer Behavior	AGFOR	3	FDM 110 and FDM 211 and FDM 220 with a minimum grade of C- in each.	This course will offer an understanding of the consumer-centric nature of the fashion industry. Students will learn consumer behavior theories and models that are applicable to the purchase and usage of fashion products, including the consumer decision making process.	As the fashion industry is consumer-centric, there is a strong need for fashion students to understand the importance of consumers as the driving force of the fashion movement and fashion industry. It is critical for students to understand relevant consumer behavior theories to explain the roles of consumers within a logical structure.
FDM 471: Fashion Promotion	AGFOR	3	FDM 260 with a minimum grade of C- or ADV 215 or consent.	In this course students gain an understanding of promotion methods used in the fashion industry. It examines fashion forecasting and the creation of brand campaigns using a variety of different media. Students develop skills to communicate effectively within different fashion markets.	This course is being proposed to fill a void in the program curriculum and expose students to different roles of fashion promotion and fashion communication. It will be required for FDM majors and help them develop an holistic idea of different components within the fashion merchandising industry.
ID 105: Introduction to Interior Architecture	AGFOR	3	Consent.	Introduction to the practices and theories of interior architecture and design within and across cultures	This new course is submitted as part of a major curriculum revision in interior design. The learning outcomes of this course are required for CIDA (Council for Interior Design Accreditation) accreditation and have been coordinated with other new interior design courses to ensure that all accreditation standards are met curriculum-wide.
LARC 224: Digital Design Graphics for Landscape Architecture	AGFOR	2		This course is designed to provide students with a working knowledge of how to generate and manipulate graphic images digitally. Over the course of the semester, we will cover the basics of the three most common Adobe Creative Cloud programs used by landscape architects: Photoshop, Illustrator, InDesign and Acrobat.	The training in digital design graphics software is integral to training of landscape architects. Typical drawing types specific to the professional practice of landscape architecture are generated predominantly through the use of Adobe software: Photoshop, InDesign, and Illustrator. This course builds on the hand graphic skills developed by students in LARC 120 and 121 providing digital drawing tool skill development in preparation for their design studio sequence. Drawing types generated will include: montage, perspective, section and plan view drawings.
LARC 650: Land and Environment Planning and Design	AGFOR	5	LARC 550 with a minimum grade of B-.	Introduction to and understanding of environmental planning, design and management of natural and social landscape systems at a regional, watershed, or ecosystem scale. Studies focus on systems inventory, analysis and impact assessment. GIS and 3D modeling applications will be integrated into this course.	This course is a required course in the Master of Landscape Architecture program, accredited by the Landscape Architecture Accreditation Board. The course includes objectives and components that are required for program accreditation. The course is a part of studio design sequence in the landscape architecture curriculum. LARC 550 is site scale design. LARC 650 is regional scale design using geographic information systems in inventory, analysis, and decision-making. LARC 651 is community scale design. LARC 652 is urban design. These design studios, as sequenced, meet accreditation standards tied to studio design content, context and complexity.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
RESM 560: Advanced Energy Project and Program Management	AGFOR	3		This course builds around the concepts and best practices required to manage, coordinate and provide effective leadership for multi-dimensional programs and projects in the energy and environmental resource industries.	This course will serve as a component of a Master of Science in Energy Environments being proposed within the Davis College. This course fulfills three credit hours of a seven credit hour foundation cohort requirement to be taken by all students in this program. One of the goals of this program is to enable graduates to manage and lead multi-dimensional projects. This course will provide students with the skills and knowledge to meet this goal.
BIOL 113: Inquiry and Reasoning for Biologists	AS	1	Consent	Conc: BIOL 115. Problem-based and team-based learning approach using topics from BIOL 115 to help students build foundational knowledge in biological principles as well as develop and practice critical thinking skills essential for success as a science major.	Inquiry and Reasoning for Biologists combines problem-based and team-based learning strategies to help at-risk students concurrently enrolled in Principles of Biology (BIOL 115) persist in the major. From 2012-2015, 18% of students enrolled in BIOL 115 earned a D, F, or withdrew and did not meet the bench-mark for college level math and chemistry placement. The course design includes activities that leverage a smaller classroom setting to build upon at-risk students' incoming math and science reasoning skills. The course aligns with the biology program objectives of demonstrating competency in five areas and applying this information to societal issues and problems. Evidence for positive outcome is currently based on SEI scores and an additional assessment, the Student Assessment of Learning Gains (SALG). A quantitative analysis of the benefit to students compared to similar students who did not enroll in 113 is ongoing. The SEI scores for the mandatory questions regarding the quality of the course, students' overall learning in the course, and the instructor's teaching effectiveness range between 4.00 and 4.57 out of a 5 point scale. The SALG uses a scale of 1 (no gain) to 5 (great gain). It surveys students on their gains regarding understanding class content, the class impact on attitude towards the subject, connecting concepts to prior knowledge, apply course concepts, and contribution of class activities and resources to learning. Initial analysis of the SALG results indicates that students report good gain (4.3-4.6) on these metrics. Coding the open ended questions on the SEI and SALG revealed that most students indicated that the small class size, pace of the course, collaborative nature, and design of weekly review questions and activities were most helpful to their understanding of BIOL 115 material and increased their confidence in their ability to perform well in BIOL 115.
BIOL 548: Introduction to Cellular and Molecular Neuroscience	AS	3	Consent.	An advanced course that synthesizes topics such as gene regulation, cell signaling and neural network structure into a comprehensive picture of the cellular basis of nervous system function.	This course provides incoming graduate students that lack any neuroscience background an introduction to cellular and molecular neuroscience, as well as an opportunity to hone their presentation skills and ability to interpret and evaluate primary neuroscience literature. This course will prepare incoming graduate student for any of the graduate level neuroscience courses offered by the Department of Biology.
FIS 340: Forensic Chemical Analysis	AS	3	CHEM 233 and CHEM 235 with a minimum grade of C- in each.	Students develop critical thinking, writing and communication skills related to fundamental concepts of analytical instrumentation and its application to the forensic discipline.	Forensic Chemical Analysis is designed as a core course in the forensic chemistry major, aimed to introduce undergraduate students to fundamental concepts of instrumental analysis of forensic materials. Emphasis is on instrumentation, methods and technologies currently applied by forensic laboratories and law enforcement agencies. There is no other equivalent undergraduate course offered at WVU.
FIS 341: Forensic Chemical Analysis Laboratory	AS	1	PR or CONC: FIS 340 with a minimum grade of C-.	Students develop laboratory skills with analytical instrumentation as applied in forensic science.	FIS 341 is a hands-on laboratory that complements theory covered in FIS 340: Forensic Chemical Analysis (new proposed course). The course is designed to develop analytical skills in the application of methods and instrumentation for forensic chemical examination of materials. The laboratory course develops the students' hands-on laboratory abilities, and scientific writing and oral communication skills. It is designed to comply with SpeakWrite initiative by the Eberly College of Arts and Sciences.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
FIS 414: Trace Evidence Examination	AS	3	FIS 314 and FIS 341 with a minimum grade of C- in each.	Introduces students to fundamental concepts for the identification, collection, examination and interpretation of trace evidence. Students become familiar with the forensic analysis of glass, paint, tape, hairs, fibers, inks and firearm discharge residues.	Trace Evidence Examination (FIS 414) is designed to introduce undergraduate students to fundamental concepts for the identification, collection, examination and interpretation of trace evidence. Through active learning activities, students will develop critical thinking, writing and communication skills to analyze the significance of trace evidence. The methods of data interpretation and deduction would be applicable to other sub-disciplines in the field. There is no other equivalent undergraduate course offered at WVU.
FIS 416: Trace Evidence Examination Laboratory	AS	1	FIS 314 and PR or CONC: FIS 414 with a minimum grade of C- in each.	Develops laboratory skills for forensic examination of trace evidence, including collection, recovery, preservation, analysis, and interpretation of trace materials commonly analyzed in crime laboratories (glass, paint, tapes and adhesives, gunshot residues, inks and paper, soil, fibers and hair).	FIS 416 is a new laboratory that complements the theory and principles presented in FIS 414: Trace Evidence Examinations (new proposed course). The FIS 416 laboratory develops hands-on skills for forensic examination of trace evidence, including collection, recovery, preservation, analysis, and interpretation of trace materials commonly analyzed in crime laboratories. In addition to building the students' hands-on laboratory abilities, it emphasizes scientific writing and oral communication skills. FIS 416 is designed to comply with the SpeakWrite initiative in the Eberly College of Arts and Sciences. The Trace Evidence lecture and lab increase the marketability of students seeking entry-level analyst positions in local, state, and federal laboratories as well as with fire marshal's offices, insurance agencies, and private entities. They also provide a desirable foundation for graduate study.
FIS 452: Arson and Explosives Analysis Lab	AS	1	FIS 340 and FIS 341 and PR or CONC: FIS 451 with a minimum grade of C- in each.	Develops laboratory skills related to chemical analysis of ignitable liquids, explosives and post-combustion residues. Emphasis on instrumental methods of analysis, including various forms of chromatography and mass spectrometry and extensive hands-on experience interpreting data derived from analyzing ignitable liquid residues and explosives.	This laboratory course was previously offered within a 3 credit hour lecture/lab combined course, FIS 451 Arson and Explosives Analysis. The laboratory (FIS 452, 1 CH) and lecture (FIS 451, 3 CH) will now be listed separately to enable more flexibility for scheduling labs and assigning teaching responsibilities, and to increase the marketability of students seeking entry-level analyst positions in local, state, and federal laboratories as well as with fire marshal's offices, insurance agencies, and private entities. The change enhances the FEPAC-accredited forensic chemistry program and provides a desirable foundation for evolving graduate study orientations.
FIS 460: Analysis of Seized Drugs	AS	3	FIS 340 and FIS 341 and PR or CONC: FIS 461 with a minimum grade of C- in each.	Develops students' abilities to properly conduct seized drug analyses, including: 1) the history and origin of drugs of abuse; 2) the appropriate handling and storage of evidence/samples; 3) selecting appropriate analytical schemes for the identification of seized drugs; 4) the scheduling of controlled substances; 5) techniques to understand the synthetic pathways and distribution networks of seized drugs.	Due to faculty resources, the Department of Chemistry is no longer able to offer CHEM 460 Forensic Chemistry. The FIS 460 461 course sequence replaces CHEM 460 in meeting requirements of the FIS program's accrediting agency (FEPAC). Seized drug analysis is an area of increased sophistication in law enforcement and forensic laboratories. Expertise in seized drug analysis increases the marketability of WVU students seeking entry-level forensic analyst positions, and provides a desirable foundation for graduate study.
FIS 461: Analysis of Seized Drugs Laboratory	AS	1	FIS 340 and FIS 341 and PR or CONC: FIS 461 with a minimum grade of C- in each.	Develops laboratory skills applicable to the chemical analysis of seized drugs. Emphasis on instrumental methods of analysis, including various forms of chromatography and mass spectrometry, and extensive hands-on experience with the interpretation of data involving analysis of unknown seized drugs.	Due to faculty resources, the Department of Chemistry is no longer able to offer CHEM 460 Forensic Chemistry. The FIS 460 461 course sequence replaces CHEM 460 in meeting requirements of the FIS program's accrediting agency (FEPAC). Seized drug analysis is an area of increased sophistication in law enforcement and forensic laboratories. Expertise in seized drug analysis increases the marketability of WVU students seeking entry-level forensic analyst positions, and provides a desirable foundation for graduate study.
FIS 470: Analytical Forensic Toxicology	AS	3	FIS 460 and FIS 461 and PR or CONC: FIS 471 with a minimum grade of C- in each.	Application of fundamental principles of mode(s) of action of different drugs, the primary mechanisms of drug administration and distribution, drug metabolism and the excretion of xenobiotics. Current and historical cases.	This new course will expand the FIS undergraduate curriculum to include the study of a field that has increased job market demands in state, federal and private forensic laboratories. Analytical Forensic Toxicology is designed to provide students with basic knowledge on models of action and analysis of drugs in biological specimens, and their specific application and interpretation to the forensic field. There is no equivalent undergraduate course offered at WVU.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
FIS 471: Analytical Forensic Toxicology Laboratory	AS	1	PR or CONC: FIS 470 with a minimum grade of C- in each.	Develops laboratory skills applicable to forensic toxicological analysis of drugs. Students practice using sample preparation strategies such as liquid-liquid extraction, solid phase extraction, derivatization, and instrumental analysis techniques for screening and confirmation via chromatography and mass spectrometry.	Forensic toxicology is an important field of forensic chemistry and a basic discipline in forensic laboratories and medical examiners' offices. Introducing this course in the undergraduate curriculum will expand our undergraduates' analytical skills and improve job placement in their future. The Analytical Forensic Toxicology Laboratory is designed to provide students with hands-on skills on the extraction and analysis of drugs in biological specimens, and their specific application and interpretation to the forensic field. There is no equivalent course offered at WVU.
GEOG 245: Geography of Latin America	AS	3		This course introduced students to geographic approaches to studying the natural, historical, social, political, economic, and cultural issues of Latin America, analyzed from multiple perspectives of how place is created, experienced, and imagined. The course takes a focus on some of the ongoing current events that are dramatically changing the geopolitics of the region, in Cuba, Venezuela, and Puerto Rico.	This course expands the diversity of regions with their own dedicated geography courses already offered in our program (currently active are Geography of Africa and Geography of the Middle East). Offered at the 200 level, it is also a course that expands students' options to follow up their interest in geography within a particular world region. Finally, this course incorporates opportunities for students to practice qualitative methods research skills.
GEOG 303: Cultural Geography	AS	3		This course engages students in current research in cultural geography. What does a geographic approach contribute to understandings of culture? These perspectives are relevant to analyzing the politics of race, gender, the environment, and our place in it. Cultural geographers critically and creatively explore the ways humans develop a sense of place and their struggles over place and culture.	This course adds one of the missing pillars of geographic education and scholarship as recognized by the American Association of Geographers. The WVU Geography Program already has courses in Human, Economic, and Political Geography, but not Cultural Geography. What this class brings to our program is a dedicated effort to understand the intersection between place and identity politics (whether focused on race, gender, youth, or religion, for example). It is also a course that gives students an opportunity to practice qualitative methods.
