

Minutes
West Virginia University Faculty Senate
Monday, January 8, 2018

1. Matthew Valenti, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Anderson, K.	Davis, D.	Hileman, S.	McCusker, B.	Shapiro, R.
Atkins, C.	Di Bartolomeo, L.	Jacobson, G.	McTeer, M.	Soccorsi, A.
Barko, C.	Dickman, B.	Johnson-Olin, M.	Murray, J.	Sowards, A.
Bastress, R.	Eller, W.	Kirby, B.	Nicholson, R.	Trickett Shockey, A.
Benedito, V.	Elliot, E.	Kitchen, S.	Nutter, R.	Tu, S.
Bilgesu, I.	Eschen, E.	Knox, S.	Olfert, M.	Tudorascu, A.
Blobaum, R.	Famouri, P.	Krause, M.	Plein, C.	Utzman, R.
Bonner, D.	Feaster, K.	Kuhlman, J.	Proudfoot, C.	Valenti, M.
Bowman, N.	Fleming, S.	LaBarbara, J.	Rakes, P.	Vona-Davis, L.
Bravo, G.	Floyd, K.	Lieving, G.	Reymond, R.	Widders, E.
Brooks, R.	Garofoli, G.	Lockman, J.	Robertson-Honecker, J.	Wietholter, J.
Bryner, R.	Goff, N.	Martucci, A.	Rockett, I.	Wilcox, G.
Collins, A.	Hambrick, G.	Matak, K.	Rowlands, A.	Yocke, R.
Connors, J.	Harris, T.	Maynor, L.	Schaeffer, P.	
Costas, M.	Harrison, N.	M'bayo, T.	Schimmel, C.	
Cronin, A.	Hauser, D.	McCombie, R.	Scott, D.	
Cui, A.	Hibbert, A.	McCrory, J.	Scott, H.	

Members Excused:

Ameri, S.	Criser, A.	Hessl, A.	Montgomery-Downs, H.	Singh-Corcoran, N.
Bergner, G.	Culcasi, K.	Hodge, J.	Murphy, E.	Smith, M.
Billings, H.	Dietz, M.	Hornsby, G.	Nath, C.	Tapia, J.
Bishop, J.	Estep, C.	Knight, J.	Prucz, J.	Thomas, J.
Burnside, J.	Fraustino, J.	Kolar, M.	Rice, T.	
Cohen, S.	Haines, K.	Lee, S.	Ryan, E.	
Cossman, L.	Hartnett, H.	Li, B.	Shrader, C.	

Members Absent:

Bernardes, E.	Casey, F.	Hartley, D.	Mucino, V.	Walter, S.
Brock, R.	Cottrell, L.	Kiefer, A.	Myers, S.	Wilson, M.
Burt, A.	Gannon, K.	Kiefer, C.	Schaefer, G.	
Carpenter, R.	Gilleland, D.	Law, K.	Tobin, G.	

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, December 11, 2017 meeting.
Motion carried.
3. Cindy Hart, ITS Business Relationship Management, provided a demonstration on how to download the Mobile ID application for checking into Faculty Senate meetings. Detailed written instructions will also be provided to Senators prior to the February meeting.

4. Provost Joyce McConnell reported the following:

- The winter weather policy was sent out via Mountaineer E-News as a reminder to the campus community. We want everyone to use their own best judgment about safety. Please be understanding of students and employees who believe it is not safe for them to travel.
- We are working to finalize the details for a Dependent Undergraduate Tuition Assistance Program for employees to be effective in Fall 2018.
- We expect to have a better idea of legislative priorities for this session after the governor delivers his State of the State Address on January 10. She thanked Bob Bastress and Barbara Fleischauer for trying to work with the legislature to help ensure the safety of our students by allowing police officers access to bars under a broader range of circumstances.
- Last year, the Legislative Oversight Committee on Higher Education asked the Higher Education Policy Commission to produce a report on funding formulas. Their report, while it examines some states' funding formulas as a presentation of research, recommends continued study without any concrete recommendations for a funding formula. This is good news for us because we want to be deeply engaged in the process and make sure that any proposed formula takes into account the complexity of a Research 1, land-grant university with a very large Extension presence.
- Governor Justice is expected to mention West Virginia Forward in his State of the State Address. Also, we were able to raise some additional private funds to support the initiative.
- WVU has recently enacted a Record Retention Policy. More information is available on the General Counsel site. In support of the new policy, the Office of Sustainability is organizing a Morgantown campus-wide effort called "All Clear for the New Year" to shred and recycle unwanted documents.
- Admissions have leveled off and are now slightly down compared to last year. However, applications, offers of admission, and deposits are up from both Pennsylvania and West Virginia. The quality of the class continues to rise. Deposits from female applicants are up 14% for residents and 17% for non-residents. The national trend has been for female enrollment to exceed male enrollment, although this has not been the case at WVU.
- The Higher Learning Commission site visit will take place on March 5-6. The accreditation team will have received our self-study and assurance report prior to arriving on campus. We will have their agenda two weeks before their visit, which will include an open session with faculty.
- She thanked everyone who participated in the December commencement. We had more students participate than ever before, causing us to divide commencement into two ceremonies.

5. Chair Valenti reported the following:

- For Senators who cannot check into meetings via a mobile device, we will continue to provide an option for in-person check-in. You will be able to log attendance using the mobile app beginning at 2:30 p.m. We will send out a flyer with more precise instructions on how to use the app.
- Drafts are now complete for all of the faculty-related Board of Governors rules except for the one on Reduction in Force. The completed draft rules were shared with the Faculty Senate Executive Committee, and we received some meaningful comments. Due to those

comments, a few more edits are required. C.B. Wilson will present the rules at the February 12 Faculty Senate meeting. We are still on target to get the rules to the Board of Governors for a first reading at the February 16 meeting, which will start a 30-day comment period. We hope Senators will take advantage of the public comment period.

- The Senate has been requesting a Dependent Undergraduate Tuition Assistance Program for a long time, and it has been a frequent topic of discussion within the Faculty Welfare Committee. Now that the plan is moving forward, it is important that we work with administration and staff to help shape a plan that is meaningful to employees yet affordable to the university. With that in mind, we have created a working group including John Connors, Traci Mays, and Marie Abate from the Welfare Committee and Michael Torries from Staff Council to work with administration on the plan. The group met once over the winter break and will meet again on January 11. Please see Dr. Valenti or Dr. Connors if you have any suggestions.
- Faculty Senate elections are right around the corner. The call for nominations will be sent by the end of January. Elections ballots will go out on March 1 and will be due March 9. As in the past, the call for nominations will include the two-year attendance record of current senators for each constituency. In addition, this year we are going to include a three-year record of senate committee memberships for the constituency. Our goal is to encourage participation in committees. The list of committees will be not only for current senators, but for everyone from the constituency, the idea being that people who are active on committees are a good source of new senators.

6. Barb Dawson, Associate Provost for Information Technology and Chief Information Officer, provided an update on Information Technology Services.

7. Ann Richards, Director, provided an update on the Office of Accessibility Services.

8. Blake Humphrey, Student Body President, reported on textbook affordability.

9. Ralph Utzman, Chair, Curriculum Committee, moved for approval of the following:

Annex I, New Courses Report. Motion carried.