LEGS 754: Military Justice	AS	3		Survey and analysis of U.S. Military Justice practice as experienced by Judge Advocates and civilian practitioners. Emphasizes unique issues that arise in the military context.	LEGS 754 will add to elective offerings in the Master of Legal Studies Program. In particular, it will serve students seeking careers in homeland security that require an understanding of the rules governing the jurisdiction of the federal courts over certain acts committed abroad and the rules and regulations that govern the United States Military.
MATH 126: College Algebra	AS	0-3	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or a minimum grade of C- in MATH 122.	Introduces the foundations of analysis designed to precede the calculus sequence with emphasis on functions and graphs. Topics include properties of absolute value, polynomial, rational, exponential, logarithmic functions, and techniques for solving equations and inequalities.	The structure of the College Algebra courses is being simplified. Rather than separate students into three levels based on their placement scores, we simplified to two courses based on whether the student is STEM Calculus bound vs non-STEM. Students that are calculus bound will take Math 126. Students that are non-STEM intending will take Math 124 Algebra with Applications.
SOWK 530: Professional Identity and Social Justice	AS	3	Graduate standing in SOWK.	Provides the basic framework for generalist social work practice, theory, and professional values. Examines social work practice from an empowerment, human rights and social justice perspective. Addresses contemporary issues in social work reflecting the unique needs of diverse populations, settings and social conditions.	This course is one of two new courses in support of the new MSW focus on Advanced Integrated Practice. Designed for students who do not have a social work undergraduate background, this course is central to introducing students to aspects of the profession and its commitment to social justice. This course also reflects the 2015 CSWE accreditation standards and the emphasis on social justice.
SOWK 541: Generalist Practice 2: Rural Community Macro Practice	AS	3	Graduate standing in SOWK.	Students learn to identify and understand social problems in rural communities. Development of knowledge and skills in community and organizational practice to assist rural communities effectively, to enhance their empowerment through acquisition and mobilization of resources.	This new course is the second of two professional development courses for students who do not have a background in social work. Whereas the existing SOWK 540 course focuses on individuals, families, and groups, the proposed 541 course extends content to include community practice in rural communities. It balances the generalist course content across systems. This course will also support re-accreditation and the new program specialization in Advanced Integrated Practice.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ARHS 411: Conservation Practices: Digital Documentation, Treatment, Condition Assessment	CCA	3		This course provides an introduction to the field of conservation and historic preservation. Topics include an overview of historical and current approaches to conservation treatment as well as contemporary issues associated with the field. Students learn fundamental skills in conservation examination (assessing the construction/condition of artworks/artifacts) and documentation (techniques will include stereomicroscopy, ultraviolet illumination, and digital documentation.)	This course is open to all students but required for the new Technical Art History major. Students enrolled in the Technical Art History program are advised to complete this course prior to enrolling in the Material Object Investigation courses as students will be able to apply skills obtained during the Introduction to Conservation Practices course. Technical Art History students will need to gain a basic understanding of photo-documentation practices and condition reporting that are being used in the cultural heritage field as well as historical/current treatment practices. All students that participate in this course will learn to evaluate artworks/artifacts using various examination techniques. This course exposes students to a) ethics surrounding conservation treatment and examination; b) digital documentation processes and selected non-destructive analytical/imaging techniques (practical and lecture); and c) the processes involved with condition reporting. This will introduce students to the day-to-day workflow experienced by conservators working in the field.
ARHS 412: Collections Care and Preservation of Material Objects	CCA	3		This course introduces students to the preventive care of collections with a focus on museum policies regarding accessioning/de-accessioning of objects, exhibitions and loans, the transportation and handling of artworks and more. Students complete a survey of a collection, participate in a mock disaster recovery exercise, and conduct environmental monitoring for nearby collections/exhibition spaces.	This course is a requirement for the new Technical Art History major but is open to all students. There is a current need for this course to be offered for art, art history, and public history students who plan to work in public or private galleries, house museums, and museums of all types. There are a number of interactive and hands-on components in the syllabus relating to subjects closely aligned to the field of conservation and collections' care and preservation more generally. Students will prepare a condition survey for a collection and design a suitable housing/storage plan for the artifacts. In addition, students will be responsible for conducting environmental monitoring of a collection/exhibition space throughout the semester. Minor projects will include participation in a mock disaster recovery, an art handling exercise, and the design of a suitable micro-climate storage/display case for a particular work of art.
ARHS 413: Material Objects Investigations 1 (2-D)	CCA	3		Introduction to historical and contemporary materials of two-dimensional art (organic and inorganic), historical conservation treatments, and selected methods of technical examination of objects (microscopy, ultraviolet, infrared reflectography, x-ray). Printmaking, works of art on paper, papermaking, gilding, easel, and wall paintings will be covered. Students write technical reports, conduct research projects, and reconstruct historical artworks/artifacts.	This course is required for the new Technical Art History major but is open to all students. It is recommended that students take ARHS 411 first but is not required. This course will cover historic artistic practices and techniques through lectures and reconstruction projects related to two-dimensional work and media used in its construction. Students will gain a deeper understanding of selected artistic processes as they attempt to recreate works of art by using traditional materials (e.g. pigments, paper, drawing materials, etc). This course will cover materials and techniques such as fresco, easel painting (tempera, oil, acrylic, encaustic, distemper, and casein), drawing, paper making, and printmaking. One outcome of this course is the construction of items that can be added to a fine arts portfolio. This portfolio is necessary for those students planning to apply to graduate schools in art conservation as a requirement for admission.
ARHS 414: Material Objects Investigation 2 (3-D)	CCA	3		Introduction to historical and contemporary materials of three-dimensional art (organic and inorganic), historical conservation treatments, and selected methods of technical examination of objects (microscopy, ultraviolet, infrared reflectography, x-ray). Metals, ceramics, stone, glass, resins, bone/ivory, basketry, textiles, and taxidermy will be covered. Students write technical reports, conduct research projects, and reconstruct historical artworks/artifacts.	This course is required for the new Technical Art History major but is open to all students. It is recommended that students take ARHS 411 prior to the course but it is not required. This course will cover historic artistic practices and techniques through lectures and reconstruction projects related to three-dimensional work and media used in its construction. Students will gain a deeper understanding of selected artistic processes as they attempt to recreate works of art by using traditional materials (e.g. pigments, grasses, resins, etc). This course will cover materials and techniques such as ceramics, lithic, metals, wood, fibers, textiles, etc. One outcome of this course is the construction of items that can be added to a fine arts portfolio. This portfolio is necessary for those students planning to apply to graduate schools in art conservation as a requirement for admission.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CI 451: Social Studies for Elementary Teachers I	CEHS	3		This course is a 3-credit semester-long undergraduate level course bridging theory and practice, designed to help Pre-K-6th grade preservice teachers learn to create dynamic social studies learning communities through place-based, democratic, dialogic, and arts-based methods. Drawing upon CI 451 students' knowledge and experiences as well as research, other texts, panels, guest speakers, videos, and media, this course	This course contributes to the 4-year elementary education program because it is the first in a new 2-course social studies methods sequence. This sequence represents the only social studies methods courses represented in the program.
CI 452: Social Studies for Elementary Teachers II	CEHS	3	CI 451.	This course is a 3-credit semester-long undergraduate level course bridging theory and practice. This course builds on the foundation provided in CI 451 in order to strengthen, deepen and expand capacities to be a reflective teacher. The course focuses of place-based education, integration of environmental science methods, and advanced methods for teaching social studies PK-6.	This is the second of two courses in a sequence for the 4-Year Elementary Education program that develops one of the four core content areas in elementary education. CI 451 and CI 452 are the only courses in social studies teaching methods in the program. These courses are not offered in any other program or unit.
CI 453: Disciplinary Foundations for Social Studies Teaching	CEHS	3	EDUC 200	This lecture-based course examines national, state, and local curriculum standards for elementary social studies; the relationship between social science disciplines and the elementary curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children's understanding of social studies concepts and methods.	With the closure of the 5 year teacher education program comes the development of a new undergraduate option for students seeking to be Secondary Social Studies Educators. This course is an important pedagogy course in that new program, which will be offered through Eberly College of AS.
CI 489: Identity and Cultural Diversity in the Classroom	CEHS	3		This course is designed to help school professionals create effective learning environments for all students. It will provide students with socio-historical global perspectives for the study of race, ethnicity, language, gender/sexuality, (dis)ability, culture, religion and other differences in an increasingly globalized world. It will provide collective reflection about the multiple meanings of diversity and multiculturalism in American education.	With the closure of the 5 year teacher education program comes the beginning of two new secondary education programs (English and Social Studies), designed as a collaboration between CEHS and AS. This course will be a required course for all students in these two new programs, which will be housed in AS.
HIED 710: Leadership and Organizations	CEHS	3		This course provides an overview of the major theories that inform our understanding of higher education organizations and forms of leadership within those organizational contexts.	In Fall 2015, the Higher Education program admitted its first cohort of doctoral students after a period of moratorium. To serve the newly launched program, Leadership and Organizations was developed. The course has run three times as a special topics course, and now requires a permanent course number. This course serves as the doctoral seminar for the program and is part of the program's core courses all students are required to take.
ACE 457: Introduction to Sport Technology and Sport Science	CPASS	3	ACE 368 Sport Movement Analysis with an earned grade of C- or higher	This course focuses on developing the skills needed to develop and implement appropriate monitoring and training evaluation plans in sport training. Additionally, students will learn to evaluate technology based tools to allow coaches to optimizing the training process and training adjustment decisions.	This is a new course that is a part of a minor in sport technology and will be a part of the technology in sport track in the undergraduate Athletic Coaching Education major.
ACE 458: Internship: Practicum Data Collection	CPASS	3	ACE 457 Introduction to Sport Technology and Sport Science with a grade of C- or higher	Practical internship experience preparing training and competition monitoring programs as well as monitoring and collecting sport training and sport performance data using sport technologies.	This is a new course that is a part of a minor in sport technology and will be a part of the technology in sport track in the undergraduate Athletic Coaching Education major.
ACE 459: Internship: Practicum Data Analysis	CPASS	3	ACE 458 Internship: Practicum and Data Collection with an earned grade of C- or higher	Practical internship experience analyzing training and competition monitoring data and utilizing it for coaching based decisions using sport technologies.	This is a new course that is a part of a minor in sport technology and will be a part of the technology in sport track in the undergraduate Athletic Coaching Education major.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
IMMB 480: Vaccinology	MED	4	IMMB 302 and IMMB 310 and IMMB 320 and IMMB 410 with a minimum grade of C- in each.	Emphasis on understanding vaccinology in the contexts of historical significance, vaccine models, pre-clinical to clinical development, human efficacy, and relationships with the public.	Vaccinology will bridge the knowledge obtained in our bacteriology and immunology courses into a translational course. In this course, the students will also develop and evaluate novel vaccine formulations within the laboratory course to apply their knowledge and creativity. Graduate students that are funded by the nascent Vaccine Development Center will participate in the course delivery. Overall this course will provide an exciting elective that will enhance the overall curriculum and help to prepare students for careers in academic or industry careers. The course will also cover the public relationship aspect of vaccines to better educate the population about the value that vaccines bring to human health.
PR 455: Strategic Event Planning and Promotion	RCM	3	STCM 315 with a minimum grade of C-.	This course provides a hands-on introduction to special event and festival management. Students will learn how to plan, implement and evaluate special events. Students will learn foundational concepts and professional skills of event planning, coordination, sponsorship, programming, vendor management, volunteer management and risk management and will creatively apply research techniques, writing and editing skills.	Event planning can be a large part of public relations/promotional job positions. This upper-level elective course uses real-world nonprofit clients and takes students through the strategic planning/thinking process of event management and teaches them to think critically about events and to understand the permissions required and the crisis planning that must be anticipated. No other course in our strategic communications/PR curriculum for STCM majors delves into actual event planning and evaluation.
HPML 623: Healthcare Finance	SPH	3		This course provides an overview of the financial management of healthcare organizations.	HPML students are transitioning to careers in public health management, policy, and administration and we have identified that they often leave with a limited understanding of finance which is important to their jobs as practitioners. This requirement for departmental majors fills that gap within the HPML curriculum and fits in well after HPML students have taken the core MPH coursework. It will prepare them for these careers and both improves the overall consistency and quality of our curriculum but also fits well with our accrediting body, CEPH, standards.
PUBH 640: Leadership and Collaboration in Public Health	SPH	3		Addresses the foundational principles of leadership, management, and collaboration for public health and health care settings. Topics addressed include seminal applied and theoretic concepts. Prepares students to effectively lead and manage internal operations and external partnerships critical to successfully advancing the mission and goals of public health.	This course is one of six new courses designed to meet the new requirements for "MPH Foundational Courses" now required by our accrediting body (CEPH, October 2016). Together, these foundational courses introduce 34 newly required student competencies that must be delivered in an integrated, interdisciplinary, and uniform format across all five of our MPH majors. PUBH 640 will be delivered during the fourth semester and be one of two courses designed to increase students' individual capacity for team-practice and leadership. This course builds on the previous foundational courses and helps students develop leadership and collaboration skills necessary to address large scale public health problems.

To: Faculty Senate Executive Committee
 From: Kim Floyd, Chair-Elect, Senate Curriculum Committee
 Date: 2/26/2018
 Re: Course Changes, Deactivations, and Adoptions Report

Field	Old Value	New Value
BIOM 480		
Course Title Change	Senior Design Seminar	Capstone Project - Design
Catalog Prerequisites Change	ENGL 102 and consent.	ENGL 102 OR ENGL 103 AND consent.
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 480, EE 480, CPE 480, and BIOM 480 to have the same title.
BIOM 481		
Course Title Change	Senior Design Project	Capstone Project - Implementation
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 481, EE 481, CPE 481, and BIOM 481 to have the same title.
BIOS 610		
Course Title Change	Intermediate Biostatistics	Biostatistical Theory and Methods 1
Course Description Change	Designed for students advanced mathematical background, focus is on mathematically sophisticated principles and methods of hypothesis testing, associations, one- and two-sample parametric and non-parametric tests. Includes real data set analyses on public health datasets.	Students will learn the general theory underlying statistical methods. Frequentist, likelihood and Bayesian methods will be introduced for modeling and analyzing data on one and two variables. Probability distributions and basic statistical theory will be included as needed. The R programming language will be used to analyze data in addition to learning basics of statistical methods.
Justification		In the current version, theory was separated from methods. In the new version, they are combined and theory is used to justify the methods.
BIOS 612		
Course Title Change	Public Health Statistical Inference 1	Biostatistical Theory and Methods 2
Course Description Change	Fundamental applications used in the field of public health including, probability, discrete and continuous distributions, functions, of random variables, descriptive statistics, fundamentals of statistical inference, including estimation and hypothesis testing.	Build on concepts from BIOS 610, with an introduction to more advanced modeling and data analysis for more than two variables, and with complicated dependence structures. Probability distributions and statistical theory are introduced and developed as needed, and methods such as mixed models, time series, spatial data analysis and multivariate data analysis will be presented along with analyses of data.
Justification		In the past, the methods (610) were taught without theory (612). For the MS students to better understand the methods, we are combining both the theory and the methods. Thus, 612 is a continuation of 610 with these concurrent changes.
CS 480		
Course Title Change	Senior Design	Capstone Project - Design
Catalog Prerequisites Change	ENGL 102 and consent.	ENGL 102 OR ENGL 103 AND consent.