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

Annex III, Capstone Courses Report. Motion carried.

New Major in Adventure Recreation Management for WVUIT. Motion carried.

New Major in Organizational Leadership. An amendment was made and duly seconded to stipulate that if a minor in Leadership is proposed, it must be approved by the Deans Council. Motion carried as amended.

The following reports were submitted for information:

Annex IV, Graduate Programs Report. Report filed.

Program Change to the Minor in Entrepreneurial Studies. Report filed.

10. Lisa DiBartolomeo, on behalf of the General Education Foundations Committee, moved for approval of the following report:

Annex V, GEF Deletions. Motion carried.

The following report was submitted for information:

Annex VI, GEF Transition Review. Report filed.

11. Roy Nutter, Faculty Representative to State Government, reported that the legislative session will start on January 10. The governor's State of the State Address will probably set the stage for what goes on during the session. Some issues he has heard mentioned include the budget, which as of now does not include discussions of reductions to higher education, and may include increases for neurosciences as well as increases for workforce development and scholarships for the Community and Technical Colleges; campus carry; PEIA, which includes formulation of a plan for greater flexibility; and West Virginia Forward workforce training and economic development.
12. Stan Hileman, BOG Representative, reported that the Board of Governors held a short meeting on December 15 between the two graduation ceremonies. The only item voted on in the public portion was the approval of honorary degree candidates. Dixie Martinelli announced her retirement; he acknowledged the great job she has done representing staff on the Board. The next meeting will be held on February 16.
13. New Business
Chair Valenti explained that we anticipate that the state legislature might consider a bill on Campus Carry this year. After discussing this with administration and with Rob Alsop and the Legislative Affairs Team, we believe a measured resolution is called for – one that emphasizes the tangible costs and other negative impacts of the bill, but does not dwell on the more philosophical points. The Executive Committee developed, and unanimously approved, a resolution based on the statement that was included in the faculty/staff legislative flyer. We also have support from Staff Council Exec and the Legislative Affairs team. Chad Proudfoot, on behalf of the Executive Committee, moved that the proposed resolution be adopted. Motion carried.
14. The meeting adjourned at 4:49 p.m. to reconvene on Monday, February 12, 2018.

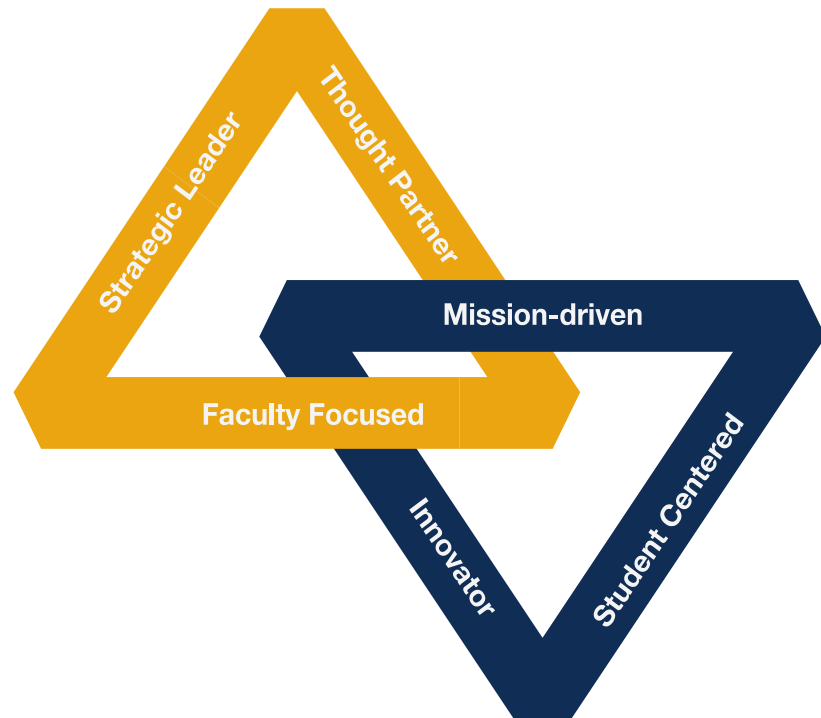
Judy Hamilton
Office Administrator

Priorities and Projects 2018

Barb Dawson

Associate Provost for Information Technology & CIO

- Results-oriented, collaborative, customer service-focused
- Technology leader in public sector, private enterprise and higher education
- Committed to the mission and vision of our land-grant institution



Strategic Priorities in Higher Education

- Enrollment
- Student Success
- Growth / Market Share
- Retention
- Digital Business / Digital Transformation
- Student Experience
- Financial Health
- Workforce Focus
- Technology Improvements

New Technology Affecting Higher Education

- Open Micro-Credentials
- Digital Assessment
- Predictive Analytics
- Adaptive Learning
- Virtual Reality / Augmented Reality
- Hybrid Integration Platforms
- Institutional Video Management
- Artificial Intelligence
- Listening and Sensing Technology
- Robotic Telepresence

Information Technology Priorities

DIGITALIZE

- Maximize digital resources to: drive enrollment, retention and research; reduce operational costs; and improve customer experience.
- Leverage technology to innovate in teaching, learning and research

ALIGN

- Deliver projects that meet strategic priorities
- Deploy scarce technology resources carefully

BOLSTER

- Invest time and energy maturing the ITS organization
- Invest in people: Technology talent wars are real.
- Develop a robust IT capital plan
- Continue to invest in cyber security

2018 Priority Projects & Initiatives

DIGITALIZE

- Customer Relationship Management - Student Experience Pilot Planning

ALIGN

- Budgeting Software
- MyAccess Replacement
- Reporting/Business Intelligence/Analytics
- High Performance Computing Cluster
- Academic Performance Solutions
- Student Success Collaborative

BOLSTER

- Anti-Virus Software Replacement (Kaspersky)
- Two-Factor Authentication (Duo)
- MAP Cloud Migration
- Data Center Network Replacement



QUESTIONS?

PROVE IT'S YOU: Two-Factor Authentication

Two-factor is a layer of security besides your password. It requires you to confirm your identity with something you KNOW and something you HAVE. It will be required for any system that uses the Central Authentication Service and requires Login credentials.

- You may enroll now, before it becomes mandatory.
- Download the free [Duo Mobile app](#) on your smart phone
- Activate your account with the My Login button at **login.wvu.edu**
- Find instructions, a [demonstration video](#), an FAQ and more at [twofactor.wvu.edu](#).

**All faculty should be using two-factor authentication March 8, 2018.
(Non-teaching staff by April 27. Students join fall 2018.)**

Top IT Spending - All Industries

- Business Intelligence / Analytics
- Cloud Services
- Digitalization
- Cyber Security
- Enterprise Resource Planning
- Data Center Infrastructure
- Constituent Relationship Management
- Mobility/Mobile Applications
- Network Voice/ Data Communications
- Artificial Intelligence

Top Technology Spending - Higher Ed

- Cyber Security
- Enterprise Resource Planning
- Business Intelligence / Analytics
- Network Voice/Data Communications
- Cloud Services
- E-Learning/LMS
- Data Center Infrastructure
- Constituent Relationship Management
- Communications/ Collaboration/ Connectivity
- Student Information Systems

Office of Accessibility Services

Dr. Ann Richards
Director

B20 Stewart Hall

304-293-6700

access2@mail.wvu.edu

Monday through Friday

8:15 AM to 4:45 PM

Our goal:

The Office of Accessibility Services (OAS) is dedicated to enhancing the educational opportunities for students with temporary or permanent disabilities on all West Virginia University (WVU) campuses. To ensure access to University programs, specialists work individually with students, faculty, staff, and administration to assist in the implementation of accommodations that lead to academic and personal achievement.