Field	Old Value	New Value
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 480, EE 480, CPE 480, and BIOM 480 to have the same title. The change has been approved by the WVU Tech department as well.
CS 481		
Course Title Change	Senior Project	Capstone Project - Implementation
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 481, EE 481, CPE 481, and BIOM 481 to have the same title. The change has been approved by the WVU Tech department as well.
EDP 703		
Course Description Change	Analysis of significant characteristics of adult behavior to be considered in planning for adult learning. Contemporary theories are analyzed with emphasis on their implications for the educational process. It is recommended that students complete EDP 600 prior to registering for this course.	Analysis of significant characteristics of adult behavior to be considered in planning for adult learning. Contemporary theories are analyzed with emphasis on their implications for the educational process. It is recommended that students complete EDP 600 or 700 prior to registering for this course.
Justification		We have recognized that EDP 600 and EDP 700 provide equally appropriate prior knowledge for this course.
EE 480		
Course Title Change	Senior Design Seminar	Capstone Project - Design
Catalog Prerequisites Change	0-	ENGL 102 OR ENGL 103 AND consent
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 480, EE 480, CPE 480, and BIOM 480 to have the same title. The change has been approved by the WVU Tech department as well.
EE 481		
Course Title Change	Senior Design Project	Capstone Project - Implementation
Catalog Prerequisites Change	EE 480; Continuation of EE 480.	EE 480;
Justification		The proposed title change captures the nature of the course more accurately. For instance, the previous title had "senior" in it, making it sound like it was open to all students who have senior standing, when in fact it is only open to students in their final year of study. Also, it allows the cross-listed courses CS 481, EE 481, CPE 481, and BIOM 481 to have the same title. The change has been approved by the WVU Tech department as well.
ENDO 688		
Course Repeat Limit Change	6	8
Course Repeat Units Change	35	40

Field	Old Value	New Value
Justification		Accreditation requirements for the residency program have changed, making the program 2.5 years instead of 2, and increasing the number of hours. Therefore, this clinical course is repeated throughout the program's duration of eight semesters. The maximum attempts for this course was previously set at 6, but needs to increase to 8 to accommodate this change in requirements.
FDM 110		
Course Instruction Type	Laboratory	Lecture
Course Description Change	Introduces the fashion business by exploring its production and distribution systems with a focus on basic merchandising, design, marketing and retail concepts.	This course introduces the fashion business by exploring its production and distribution systems with a focus on basic merchandising, design, marketing, and retail concepts.
Justification		The Course Description Change and the learning outcomes are clarified and updated.
FDM 360		
Course Instruction Type	Laboratory	Lecture
Course Description Change	Surveys the structure of retail organizations, location and growth strategies to distribute merchandise to consumers.	This course serves as an introduction to the role and responsibilities of the buyer in relation to merchandise planning and control. Sourcing, negotiation strategies, and current merchandising practices are explored via the case study method.
Catalog Prerequisites Change	(FDM 230 or FDM 260 or FDM 261) and ECON 201.	FDM 260 or PR or CONC: FDM 211 with a minimum grade of C- in each.
Justification		The previous prerequisites did not accurately reflect the necessary curriculum enhancements, and some of the prerequisites were outdated.
FDM 361		
Course Instruction Type	Laboratory	Lecture
Course Description Change	Addresses inventory performance and fiscal aspects of merchandise planning, purchasing, and pricing. Merchandising mathematical formulas are practiced.	This course covers merchandising activities performed on the retail level including planning sales and assortments, selecting merchandise for resale, controlling inventories, and determining profit. Basic mathematical formulas involved in merchandising are practiced.
Catalog Prerequisites Change	FDM 360.	FDM 360 with a minimum grade of C-
Justification		The Course Description Change and the learning outcomes were clarified and updated, based on the current needs of the fashion merchandising students.
FDM 412		
Course Title Change	Global Issues and Fashion	Fashion Sourcing and Supply Chain Management
Course Instruction Type	Laboratory	Lecture
Course Code Change	FDM 470	FDM 412
Course Number Change	470	412
Course Description Change	Examines globalization, fashion business, and consumerism. Sourcing, sustainability, international trade, and social justice issues are addressed.	This course evaluates key issues facing fashion businesses in the global marketplace. It includes an examination of internal and external forces affecting political, economic, social, environmental and ethical production, and distribution of textile and apparel products.
Catalog Prerequisites Change	FDM 361 or consent.	FDM 360 or FDM 361 with a minimum grade of C- or consent.
Justification		To incorporate latest industry trends in to the curriculum
FIS 386		
Course Description Change	A full time supervised field experience providing a setting for students to increase their professional effectiveness as a forensic identification examiner while dealing with relevant issues and concerns while functioning within an ethical framework.	Supervised field or research experience in a forensic, research, or law enforcement setting. Provides students with relevant professional experience based on their forensic interest, skills, and knowledge. Develops professional and networking skills.