Who is OAS?



Let's Become a Student

Step One:

- Register with OAS
- [Office of Accessibility Services](#)

Step Two:

- Meet with an Accessibility Specialist
- Determine Reasonable Accommodations

What are accommodations?

- At WVU, an accommodation is an adjustment made within the university system to provide equal access to individuals based on their documented needs. Accommodations may be physical or academic, and they must be reasonable and effective.

Accommodations

Academic

- Extra time on tests, quizzes and exams
- Reduced distraction test-taking
- Notetaking assistance
- Preferential seating
- Intermittent Attendance

Auxiliary Aids

- Sign Language Interpreting
- Real- time transcribing
- Braille
- Textbooks in digital formats

Accommodating A Policy

- Housing
- Retroactive Withdrawals
- Suspension Appeals
- Dean's List

Step Three:

Requesting Accommodations

- Log onto OAS's database
- Email is sent to student and instructor
 - These emails are sent to MIX email addresses
 - Unable to send to @mail accounts due to Banner
 - Please forward your MIX email to your @mail account
 - [Directions on Forwarding](#)

Step Four:

Implementing Accommodations

- Student must meet with faculty



Accommodation Agreement Form



Student Name: _____ Semester: _____

ACCOMMODATION AGREEMENT FORM

It is the Student's Responsibility to:

- Schedule an appointment with each class instructor every semester to verbally request and discuss implementation of authorized academic accommodations.
- Sign, obtain instructor's signature, and save the Accommodation Agreement form.
- Allow at least one week for the instructor to provide academic accommodations.

It is the Instructor's Responsibility to:

- Read the Notification of Accommodation email sent to their MIX email account.
- Review the student's Notification of Accommodation email with them in a confidential setting.
- Collaborate with the student to implement the accommodations outlined within one week.
- Sign and date below to indicate that the student has discussed academic accommodations with them.
- Black out other Instructors' signatures on any saved copies of this agreement.
- Store all Office of Accessibility Services related documentation in a secure location.

Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____
Instructor _____	Student _____	Course _____	Date _____

Recorded Lecture Agreement



Recorded Lecture Agreement

A student with a qualifying disability who has registered with the Office of Accessibility Services (OAS) and receives notetaking as an accommodation may record lectures for his or her personal study use.

Students:

- Understand that it is your responsibility to notify the instructor that they may be recording class lectures prior to recording any lectures.
- Understand that information from the recorded lecture is protected under federal copyright laws and may not be reproduced or uploaded to publicly accessible websites.
- Will not copy, distribute, or share these recordings with any other students or third party.
- Agree to delete the recorded materials in any and all formats at the end of the semester.
- Will retain the original recorded lecture agreement for their records.

Instructors:

- May request a copy of the recorded lectures at any time.
- Understand that recorded lectures cannot be used against the faculty member, other lecturers, or students except when required by law (such as in the case where there is an explicit threat that has been made to public safety).
- May request a copy of the recorded lecture agreement for their records.

Both the student and instructor must sign this agreement before lectures may be recorded.

By signing below, I understand and agree to the terms of this agreement.

_____ Student Signature	_____ Date
_____ Instructor Signature	_____ Date
_____ Course Title and Number	_____ Student ID #

Testing

- Instructors arrange separate testing accommodations with the student
- Can be in the instructor's office, the classroom, or proctored in a monitored setting
- We are working to coordinate services with an official testing center

What do a Reader and a Scribe do?

Reader

- An individual, identified by the instructor, who reads all tests, quizzes, and exams verbatim
- Provides no additional explanation unless done for others
- Students can ask the reader to reread questions when needed

Scribe

- Students respond to tests, quizzes, and exams in a verbal format
- The instructor can serve as or identify a scribe to record verbal responses
- Students can read over the transcription to ensure accuracy
- The use of a digital device to record student answers may be considered

Intermittent Attendance

- This is an interactive conversation
- OAS is not authorizing excessive absences
- A balance-Reasonable



Service Animals

- Two Questions:
 - Is this animal required because of a disability?
 - What work or task has this animal been trained to perform?



Assistive Technology

- Sonocent-Notetaking Software
- Kurzweil Reader
- Dragon Naturally Speak
- Digital Recorders
- FM Loop Systems

“I am not being accommodated”

OAS Asks students:

- Have you spoken with your Faculty member about your accommodations and how they will be implemented?

Students ask:

- I need extended time on a test?
- I need a notetaker?
- I need a quiet place to take my test?
- **No letter, no accommodation**

Tell Students:

- Contact OAS for assistance
- You can also email names to:
 - access2@mail.wvu.edu

Illness VS. Disability

Illness-Faculty Discretion

- Flu
- Strep Throat
- Short-term hospital stay

Disability-OAS

- Cancer
- Long-term chronic conditions
- Diabetes
- Crohn's

Questions and Contact Information

- Dr. Ann Richards
 - 304-293-4396
- Ann.Richards@mail.wvu.edu



Student Government Association **PRESENTATION TO THE FACULTY SENATE**

Monday, January 8th, 2018 // Erickson Alumni Center

SGA AT-A-GLANCE:



- **Executive Branch**, comprised of the President, Vice President, Chief of Staff, CFO, Attorney General and other executive officers.
- **27** Senators and Representatives serving in our newly-structured Student Assembly (formerly known as the Student Board of Governors).
- **Mission and Vision** - Students First.



17 FOR '17:

A LOOK BACK AT A TRANSFORMATIVE YEAR
FOR SGA AND THE STUDENT BODY.





17 FOR '17:

A LOOK BACK AT AN EMPOWERING YEAR FOR SGA AND THE STUDENT BODY.



17.

WVU SGA helped to create the new student "U-News" on campus.



16.

WVU SGA is helping to find student solutions to address the opioid crisis.



15.

We had our meetings all across campus, held mobile office hours, and created a new Student Assistance Task Force.



14.

Our student body showed solidarity in light of the evil in Charlottesville.



13.

WVU SGA led the way in building a stronger, better Big XII Conference.



12.

We restructured and reformed our organization to better serve you.



11.

More student organization grants. More budget transparency.



10.

WVU SGA partnered with WVU Peer Advocates for a campus conversation geared about consent, Title IX and sexual assault.



9.

WVU SGA secured lower concession prices for students at football games.



8.

You elected 12 new college reps, and we appointed 3 new senators.



7.

Our student body helped West Virginia recover from this summer's floods.



6.

WVU SGA rebranded, and we developed a new mission and vision for the future.



5.

We enhanced our advocacy to local, state and federal representatives on behalf of the student body.



4.

We helped to swipe out hunger through the Share-A-Swipe Campaign.



3.

Our student body is leading the way all across the State of West Virginia.



2.

We put service first, and embraced our land grant mission to serve our state.

1.

We were given the opportunity to work on behalf of all of you, the student body.

Thank you.

-Student Government

Student Government:

Reformed.
Reinvented.
Reinvigorated.
Students first.



2017 was a year of great accomplishments, wins and victories for the student body.

But, we are only getting started.



2018

A YEAR OF COURAGE

Open Textbooks at WVU

Since 2015, WVU Student Government has worked in partnership with WVU Libraries to help advance open textbooks/open educational resources to **save students**

money.

Learn more: <https://lib.wvu.edu/about/open-textbook>

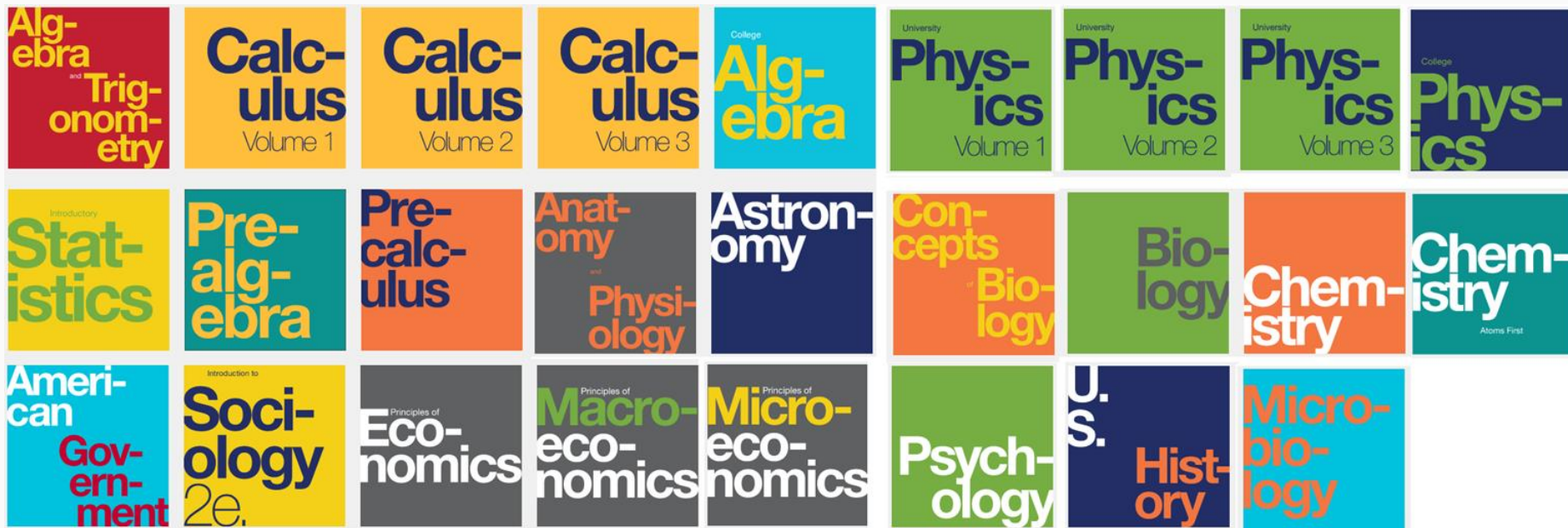


TEXTBOOK AFFORDABILITY




- **Since 2015, the Student Government Association has been working with WVU Libraries on advancing open textbooks, educational resources and access at WVU.**
 - WVU has joined the Open Textbook Network at the University of Minnesota.
 - WVU Libraries hosted an open textbook workshop for faculty and staff.
 - WVU Libraries has formed an Open Education Committee to further advance OER.
- **We are making steady progress in reducing the cost of materials for students on our campus, but there is still more that can be done.**


In Focus: OpenStax



In Focus: OpenStax



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RESOLUTION IN SUPPORT OF OPEN TEXTBOOKS



ASSEMBLY BILL 2017-02-17: Supporting the Use of Open Textbooks at West Virginia University

A RESOLUTION IN SUPPORT OF OPEN TEXTBOOKS AT WEST VIRGINIA UNIVERSITY

- WHEREAS, The price of textbooks rose eighty-eight percent in the past decade, according to the Consumer Price Index; and;
- WHEREAS, The cost of college textbooks is often a major affordability issue for students, who take on additional loan debt to pay for textbooks, or undercut their own learning by forgoing the purchase of textbooks; and;
- WHEREAS, Textbook publishers have not responded adequately to the concerns of students, faculty, and other stakeholders about textbook pricing; and;
- WHEREAS, Faculty, students, and administrators all share a concern about textbook affordability and its impact on student success; and;
- WHEREAS, An 'open textbook' is defined as: a textbook written by education professionals and released online under an open license permitting everyone to freely use, print, share, and adapt the material; and
- WHEREAS, Open textbooks offer an affordable, comparable, and flexible alternative to expensive commercial textbooks; and;
- WHEREAS, It is the prerogative of faculty members to select the course materials that are most appropriate for a class; and;
- WHEREAS, It is appropriate for faculty members to seek and consider using open educational resources (OER), including open textbooks, in their courses as long as there is no reduction in educational quality; and;
- WHEREAS, Studies have shown that students using OER perform as well, if not better, in their classes compared to students using traditional textbooks; and;
- WHEREAS, Universities that have created programs to increase their use of OER are already saving their students millions of dollars in textbook costs;

THEREFORE, BE IT RESOLVED THAT,

The West Virginia University Student Assembly and Student Government Association supports the use of open textbooks at West Virginia University; and;

BE IT FURTHER RESOLVED THAT,

The Student Government Association encourages faculty members to consider open textbooks and other low-cost course materials when selecting textbooks for their classes; and;

BE IT FURTHER RESOLVED THAT,

The Student Government Association encourages West Virginia University to offer support to faculty members who consider and adopt open textbooks, when academically appropriate; and;

BE IT FURTHER RESOLVED THAT,

The Student Government Association urges West Virginia University to expand its OER program to increase the use of open textbooks on our campus; and;

BE IT FINALLY RESOLVED THAT,

Student Government Association will work in partnership with members of the West Virginia legislature and representatives in Congress to support open textbooks as a solution to high textbook costs.

// By working together, we can continue to find innovative ways to **advance open textbooks.**



Thank you.