Field	Old Value	New Value
Credits Change	6-9	3-6
Catalog Prerequisites Change	FIS 201 and must have consent of department.	FIS 201, CHEM 235, CHEM 236, and completion of one of the following sets of courses: (FIS 301, 302, FIS 303, and FIS 335) or (BIOL 432 and BIOL 434) or (FIS 340 and FIS 341) Each with a minimum grade of C- or better.
Justification		The changes in credit hours allow flexibility for students in the different tracks (forensic biology, forensic chemistry, forensic examiner) that align plans of study with post-baccalaureate aspirations, within the 120 hour undergraduate degree. The prerequisites are necessary so the student is fully prepared for the Forensic Identification Internship
FIS 451		
Catalog Prerequisites Change	Consent.	FIS 340 and FIS 341 with a minimum grade of C- and PR or CONC: FIS 452 Arson and Explosives Analysis Laboratory
Course Instruction Type	Laboratory	Lecture
Justification		The separate Arson and Explosives laboratory enables more flexibility for scheduling labs and assigning teaching responsibilities, and increases marketability of students seeking entry-level analyst positions in local, state, and federal laboratories as well as with fire marshal's offices, insurance agencies, and private entities. The change enhances the FEPAC-accredited forensic chemistry program and provides a desirable foundation for evolving graduate study orientations.
GEOL 286		
Catalog Prerequisites Change	GEOL 101 and GEOL 102 with a minimum grade of C- in each and (CHEM 111 or CHEM 115).	GEOL 101 and GEOL 102 with a minimum grade of C- in each and (CHEM 110B or PR or CONC: CHEM 115 with a minimum grade of D- in each).
Justification		See above.
GEOL 460		
Catalog Prerequisites Change	GEOL 386 and PR or CONC: GEOL 311 with a minimum grade of C- in each.	GEOL 286 with a minimum grade C- and (MATH 128 or PR or CONC: MATH 129 or MATH 153 or MATH 154 or MATH 155 with a minimum grade of D- in each).
Justification		Easing the Geology pre-reqs opens the class up to a broader range of undergraduates, and undergraduates at earlier stages of the major. The old pre-reqs were too restrictive in hindsight. Adding a low-bar Math pre-req guarantees that undergraduates are prepared for the calculations and data analysis in the class.
GERO 645		
Course Description Change	This course introduces students to a broad spectrum of topics and issues related to aging by drawing upon several core disciplines and their contributions to the corpus of gerontological knowledge and research.	Introduction to the multidisciplinary field of gerontology and the biological, psychological, social, and spiritual aging processes. Examination of challenges and opportunities in older adulthood. Examination of the growth, diversity, and resilience of older adults and their family. Analysis of policies and programs designed to assist this population.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to MSW new focus on Advanced Integrated Practice.
GERO 681		

Field	Old Value	New Value
Course Description Change	Overview of health, social, and policy issues that impact the quality of life of older adults living in rural environments, contrasted with those in urban areas.	Contemporary knowledge and understanding of aging in small towns and rural areas. Exploration of unique challenges and opportunities facing rural elders and their families and the professionals who work with them. Examination of public policies that impact this population and health care and social service delivery within the rural context.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
HIST 225		
Course Title Change	Modern South Asia	Gandhi and Beyond: Modern History of South Asia
Course Description Change	History of India, Pakistan, and Bangladesh from the Medieval period to the present; traditional background, Muslim conquests, British Raj, nationalist and independence movements, partitions, independent states, and current issues.	History of India, Pakistan, and Bangladesh from the early modern period to the present; traditional background, Muslim conquests, British Raj, nationalist and independence movements, partitions, independent states, and current issues.
Justification	I consider it necessary to have this course qualify for GEF 7 to retain in the new GEF system the enrichment of course offerings and the unique opportunity the course provides for students to study South Asia that the course offered while in the GEC system.	The only aspect of South Asian history that most students at WVU are likely to know is the nationalist leader M. K. Gandhi. This change will help draw students' attention to this course and help make them aware of its importance, since the new title indicates that the course deals with Gandhi and that there is much more to this region's history beyond Gandhi.
HPML 610		
Course Instruction Type	Laboratory	Lecture
Catalog Prerequisites Change	BIOS 601 and HPML 601.	PUBH 612 and HPML 601.
Justification		Small changes are needed to this course to fit with the new Master's of Public Health curriculum.
HPML 622		
Course Title Change	Analytic Methods for Health Policy, Management and Leadership	Analytic Methods for Health Policy, Management, and Leadership
Catalog Prerequisites Change	BIOS 601 and HPML 601.	PUBH 612 and PR or CONC: HPML 601.
Justification		Small changes are necessary to make this fit in with the new Master's of Public Health core curriculum, especially HPML Majors who will be required to take this course after some of the previous material was incorporated into the core curriculum.
HPML 624		
Course Title Change	Policy Tools for Population Health	Advanced Issue Analysis for Health Policy
Course Instruction Type	Laboratory	Lecture
Course Description Change	Students advance their proficiency and ability to understand the policy system and work successfully within it to develop and advance evidence-based policy alternatives in order to improve population health.	Advanced study of the policy making process, breaking down essential components in the agenda-setting phase including problematization, claims making, policy framing theories, and media analysis. Students gain knowledge and experience in planning, executing and evaluating an agenda-setting campaign including media and policymaking components related to the social determinants of health.
Catalog Prerequisites Change		HPML 601
Justification		The course changes are in line with changes to the core curriculum of the Master's in Public Health program and with needed changes to the rest of the HPML curriculum. This new course fills gaps in student training and builds on the new HPML 601.
HPML 629		

Field	Old Value	New Value
Course Title Change	Capstone	Tools for Health Policy and Management Communication
Course Description Change	A required course for HPML students, this course is to be taken in the last semester of study. Students are required to demonstrate the ability to synthesize and integrate knowledge and competencies across the full breadth of the MPH-HPML curriculum.	Students are provided with a set of tools utilized to analyze, predict, and communicate a variety of policy and management related tasks.
Catalog Prerequisites Change	PUBH 622.	HPML 601
Course Grading Method Change	Normal Grading Mode	Pass/Fail Grading Mode
Credits Change	3	2
Justification		Based on changes to the core Master's of Public Health Curriculum, changing this course allows our HPML majoring students better access to the practical skills they can use to be successful in health policy and administration positions.
LAW 665		
Course Repeatable	No	Yes
Course Repeat Limit Change		4
Justification		Oversight when the course was created, it should have been listed as a repeatable course.
MATH 124		
Variable Credit	No	Yes
Justification	Mathematics faculty across all three campuses (Morgantown, Potomac State, and Tech) are working to harmonize course offerings in order to provide common pathways for students at WVU. By making minor modifications to the existing Math 124 course (both with the title and with the learning outcomes) it will be unnecessary to offer three distinct, yet similar courses on each campus. (Tech will use Mth 124 instead of Math 123 and Potomac State will not need to develop Math 125.)	Updating prerequisites in BANNER to match Catalog Prerequisites Change
Credits Change	3	0-3
MATH 363		
Course Description Change	The course covers concepts from calculus and probability as they pertain to actuarial sciences. The calculus portion covers limits, derivatives, integrals, power series and polar coordinates. The probability portion covers basic and conditional probability, Bayes' theorem, discrete and continuous variables and distributions, and bivariate distributions. The course focuses on word problems of the type covered by the SOA/CAS Exam P/1.	Concepts from calculus and probability as they pertain to actuarial sciences. The calculus portion covers limits, derivatives, integrals, power series and polar coordinates. The probability portion covers basic and conditional probability, Bayes' theorem, discrete and continuous variables and distributions, and bivariate distributions. Focus is on word problems of the type covered by the SOA/CAS Exam P/1.
Catalog Prerequisites Change	MATH 156 and STAT 461.	MATH 156 with a minimum grade of C-.
Justification		Math 363 does not depend on The Theory of Probability and Statistics, just basic understanding of Probability rules. Therefore the prerequisite of Stat 461 is not needed.
MICB 200		
Course Description Change	General medical terminology with emphasis on clinical and anatomic pathology terminology.	Provides basic background in medical microbiology. Emphasis is on basic structure of all microorganism groups including bacteria, fungi, viruses, protozoa and helminths; epidemiology, immunology, and infectious disease.
Catalog Prerequisites Change	CHEM 111 and CHEM 112.	CHEM 111 and CHEM 112 or CHEM 115 and CHEM 116.