Blake Humphrey

Student Body President

bnhumphrey@mail.wvu.edu

To: Faculty Senate Executive Committee
 From: Ralph Utzman, Chair, Senate Curriculum Committee
 Date: December 18, 2017
 Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Course Description	Curriculum Based Rationale
FDM 422: Fashion Theory	AGFOR	3	FDM 220 and FDM 221 (or equivalent) with a minimum grade of B in each or Senior or Graduate student status or instructor approval.	This is an advanced readings course that examines the underpinnings of 'fashion' as a social phenomenon through a cultural theory perspective in a group discussion format. The course introduces students to the academic discipline of fashion studies including a review of the key fields (e.g. anthropology, sociology, psychology, communication studies, art history, etc.) that have contributed to its evolution.	Expands upper level elective options as well as provides opportunity for cross-listing as a graduate class. Expands and builds upon theoretical and methodological instruction in the curriculum.
FDM 460: Sustainability in Fashion	AGFOR	3	FDM 411 with a minimum grade of C- or consent.	This course examines sustainability in the context of cultural, economic, environmental, social, and technological policies and procedures of fashion industries. Factors analyzed include ethics, government policies, international labor standards, environmental regulations, company priorities, consumer responsibilities, economic impact, and worker rights.	To update curriculum to align with program goals. The new course fills a void in present curriculum and exposes students to the sustainability issues of fashion from a cultural, economic, environmental, social, and technological aspect. The new course also meets the demand of the industry needs.
FDM 461: Omni-Channel Fashion Retailing	AGFOR	3	FDM 211 or FDM 360 with a minimum grade of C- or consent.	This course provides an overview of various channels of fashion retail distribution including catalogs, e-commerce, broadcast and brick mortar formats. It will examine the principles and strategies applied by fashion retailers that market goods and/or services using an omni-channel retail business model.	To update the existing curriculum to align with program goals. The new course will help broaden the understanding of students of fashion retailing. It also fills a void in the existing curriculum and will prepare students for the industry. It will also update and complete the fashion merchandising curriculum.
GEOL 275: Geologic Field Computer Methods	AS	3	GEOL 101 and GEOL 102 and GEOL 103 and GEOL 104.	Introduction to geologic methods necessary to describe, measure, map, sample, and report on Earth materials in the field and in the laboratory. Develops communication skills necessary to organize and present data as formal, technical reports and presentations. Includes required field trips during class time and on weekends.	This course provides Geology majors an opportunity to gain hands-on geological experience very early in the curriculum. The fundamental skills learned here will be reinforced in later courses culminating in the capstone Geol404: Geology Field Camp. We are offering this course in response to requests for greater opportunities for field work, better preparation for Field Camp, and more exposure to computer methods that we have received from students and alumni during the assessment process. Geol 275 will also provide a chance for students to participate in a course dedicated to Geology majors early in their careers, when they are taking mostly general science and GEF courses.

HIST 370: Latin America and the World	AS	3		Introduces students to different ways of thinking about Latin America's relationship with the world and how it has changed over time. Given the United States' historic impact on Latin America's relationship with the world, the course focuses on the legacy of intra-hemispheric relations on Latin America alongside Latin America's impact on the wider world.	Students in the History department must choose two geographic areas of emphasis for their upper -level required classes. In one of those geographic areas, Asia/Africa/Latin America, there are fewer offerings than in the other geographic areas. Thus, this class will make it easier for students to make study progress towards their completion of their History degree if their geographic area of emphasis is Asia/Africa/Latin America. As such, there are no HIST courses, and very few or none at WVU, that deal with Latin America's interaction with the rest of the world Also, since rapid globalization means that WVU students will be interacting with U.S. Latinos, and people from Latin America more often than previously, this course will prove very important in giving WVU students important historical/cultural background on a very important part of the world that borders the United States.
HIST 409: Field Methods in Historic Preservation	AS	3		Outlines professional historic preservation fundamentals associated with inquiry, documentation and analysis. A variety of research approaches expose students to both primary and secondary sources that are typically utilized when conducting reconnaissance or intensive level historic surveys or in preparing HABS/HAER or NRHP documentation.	Proposed course developed at the request of the Department of History as undergraduate students have expressed interest in practical, hands-on opportunities relating to the practical application of history with community partners. This course offers opportunities for application-based instruction complementing Cultural Resource Management certificate curriculum and the Public History program. The course fills a need for skill development in fieldwork. Content is relevant to various disciplines including History, Anthropology, Recreation Parks and Tourism Resources, Landscape Architecture, Public Admin, Law, and Civil Engineering. For History majors, the course fits within the major requirements at the undergraduate level under the US History concentration. It complements coursework in History 412: Introduction to Public History and History 489: Introduction to Historic Preservation. While History 412 489 provide theoretical overviews History 409 will provide applications of those theories.
HIST 609: Field Methods in Historic Preservation	AS	3		Outlines professional historic preservation fundamentals associated with inquiry, documentation and analysis. A variety of research approaches expose students to both primary and secondary sources that are typically utilized when conducting reconnaissance or intensive level historic surveys or in preparing HABS/HAER or NRHP documentation.	Proposed course developed at the request of the Department of History. This course offers opportunities for application-based instruction complementing Cultural Resource Management certificate curriculum and the Public History program. The course fills a need for skill development in fieldwork. Content is relevant to various disciplines including History, Anthropology, Recreation Parks and Tourism Resources, Landscape Architecture, Public Admin, Law, and Civil Engineering.
POLS 484: Capstone: Build a Politics Podcast	AS	3	Political science major	Students work in teams to apply knowledge and skills they have gained as political science majors to creating podcast episodes that describe and explain political events or theories about politics to a broad audience. This course serves as a capstone for political science majors.	This course meets a previously identified departmental need for new senior capstone courses. It will draw on knowledge and skills that students have developed in courses throughout the existing undergraduate political science curriculum. It will also meet a departmental need for SpeakWrite-certified courses.

ORGL 310: Leadership and Ethical Decision Making Skills	BE	3	LDR 201 with a C or better.	In this course, ethical thinking strategy for decision-making and skill-based application for organizational leadership development is explored. Students will also investigate current research trends regarding ethical issues in businesses and other organizational contexts.	As part of the cross-campus initiative for building youth leaders, this course builds on LDR 201 that is being currently taught in the Leadership Studies Minor. In addition, it addresses an important component of curriculum by addressing ethics in the organizational context. The business colleges whose curriculum we reviewed in our benchmarking had a course on ethical components of leadership.
ORGL 320: Theories of Leadership and Organizational Change	BE	3	LDR 201 with a C or better	In this course leadership and organizational change theories required to initiate and sustain change in organizations are reviewed. Students compare, contrast and critique both seminal and modern theories and models of organizational learning, knowledge creation, and organizational capacity building.	Organizational change is almost synonymous with leadership. The literature on leadership succession clearly indicates the need for organizational change when someone from outside the organization is brought in as a leader. Thus, this course addresses a critical component of leadership that is not covered in other courses.
ORGL 410: Youth Leadership Development	BE	3	LDR 201 with a C or better	This course provides students with an understanding of how adolescents develop and emerge as leaders in their families, schools, organizations, and communities. The objective is to provide future and current leaders with the knowledge, skills, and experiences to develop and enhance the leadership skills and behaviors of the youth in their organizations.	The curriculum has been designed with the needs of our students to become youth leaders. Thus, this course is essential to help the incoming college students transition into organizational leadership roles. Experiential opportunities would be provided through the involvement of youth leadership organizations such as the Boy Scouts of America, 4-H, Girl Scouts of the USA, National Youth Leadership Council, YMCA, etc.
ORGL 420: Nonprofit Leadership	BE	3	LDR 201 with a C or better.	The course is designed to help students understand the major concepts in the leadership of a nonprofit organization and will help them develop the skills to utilize this material in applied situations. Students will explore the mission of the nonprofit organization, marketing and funding, effective strategies for developing relationships and performance, and ways to enhance leadership skills.	The curriculum aims to provide diverse career opportunities for the students in addition to joining business organizations. The Millennial generation has a greater level of interest than its predecessors in contributing to the society through the nonprofit sector. This course would combine the elements of business courses in the curriculum and apply them to the nonprofit organizations.
MUSC 363: Appalachian Music Ensemble	CCA	1	Consent.	Ensemble-based exploration of Appalachian musical traditions.	MUSC 363 extends the School of Music's curricular offerings in non-western musical traditions and will be a cornerstone of soon-to-be-proposed minor in Appalachian Music.
MUSC 788B: DMA Graduation Recital	CCA	1		Final recital and culminating event in the DMA degree for Performance or Conducting. Program repertoire must be approved by DMA committee prior to performance.	Addition of this course will enable DMA students to perform this recital as the final credit in the last semester of enrollment and before conferral of degree. This course, in addition to MUSC 788 DMA Recital (multiple registrations up to 15 credits) and MUSC 797 Research (4 credits) will complete the 20-credit recital/research block required by the degree. Although 1 credit, this Graduation Recital will have the full weight and import of a major solo recital and will represent the culminating event of the performance or conducting DMA.

CYBE 266: Foundations of Cybersecurity	CEMR		CS 111 with a grade of C- or better	An overview of the foundational areas of cybersecurity: data, software, system, human, and organizational security	This sophomore level required course will introduce students to the foundational topics of cybersecurity in the new Bachelors of Science program Cybersecurity. This course will cover the basic tenants of cybersecurity, its problems and challenges. This material is not covered in any other course in the CSEE curriculum. This will be the first in-major course required in the CYBE program.
CYBE 366: Secure Software Development	CEMR		CS 230 and CS 350 both with a grade of C-	Covers the design, implementation, and testing of secure software. The topics include the role of security in the software development lifecycle, designing secure software, best security programming practices, and verification and validation of software applications' security.	This junior level course covers secure software development, which is one of the fundamental areas included in the draft ABET criteria for Cybersecurity. This course is required for BS in Cybersecurity majors and allows them to acquire skills needed to develop secure software, without vulnerabilities that could be exploited by attackers. The content of this course is not covered in any other course.
CYBE 466: Host Based Cyber Defense	CEMR		CS 453 with a grade of C- or higher	An in depth study of the strategies available to defend hosts (clients, IoT devices, servers) against cyber attacks.	This senior level required course will explore the capabilities that host systems use to defend against cyber-attacks. This course will be part of the new Bachelors of Science degree in Cybersecurity. This course will allow students hand-on experience in defending cyber-attacks which is not offered in any other course in the CSEE curriculum.
CYBE 467: Practicing Cybersecurity: Attacks Countermeasures	CEMR		CS 350	Cybersecurity knowledge and practices on security risk management. Current security trends and industrial practices on cybersecurity. Experiments on ethical hacking and practice of cyber defense.	Cybersecurity has become an important issue and there's a huge demand for cybersecurity professionals. The addition of CS 467 provides a treatment of this important contemporary topic to the LCSEE undergraduate curriculum. It is an elective course and adds breadth of topics in the Software/Knowledge Engineering (area 4) concentration. This course will equip the students with cybersecurity knowledge and practices on security risk management and lay a foundation for them to gain practical experience to become cybersecurity professionals. The course also integrates experiments on ethical hacking and practice of cyber defense for solving real-world security problems.
SM 678: Leadership in Interscholastic Athletic Administration	CPASS			This course examines contemporary and productive leadership and management principles and concepts used throughout the sport industry, but specifically focused on their use within Interscholastic Athletic Administration. This course also fulfills a requirement to enable students to gain certification as an Interscholastic Athletic Administrator and covers LTCs 504 and 506, which are required for the certification.	This course is one of the two courses specifically geared towards interscholastic athletic administration and leadership. This course will be required for students wanting to attain an MS in sport management with an area of emphasis in interscholastic athletic administration. It specifically covers LTC 504 (Liability for Sports Injuries Risk Management) and LTC 506 (Title IX Sexual Harassment). Coverage of these LTCs are required to achieve the NIAAA certification as an Interscholastic Athletic Administrator.

PT 708: Movement Diagnosis 1	MED	2		An introduction to the concept of human movement as the basis of physical therapy expertise. Includes overview of how anatomic structures and physiologic functions interact to move the body or its component parts. Laboratory activities include exposure to methods to assess the systems that contribute to human movement.	Physical therapists are becoming recognized as experts in human movement. As part of a curriculum update to the DPT program, this course is being added to expose students to newer equipment and procedures to assess human movement than was available when the current program was designed. Adding this courses will better prepare graduates to perform their role as human movement experts.
PT 731: Professional Development 2	MED	1		The role of the physical therapist in wellness and health promotion for patients/clients and communities. Includes content related to nutrition, physical activity, sleep, stress management and avoiding addictive substances to prepare future physical therapists to provide health behavior change advice within their scope of practice.	Physical therapists have a growing role in the wellness and health promotion of patient/clients, as promoted by the American Physical Therapy Association and the CAPTE accreditation criteria. This course is needed to increase the entry-level content necessary to meet this new professional role as part of an upgrade of the DPT curriculum at WVU.
PT 736: Orthopedic PT 1	MED	4		Clinical-decision making principles that govern diagnosis of soft tissue lesions and joint impairments associated with movement dysfunction. Includes application of therapeutic exercise techniques and skills used in physical therapist intervention.	Orthopedic Physical therapy 1 is the first in a series of three courses designed to lay the foundation for clinical decision making, to develop the framework for clinical reasoning, the development of basic examination concepts and application of therapeutic exercise.
PT 739: PT Interventions 2	MED	3		Introduces the use of thermal, mechanical and electromagnetic biophysical agents as physical therapists. The course includes a strong emphasis of the effects on human anatomy and physiology as well as clinical decision-making principles involved in usage to ensure safe and effective application.	PT 739 is intended for graduate students enrolled in the professional doctor of physical therapy program. It is a new course that combines two previous separate biophysical agent courses and is being added to allow a comprehensive study of biophysical agent use as a doctor of physical therapy student.
PT 749: Survey of PT Practice	MED	1		Content related to practice areas of women's health/pelvic floor PT, occupational PT and chronic pain/psychological health and PT.	As part of a curriculum revision of the DPT program, content from an existing course (PT 771 Survey of Niche Practice) is being separated and sequenced. PT 749 covers the content areas that are necessary for entry-level practice and provides students with preparation in women's health, occupational PT and chronic pain topic areas prior to their first long-term clinical rotation. Currently, this content is not covered until the final semester on campus and students do not benefit from being able to implement it in all their clinical rotations.
PT 758: Movement Diagnosis 4	MED	1		The second in a 2-part series, focuses on normal anatomy and common pathologies as viewed on radiographs of areas of the spine and the lower extremity. Clinical correlations of information gleaned from imaging studies affecting physical therapy diagnosis and intervention is emphasized.	Placement of this one credit hour course into the spring semester will allow a timely correlation with the Orthopedic 2 course which is to include content focused on the evaluation and intervention of the spine and lower extremity. Case examples from the imaging course will be used to further develop a PT diagnosis and intervention in the Orthopedic course.