Field	Old Value	New Value
Justification		Many of the students taking this course have taken Chem 115 and 116, but we had to do registration overrides for all of them for spring 2018, because only Chem 111 and 112 were included under the Catalog Prerequisites Change and Banner.
PET 346		
Catalog Prerequisites Change	Admission to the Physical Education Teacher Education Program.	
Variable Credit	No	Yes
Credits Change	3	0-3
Justification		No real change, just adding in the 0-credit lab for the benefit of our student
PET 447		
Catalog Prerequisites Change	Admission to the Physical Education Teacher Education Program.	
Variable Credit	No	Yes
Credits Change	3	0
Credits High		3
Justification		No real change, just adding in the 0-credit lab for the benefit of our students
SOWK 513		
Course Title Change	Social Work Research Methods	Research Methods
Course Description Change	(Research course.) Basic concepts in social research methods. Emphasis on conceptualization of social work problems for research, role of social science theories in research, measurement options in research design, and analysis of data.	Introduction to social work research methods, with the unifying theme of the importance of evidence-based practice. Content prepares students to develop, use, and communicate empirically based knowledge effectively. Research knowledge is used to provide high-quality services; initiate change to improve practice, policy and social service delivery; and evaluate practice at all levels.
Catalog Prerequisites Change		Graduate standing in SOWK.
Justification		The revision of this course brings the course into compliance with 2015 CSWE accreditation standards and also reflects the MSW Program change to a specialization in Advanced Integrated Practice.
SOWK 520		
Course Description Change	Study of theoretical concepts underlying human behavior using a systems model and including the major systems in society with a primary focus on the impact of human diversity on human behavior and social interactions.	Theories underlying human behavior within the social environment, including human development as well as behavior within families, groups, organizations, and communities. Special attention is given to issues of human diversity and the challenges and opportunities offered by rural environments.
Catalog Prerequisites Change	Admission to the MSW program.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 531		
Course Title Change	Social Welfare Policy and Services	Social Welfare Policy and Programs
Course Description Change	(Policy course.) Introduction to the history, development, and implementation of social policy in the United States. Special emphasis is given to those policies which have the greatest impact on non-metropolitan areas and the Appalachian region.	Development of foundational understanding and appraisal of social welfare policies and programs in the United States, and of the historical and contemporary forces that shaped their development. Introduces conceptual approaches to policy analysis and assesses selected social policies, programs regarding income maintenance, health care and social services with emphasis on impact in rural areas.
Justification		The revision of this course brings the course into compliance with 2015 CSWE accreditation standards and also reflects the MSW program change to a specialization in Advanced Integrate Practice.

Field	Old Value	New Value
SOWK 540		
Course Title Change	Generalist Social Work Practice	Generalist Practice 1: Individuals, Families, and Groups
Course Description Change	Focuses on developing the basic framework of social work practice theory and professional values for working with individuals, groups, families, and communities.	Development of a generalist framework for social work practice at the micro and mezzo levels. Reinforcement of engagement, assessment, and intervention skills with attention to strengths-based perspective and multi-culturally competent social work practice. Focus on developing theoretical knowledge as well as practicing and applying specific techniques necessary for generalist social work practice.
Catalog Prerequisites Change	Admission to the MSW program.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 581		
Course Grading Method Change	Normal Grading Mode	Pass/Fail Grading Mode
Course Description Change	Graduate foundation field instruction in selected settings under the general direction of the faculty	Community-based generalist field placement and an integrative seminar. Students learn to apply generalist engagement, assessment, intervention, and evaluation skills. Students also acquire an understanding of responding to social and human problems within the context of social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.
Course Repeat Limit Change	2	1
Course Repeat Units Change	42	6
Catalog Prerequisites Change	SOWK 513 and SOWK 520 and SOWK 531, and SOWK 540 and Consent.	Graduate standing in SOWK.
Credits Change	1-14	3-6
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 616		
Course Description Change	(Research course.) PR: SOWK 513 or consent. Methods of collecting, analyzing, and interpreting data on the need for implementation and effects of social interventions. Examination of the effects of political, ethical, and resource variables on the research process.	Prepares students to evaluate social work practice and health and human services programs. Students learn to design an evaluation study, collecting qualitative and quantitative data, and to report and interpret results while adhering to ethical research standards.
Catalog Prerequisites Change		Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice
SOWK 626		
Course Title Change	Child Mental Health	Child Mental Health: Promotion, Prevention, and Treatment
Course Description Change	Elective course which examines the structure of the United States' public mental health system for children, related policy issues and intervention options.	Examines the structure of the United States' public mental health system for children and related policy issues. Analysis of mental-health construct across a prevention-treatment continuum. Students learn to distinguish universal, selected, and indicated prevention from treatment. Risk and protective factors, evidence-based prevention and treatment interventions are evaluated throughout the course.
Catalog Prerequisites Change	SOWK 513 and SOWK 520 and SOWK 531 and SOWK 540.	Graduate standing in SOWK.

Field	Old Value	New Value
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice
SOWK 627		
Course Title Change	Advanced Clinical Practice in Integrated Healthcare	Clinical Practice in Integrated Healthcare
Course Description Change	The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care and support for persons with health, mental health and substance use problems.	Prepares students to address challenges of integrating services for persons with health, mental health and substance use problems. Addresses language and culture of health, theories and models for integrated health care. Examines role of behavioral health providers in primary care settings. Examines multidisciplinary team practice and best practices for assessment and intervention.
Catalog Prerequisites Change	SOWK 581 and SOWK 621 and SOWK 633 and SOWK 649.	Graduate standing in SOWK.
Course Repeatable	Yes	No
Course Repeat Limit Change	1	
Course Repeat Units Change	6	
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice. The prerequisites are updated to fit with the curricular and program revisions.
SOWK 633		
Course Title Change	Social Policy Analysis	Social Policy Analysis, Advocacy, and Deliberation
Course Description Change	(Policy course.) PR: SOWK 531 or consent. Skill development in techniques of social policy analysis. Selection of analytical methods and issues offered in different sections.	Focus is on contribution of social work and social welfare to the human condition and communities. Analyzes ideologies and values, and their impact on policy and social work practice. Students analyze social problems and issues, and reach conclusions about strategies to empower clients.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 643		
Course Title Change	Psychopathology and Social Work Practice	Assessment and Diagnosis
Course Description Change	Nature, presenting characteristics, and intervention with the major forms of mental and emotional maladjustment that impact social functioning, adaptation, and life satisfaction from the perspective of the social work profession.	Analyzes mental illness assessment and diagnosis from a social work perspective. Examines the impact of major mental illnesses on diverse client populations across the life cycle and multi-level systems. Assessment, diagnostic, and intervention strategies are provided for advancing social work methods of assessment and diagnosis within integrated practice settings.
Catalog Prerequisites Change	SOWK 540 or consent.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 649		
Course Title Change	Advanced Practice with Individuals and Families	Practice with Individuals
Course Description Change	(Practice course.) PR: SOWK 540 or consent. Theories, concepts, and value issues associated with providing direct clinical social work services to individuals. Students will also be involved with skill building exercises through classroom activities.	Focus on social work theories and methods consistent with integrated practice with individuals. Emphasis on evidence-based theories and methods relevant to integrated practice in contemporary settings. Advanced integrated practice addressed within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.