PT 785: Advanced Clinical Decision Making	MED	2		Students who are preparing for graduation present a culminating case study based on their clinical experience and applying principles of evidence based practice. The presentation could be on an individual case, a community needs assessment, or a quality improvement project.	After the student has completed all clinical experiences and the didactic curriculum, the curriculum has a place for them to synthesize their knowledge and experiences in a culminating case presentation. This course is offered in the final semester before graduation.
PT 786: Medical Issues of Prematurity	MED	1		Introduction to medical issues of prematurity for the physical therapy neonatal fellow. Includes common medical sequelae of prematurity as well as medical management of these conditions as they affect neonatal physical therapy practice.	This course is part of a 5 course sequence for the post professional physical therapy neonatal fellowship which is offered as a partnership with Nationwide Children's Hospital. This course is offered in a web based format. This is the foundations course of the sequence, introducing the learner to medical issues associated with preterm high risk infants
PT 787: Premature Infant Growth and Development	MED	1		Introduction to growth and development of the premature infant for the physical therapy neonatal fellow. Includes normal and abnormal development of the GI system, nutritional needs, feeding methods and developmental impact.	The is a course offered in the first (summer) term of a year long fellowship in neonatal physical therapy. it is offered concurrently with a medical issues course and is designed to provide fundamental information about the critical topic of feeding and nutrition in high risk infants
PT 788: Neurobehavioral Management of Premature Infants	MED	1		This course prepares the learner for specialty physical therapy practice in the Neonatal Intensive Care Unit (NICU), utilizing principles of family centered care and synactive theory. Topics include neurobehavioral development, developmental assessment, intervention planning and outcomes assessment.	This is the third of a 5 course sequence in a curriculum to prepare the physical therapy post-professional neonatal fellowship. The fellowship is a joint venture with Nationwide Children's Hospital, therefore the course is offered in a web based format. This course prepares the neonatal physical therapy to understand the theory, rational and practice of developmentally supported care.
PT 789: Evidence Based PT in NICU Practice	MED	1		The learner to prepared to critically read the literature relevant to neonatal physical therapy practice, as well as to develop skills in Scientific Inquiry in order to be able to design, carry out and disseminate a clinical study and participate in ongoing NICU research by other professionals.	This is the 4th course out of 5 in an NICU fellowship curriculum for the post professional physical therapist. The fellowship is offered in collaboration with Nationwide Children's Hospital. This course gives the fellow an overview of how to use evidence to support clinical based decision making in the NICU and prepares the fellow to plan and deliver a brief project in the final course in the sequence.
PT 800: Professional Roles in Neonatal Physical Therapy	MED	1		The learner is prepared to participate in the roles of a leader in neonatal physical therapy, including education, administration, and evidence based practice.	This is the culminating fifth course in a curriculum for post professional fellows in neonatal physical therapy. The program is offered in collaboration with Nationwide Children's Hospital. The purpose of this course is to synthesize all previous materials into projects which display the fellow's potential to serve in a leadership role in neonatal physical therapy either in management, research or education.
NSG N374: School of Nursing Simulation Experience	NSG	2	For nursing students with second semester Junior or Senior status.	Simulated patient care experiences in a safe practice environment.	Students will be given a safe environment to develop critical thinking strategies using real patient care scenarios. This class will allow time for preparing, planning debriefing and evaluation of performance of patient care in a simulated environment.

NSG N375: ACLS Elective	NSG	1	N312	The Advanced Cardiovascular Life Support (ACLS) Provider Course is designed for healthcare providers who either direct or participated in the management of cardiopulmonary arrest or other cardiovascular emergencies. Through didactic and active participation in simulated cases, students will enhance their skills in the recognition and intervention of cardiopulmonary arrest, immediate post-cardiac arrest, acute arrhythmia, stroke, and acute coronary syndromes.	This ACLS course is offered to upper level students interested in pursuing jobs in acute care areas. Many acute/intensive care areas require the ACLS certification as part of employment. This course would also compliment N460 Care of the Critically Ill Patient by exposing students to advanced life support protocol utilized in health care settings worldwide.
PHAR 803: Physical Pharmacy	PHAR	2		Provides an overview of the principles of physical pharmacy and their application in drug formulation and administration. Topics include: drug dissolution, acid-base chemistry, drug solubility, diffusion, distribution, and drug stability.	This course provides content in the area of drug formulations. This will be a required course for the PhD students in the Pharmaceutical and Pharmacological Sciences program who plan to pursue research in the area of biopharmaceutics and drug delivery. Content is a component of PHAR 801 and is taught in conjunction with Doctor of Pharmacy students.
PHAR 804: Drug Delivery Systems	PHAR	3		Introduces the students to the principles and technologies involved in the preparation and evaluation of pharmaceutical dosage forms and drug delivery systems. Students will develop skills in dosage form design and evaluation, as well as their applications in patient care. The course integrates and applies basic physicochemical and biological principles to solve problems in drug delivery in pharmacy practice.	This course covers the principles and technologies involved in the preparation and evaluation of pharmaceutical dosage forms and drug delivery systems. The course integrates and applies basic physiochemical and biological principles to solve problems in drug delivery in pharmacy practice. This will be an elective course for the PhD students in the Pharmaceutical and Pharmacological Sciences program. Content is a component of PHAR 801 and is taught in conjunction with Doctor of Pharmacy students.
PHAR 805: Drug Chemistry	PHAR	2		Introduces principles of chemical stability and chemical properties as they relate to drugs and to the basic metabolic processes observed for drug molecules. Topics include functional group analysis, solubility, oil/water partitioning, organic acids/bases, drug decomposition, basic metabolic processes including oxidation, reduction, hydrolysis, and conjugation.	This course covers the principles of chemical stability and chemical properties of drugs and the basic metabolic processes observed for drug molecules. Topics discussed include functional group analysis, solubility, oil/water partitioning, organic acids/bases, drug decomposition, and basic metabolic processes, such as oxidation, reduction, hydrolysis, and conjugation. This will be an elective course for the PhD students in the Pharmaceutical and Pharmacological Sciences program. The course is a component of PHAR 812 and is taught in conjunction with Doctor of Pharmacy students.
PHAR 806: Pharmaceutical Biotechnology	PHAR	1		Basic principles of biotechnology with an emphasis on pharmaceutical applications is addressed. Knowledge from cell and molecular biology will be applied to solve biomedical problems and to make useful products for diagnostic and therapeutic purposes. Key processes used in the making, analysis, and application of biopharmaceuticals, such as proteins and nucleic acids as well as their stability, delivery, and handling	This course covers basic principles of biotechnology with an emphasis on pharmaceutical applications. This will be an elective course for the PhD students in the Pharmaceutical and Pharmacological Sciences program. The content is a component of PHAR 812 and is taught in conjunction with the Doctor of Pharmacy students.