Field	Old Value	New Value
Catalog Prerequisites Change		Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 650		
Course Title Change	Families and Groups	Practice with Families and Groups
Course Description Change	This course is designed to advance the student's knowledge in the direct practice procedures used in group and family therapy. Required course for DP students.	Exploration of advanced integrated social work practice with families and groups. Emphasis on group work and family intervention relevant to integrated practice in contemporary settings, the context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.
Catalog Prerequisites Change	SOWK 649.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 654		
Course Title Change	Social Agency and Program Administration	Organizational Administration and Leadership
Course Description Change	(Practice course.) PR: SOWK 540 or consent. Practice issues and skill development in programming, budgeting, staffing, organization, and control of social agencies and programs.	Examination of concepts, principles, and skills of social agency and program administration from an integrated practice perspective. Includes programming, budgeting, staffing, organization, and management of social agencies and programs. Addresses relationships with constituents and other human service organizations and systems within a context of professional social work values and ethics, social justice, and human rights.
Catalog Prerequisites Change		Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 656		
Course Title Change	Non-profit Financial Management	Financial Management and Grant Writing
Course Description Change	Intensive examination of the current state-of-the-art of non-profit financial management, with attention to accountability, budgeting, cost measurement, and related topics.	Focus is on financial management and grant development in social service settings from an integrated practice perspective. Topics include accountability, budgeting, cost measurement, grant writing, and nonprofit management within the context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.
Catalog Prerequisites Change	SOWK 531 or consent.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 675		
Course Title Change	Substance Abuse	Addiction and Social Work Practice
Course Description Change	SOWK 675. Substance Abuse. The course explores issues pertaining to substance abuse and treatment by the social work professional. Introduction to terminology, pharmacological, cultural and social issues in substance abuse with socio-political and historical aspects of substance abuse.	Examination of theoretical and neuro-biological perspectives on addiction from an integrated practice perspective. Study of evidence-based intervention strategies used for engagement, assessment, and treatment of individuals who have substance use disorders. Discussion of impact of substance-use disorders and addiction on families and society. Review of substance use-related social policies.

Field	Old Value	New Value
Catalog Prerequisites Change		Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 680		
Course Description Change	Exploration of policy and service issues in child welfare practice includes family preservation and home-based services, adoption, foster and residential care, community based practice and intervention in rural and cross-cultural contexts.	Theories and methods of integrated practice in child welfare. Examination of child welfare policy and services, including family preservation and home-based services, adoption, foster and residential care, community-based practices, and intervention in the context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.
Catalog Prerequisites Change	SOWK 621 or consent.	Graduate standing in SOWK.
Justification		The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.
SOWK 682		
Course Grading Method Change	Normal Grading Mode	Pass/Fail Grading Mode
Course Description Change	Graduate advanced field instruction in selected settings under the general direction of the faculty.	Community-based advanced field placement and integrative seminar. Students learn to apply advanced integrated practice skills. They engage with interdisciplinary teams to address social and human problems within a context of social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.
Course Repeat Units Change	24	9
Catalog Prerequisites Change	(SOWK 621 and SOWK 633 and SOWK 643) or (SOWK 651 and SOWK 649) or SOWK 654 and consent.	Graduate standing in SOWK.
Credits Change	1-14	3-5
Justification		The revision of this course brings the course into compliance with 2015 CSWE accreditation standards and also reflects the MSW program change to a specialization in Advanced Integrate Practice.
Course Deactivations		
Course Code	Course Title	
AEM 408	Applied Water Microbiology	
AEM 508	Applied Water Microbiology	
ARE 370	Recreation/Tourism Economics	
PHAR 750	Automation and Technology	
RESM 420	Aquaculture Management	
UGST 110	Choosing Majors/Careers	
Course Adoptions		
Course Code & Title	Course Description	Campus Requesting Course
ENTR 300: Creativity and Idea Generation	This course is about enhancing your personal creativity: seeing what others do not see, thinking what others do not think; coming up with new ideas.	WVUIT

Field	Old Value	New Value
ENTR 420: Entrepreneurial Finance	Fundamental principles and practices in finance related to entrepreneurship. Focuses on areas such as accounting, budgeting, and financial management as they apply to entrepreneurship.	WVUIT

Subject	Course	Current Catalog Prerequisites In CIM				Revised Catalog Prerequisites	Change to	
CE	204	[nothing in CIM] WVUIT course						WVUIT only course
CS	110	(MATH 126 and MATH 128) or MATH 129 or MSAT score of 600 math ACT score of 26				(no change)	remains Math 126	per Robin Hensel 10.27 17
CS	112	(MATH 126A or MATH 126B or MATH 126C) and PR or CONC: MATH 128				MATH 126 and (PR or CONC: MATH 128)	Math 126; leave Math 126A, B, C in the Banner PR	per Robin Hensel 10.27 17
CS	121	Co-requisites: MATH 126 or MATH 123. Introduction to computer science, problem solving techniques, and algorithmic processes, software design, structured programming, object oriented design and programming.				(no change)	no change	per Robin Hensel 10.27 17
C&I	230	MATH 126A or MATH 126B or MATH 126C.				MATH 124 or Math 126	Math 124 or Math 126 (elementary ed students take MATH 124; secondary ed students have higher math requirements)	per Sam Stack 10.27.17
FDM	230	FDM 140 and (MATH 124 and MATH 126 or higher) and PR or CONC: FDM 130 and fashion design major.				FDM 140 and MATH 124 or higher and PR or CONC: FDM 130 and fashion design major.	Math 124 (program or higher courses in background, including all Math 126 iterations)	per Todd Petty 10.27 17
FDM	235	FDM 110 and FDM 140 and (MATH 126A or MATH 126B or MATH 126C or MATH 128 or MATH 129 or MATH 150 or MATH 153 or MATH 155).				FDM 110 and FDM 140 and MATH 124 or higher	Math 124 (program or higher courses in background,including all Math 126 iterations)	per Todd Petty 10.27 17
GEN	330	BIOL 101 and BIOL 102 or equivalent or higher and (MATH 126A or MATH 126B or MATH 126C).				(BIOL 101 and BIOL 102 or equivalent or higher) and MATH 124 or higher	Math 124 (program or higher courses in background, including all Math 126 iterations)	per Todd Petty 10.27 17
ASTR	110	MATH 126 or higher, or appropriate score on MATH placement test				MATH 124 or higher, or appropriate score on MATH placement test.	Math 124 (program or higher courses in background, including all Math 126 iterations)	per Earl Scime 10.26.17
ASTR	115	MATH 126 or higher or appropriate score on MATH placement test				MATH 124 or higher, or appropriate score on MATH placement test.	Math 124 (program or higher courses in background, including all Math 126 iterations)	per Earl Scime 10.26.17
BIOL	303	BIOL 112 and MATH 126. WVUIT course						WVUIT only course

Subject	Course	Current Catalog Prerequisites In CIM							Revised Catalog Prerequisites	Change to	
PUBH	211	MATH 121 or higher and PUBH 101							(no change)	remains Math 121 (or higher; addd Math 124 to the or higher courses in background)	per Janet Hunt 10.27.17
STAT	201	MATH 121 or higher.							(no change; add Math 124 to the or higher courses in background)		
STAT	211	MATH 122 or higher.							(no change; add Math 124 to the or higher courses in background)		
WMAN	330	BIOL 101 and BIOL 102 or equivalent or higher and (MATH 126A or MATH 126B or MATH 126C).							BIOL 101 and BIOL 102 or equivalent or higher and MATH 124 or higher.	Math 124 (program or higher courses in background)	per Todd Petty 10.27.17

PET 491 Capstone Course Application

PET 491 is scheduled to be the capstone experience for two programs that are housed within CPASS. Those programs are Physical Activity and Well-being (PAW) and Physical Education and Kinesiology (PEK) - Sport Pedagogy track. The capstone course would last one full semester with multiple “experiences” in different settings and locations within the semester. The capstone internships will include either and/or both a service-learning experience component or a teaching internship experience component.

- A. Please provide a statement that illustrates how a student in the capstone course would demonstrate each of the following abilities: (i) to gather material independently, as needed; (ii) to think critically about and to integrate the theoretical and/or practical knowledge that they acquired throughout their undergraduate careers; (iii) and to reflect on the ethical issues that are implicit in their projects and/or their project’s design.
1. Throughout the internship experience, the students will gather data that will be used in a final project that reflects on the experiences and knowledge gained. Possible data that will be gathered could include, but not limited to, the following: pre/post fitness assessments, personal training logs, certifications gained, lesson plans with reflections, assessment reports, activity logs, awards achieved, incorporation of technology, etc.
 2. Throughout the internship experience, students will be challenged to think critically about how to integrate theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers in multiple ways. They will have to plan, instruct and assess others while using best practices that are research-based that were learned in semesters proceeding their capstone experience. Examples of these best practices could include utilizing proper curricular models, implementing a variety of different teaching/coaching/management styles, using appropriate fitness assessments, incorporating proven behavioral management techniques, creating standards-based lesson plans, determining what is the most appropriate form of assessment and utilizing assessment to determine effectiveness of programming (i.e., student or client learning or improvement), and integrating appropriate technologies.
 3. Reflect on ethical and (or societal) issues that are implicit in their project and/or their project’s design. Students will be interning in actual organizations. They will be required to protect the professional interests of that organization, the university and the Physical Education/Kinesiology profession. Examples of potential ethical and/or social issues include: intellectual property, medical advice, professional representation of skills, abilities and knowledge, client/student confidentiality, professional boundaries, etc.

B. Capstone Requirements

1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.

Throughout the internship experience, the students will gather data that will be used in a final project that reflects on the experiences and knowledge gained as well as what kind of impact they had on the population they served. They will write a 5-page narrative that will include what assessments they performed, what the results of those assessments were, and how they would incorporate their findings into their profession moving forward.

2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.

The students will present their action research poster to their peers in a presentation setting. The action research paper will share data that was collected and be utilized in a poster format. Students will be assessed via a rubric that assesses on a variety of different presentation skills.

To: Faculty Senate Executive Committee From: Ralph Utzman, Faculty Senate Curriculum Committee Chair Date: February 26, 2018 Re: Graduate Program Reviews from Graduate Council				
Program Title	Proposal Type	College	Rationale	Graduate Council Action
Master's in Social Work (key 231)	Program change	Eberly College of Arts and Sciences	Dr. Mary LeCloux, MSW program director, presented the need to change the current MSW program. There will be only one advanced specialization instead of the two that currently exist. The goal is to increase efficiency and the new program structure will align better with the BSW program. The new specialization reflects current trends in social work education and practice, and will position the School of Social Work for a successful reaccreditation review in 2021.	After detailed discussion, a motion was made to accept the proposal pending clarification from the department regarding specific changes from current to proposed course requirements, separately for advanced standing and regular standing students. Katherine will ask the Social Work department for a listing of courses that will provide this information. The council will approve the proposal if Katherine finds the explanation acceptable and approves the course listing provided by the department
New certificate intent to plan: Artist Diploma in Music Performance (key 998)	New certificate intent to plan	College of Creative Arts	Dr. Michael Ibrahim from the College of Creative Arts called in to explain that the goal of this certificate is to attract high level performers. This one-year post-baccalaureate program is a common offering at other universities. International students often will enroll in these types of programs. It can be a stepping stone to graduate studies, particularly for international students. Six credits of the certificate program may be counted towards a	A motion was made to accept the proposal with amendments to the TOEFL standard for admissions (Internet-Based of 61, Paper-Based of 500, or IELTS of 6.0) to align with university admission standards for graduate admissions. Motion approved with one abstention

			graduate degree according to university policy.	
Educational Psychology. (key 667, 699)).	Changes in AoEs in the MA	College of Education and Human Services	<ol style="list-style-type: none"> 1. Change AoE to major: Child Development and Family Studies in the MA in Educational Psychology 2. Deactivate the AoE in Educational Psychology in the MA in Educational Psychology <p>Dr. Reagan Curtis called in to explain why CEHS will be changing three AoEs into majors. Given the current WVU definitions for AoEs and majors, it is appropriate to deactivate these AoEs and to add majors in their place</p>	Motion approved
MA in Biostatistics (key 542).	Program change	School of Public Health	<p>Snehalata Huzurbazar called in to answer questions about these proposed changes. The goal of reducing credit hours from 40 to 36 in this program is to streamline the program so it is comparable to other biostatistics programs in the country. To achieve this goal: BIOS 623 will increase hours from 1 to 2, and will include course content from 624, which will no longer be required; BIOS 628 is added as a required practicum; and EPID 610 will be removed as a requirement but can be taken as an elective.</p> <p>Discussion: A question was raised about EPID 610 not currently showing on the list of electives. Also, there are two versions of program change – the PDF and the proposal itself. The council is unclear which</p>	<p>A motion was made to table the proposal. Dr Huzurbazar will be invited to attend the next Council meeting to answer questions about the proposal.</p> <p>Motion approved</p>

			one the department is proposing.	
AoE in World Language Education in the MA in Secondary Education (key 646)	Program change	Eberly College of Arts and Sciences	No presenter attended this meeting to explain the program change. Katherine will confirm with the department about the content of the AoE, and will seek clarification and rationale of which course is being dropped.	A motion was made to approve this change pending Katherine's clarification of the change. Motion approved
Major in Low Vision/Blindness in the MA in Special Education (key 658)	Major deactivation	College of Education and Human Services	Due to low enrollment, the program is requested to be deactivated.	A motion was made to accept the proposal. Motion approved.
MA in Secondary Education Advanced (key 647). AoE in Social Studies (key 649). AoE in Science (key 648).	Program and associated AoEs deactivations	College of Education and Human Services	Due to low enrollment, deactivation of these programs is requested.	A motion was made to accept the proposal of deactivating the MA degree, and then deactivation of the AoEs automatically follows. Motion approved.

Timeline for New Courses and Course Changes/Alterations

New courses and course changes/alterations must be approved by the March Senate meeting to be effective in the Fall term, and by the October Senate meeting to be effective in the Spring or Summer terms.

New course proposals that miss this deadline can still be considered until the December, April, or June Faculty Senate meetings for the Spring, Summer, and Fall terms, respectively, but such courses will not be listed in the initial schedule of classes and will not appear in the catalog's program requirements.

To make it on the agenda for a given Faculty Senate meeting, a course must be passed by the previous Faculty Senate Executive Committee meeting. To make it on the agenda for the Executive Committee meeting, it must be passed by the Faculty Senate Curriculum Committee at least 10 calendar days prior to the Executive Committee meeting.

Please take into account any additional time required for department and college committees to pass the course before it is forwarded to the Faculty Senate Curriculum Committee.

To: Faculty Senate Executive Committee
From: Nathalie Singh-Corcoran, Chair, GEFCO
Date: February 26, 2018
Re: GEF Actions

The General Education Foundations Committee met on January 29, 2018 and recommends the following courses for Faculty Senate approval:

Title	Course Type	General Education Foundation	LEAP Learning Outcome
MATH 126: College Algebra	New GEF	F3. Mathematics & Quantitative Skills	2d: Quantitative literacy

To: Faculty Senate Executive Committee
 From: Nathalie Singh-Corcoran, Chair, GEFCO
 Date: February 26, 2018
 Re: GEF Transition Review

The General Education Foundations Committee met on January 29, 2018 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ECON 201: Principles of Microeconomics	GEC to GEF Transition	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
ECON 202: Principles of Macroeconomics	GEC to GEF Transition	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
FCLT 280: Science Fiction: East and West	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FCLT 281: Vampire: Blood and Revolution	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FCLT 310: Chinese Cinema	GEC to GEF Transition	F6. The Arts & Creativity	2a: Inquiry and analysis
FCLT 381: Contemporary Polish Cinema	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FCLT 382: Polish Cinema: Kieslowski	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FCLT 210: Chinese Civilization and Culture	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
GEOG 102: World Regions	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
RELG 232: History and Practice of Islam	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
RELG 302: Studies in Islamic Scriptures	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
RUSS 101: Elementary Russian 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
RUSS 102: Elementary Russian 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
RUSS 203: Intermediate Russian 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
RUSS 204: Intermediate Russian 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SEES 101: Introduction to Slavic and Eastern European Studies	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 100: Intensive Elementary Spanish	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 101: Elementary Spanish 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 102: Elementary Spanish 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 200: Intensive Intermediate Spanish	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 203: Intermediate Spanish 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 204: Intermediate Spanish 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
WGST 250: Women in Science	GEC to GEF Transition	F7. Global Studies & Diversity	2b: Critical and creative thinking
WMAN 150: Principles of Conservation Ecology	GEC to GEF Transition	F7. Global Studies & Diversity	2e: Information literacy