PHAR 808: Pharmacogenomics	PHAR	2	Introduces the fundamental principles of pharmacogenomics and individualized medicine. It provides a basis for understanding how an individual's genetic background affects their response to a specific drug or class of drugs. Pharmacogenomic principles include pharmacogenetic characteristics of drug metabolizing enzymes, drug transporter activity, and receptor sensitivity. Other basic concepts of genetic counseling, personalized medicine, ethics and costs will be also	The course provides content in the area of pharmacogenomics and personalized medicine. This will be an elective course for PhD students in the Pharmaceutical and Pharmacological Sciences program. The content is a component of PHAR 813 and is taught in conjunction with Doctor of Pharmacy students.
PHAR 809: Principles of Drug Action	PHAR	2	Provides a basis for understanding the biochemical and molecular mechanisms by which drugs and the body interact. This course will use drug classes to introduce foundational concepts of drug action and the application of pharmacological tools to better understand how drugs work in the body.	This course provides a basis for understanding the biochemical and molecular mechanisms by which drugs and the body interact. This course will use drug classes to understand foundational concepts of drug action and the application of pharmacological tools to better understand how drugs work in the body. This will be a required course for the PhD students in the Pharmaceutical and Pharmacological Sciences program. Content is a component of PHAR 814: Biochemical Pharmacology and is taught in conjunction with Doctor of Pharmacy students.
PHAR 816: Pharmacokinetics	PHAR	2	Introduces fundamental principles of the pharmacokinetic and biological processes that the drug undergoes once it enters the body. The students will be exposed to various pharmacokinetics techniques and problem-solving methods, which should prepare them to design and refine drug therapeutic regimens.	The course provides content in the area of drug pharmacokinetics. This will be a required course for PhD students in the Pharmaceutical and Pharmacological Sciences program. Content is a component of PHAR 814: Biochemical Pharmacology and is taught in conjunction with Doctor of Pharmacy students.
EPID 675: GIS Applications in Public Health	SPH	3	This course provides students with foundational GIS skills to access, store, manipulate, and descriptively analyze spatially referenced health data. Students will gain intermediate proficiency with ESRI ArcGIS software, and gain exposure to GIS capabilities within R.	The proposed 3 credit hour course is intended to better prepare students for academic or professional careers in public health and will fill an important gap in the current curriculum. Specific emphasis is placed on integration of GIS methodologies into epidemiology to promote an ideal equilibrium between research and public health practice suitable for a variety of degree programs (MPH or PhD).
PUBH 610: Contemporary Foundations of Public Health Practice	SPH	2	Examines the goals and mission of public health, from its historical roots in sanitation to current efforts to improve population health. Each of the five core disciplines – biostatistics, epidemiology, health policy and management, occupational and environmental health, and social and behavioral sciences are introduced, as are their relationships to each other. The interdisciplinary nature of the field is emphasized.	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 610 will be delivered during the first semester and one of three course designed to introduce students to the "Professional and Scientific Foundations of Public Health." This course introduces students to the broadly defined field and ethics of public health, connects all five core disciplines to the public health mission, and demonstrates effective interdisciplinary efforts to promote public health.

PUBH 611: Epidemiology for Public Health Practice	SPH	2	Examines the application of epidemiologic methods; explains ecological, environmental, biologic, genetic, behavioral, and psychological factors affecting population health; and describes national and global mortality and morbidity trends.	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 611 will be delivered during the first semester and one of three course designed to introduce students to the "Professional and Scientific Foundations of Public Health." This course introduces students to core tools for monitoring public health and presents current/historical trends associated with a range of influences on health status.
PUBH 612: Research Translation and Evaluation in Public Health Practice	SPH	4	Introduces quantitative and qualitative methods as applied to public health practice as well as methods for evaluating public health programs and policies. Emphasis is placed on translating research into practice.	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 612 will be delivered during the first semester and one of three course designed to introduce students to the "Professional and Scientific Foundations of Public Health." This course introduces students to applied quantitative and qualitative research and evaluation skills as applied in public health practice. Effective research translation is emphasized.
PUBH 621: Public Health Prevention and Intervention	SPH	3	Provides students with the conceptual and practical tools used in planning, designing, implementing, and evaluating prevention and intervention programs from the perspective of multiple public health disciplines. Through reading, cooperative learning, and discussing, students gain experience in these four areas. Students also apply information learned in foundation courses.	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 621 will be delivered during the second semester and be one of two courses designed to develop students' capacity for "Building, Sustaining, and Using Organizational Capacity for PH Mission and Goals." This course helps students understand a range of prevention and intervention activities common among public health disciplines and extends previous learning related to evaluating the effectiveness of these actions.

PUBH 641: Systems Thinking in Public Health Practice	SPH	2		Application of systems thinking tools to a range of public health issues. Using team-based and inter-professional approaches, theory and data are employed to identify how public health problems emerge, map phenomenon, and recommend appropriate public health intervention at multiple levels. Includes addressing the identification of and effective communication with potential partners throughout diverse communities and systems.	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 641 will be delivered during the fourth semester and be one of two courses designed to students' "Individual Capacity for Team-Practice and Leadership." This course builds on the previous foundational courses and requires students to apply previously gained foundational knowledge and competencies to five complex public health issues. This course is summative in nature and requires advanced application of acquired skills.
SBHS 616: Introduction to Public Health Interventions for Social and Behavioral Scientist	SPH	4		Introduction to the process of planning, developing, implementing and evaluating an effective public health intervention. Students learn tools and strategies commonly associated with excellence in the discipline in order to meet an important health need or concern relevant for a local community group.	This course is one of six new applied learning courses for students in our Major. It is specifically designed to be the first students take as where students are introduced to the process of planning, developing, implementing, and evaluating an effective public health intervention. These concepts are then later reinforced and expanded upon in the other five Major courses. All newly developed courses, including this one, fit the department's mission and relate back to our Major competencies: apply social and behavioral theories and frameworks, recommend intervention, appraise qualitative and quantitative data, demonstrate communication skills, and employ community engagement principles.
SBHS 617: Community Engagement and Advocacy in Public Health	SPH	2		Addresses the roles of community engagement and advocacy as essential tools to mobilize organizational and social change. Through lecture, discussion, case studies, self-assessment, and experiential exercises, students develop the knowledge and skills necessary to engage and empower communities through participation and advocacy.	This course is one of six new applied learning courses for students in our major. It is specifically designed to be the second course students take and to build a set of community engagement and advocacy skills that students will need to effectively conceptualize and build skills in later courses. All newly developed courses, including this one, fit the department's mission and relate back to our major competencies: apply social and behavioral theories and frameworks, recommend intervention, appraise qualitative and quantitative data, demonstrate communication skills, and employ community engagement principles.
SBHS 620: Implementing and Managing Public Health Programs	SPH	3		This course provides students with conceptual and practical tools used for implementing and managing health promotion programs. Critical elements include learning to implement theoretically sound intervention programs with high levels of program fidelity; effectively engaging and managing human, financial, and community resources; and identifying and responding to commonly occurring opportunities and challenges. Course methods emphasize cooperative and experiential learning.	This course is one of our new applied learning courses for students in our major. It is specifically designed to be the fifth course students take and to build a set of intervention implementation and management skills that students will need to run effective public health interventions in the field. All newly developed courses, including this one, fit the department's mission and relate back to our major competencies: apply social and behavioral theories and frameworks, recommend intervention, appraise qualitative and quantitative data, demonstrate communication skills, and employ community engagement principles.

*ADRC 303: Management of Adventure Resources	TS	3		An introduction to professional practices in planning and managing natural and artificial adventure resource areas and facilities. Course includes lecture, venue site visits and project work focused on the relationship between program delivery and resource management.	Conduct of adventure programs is intimately dependent on natural areas and artificial adventure venues. As a manager of such programs a graduate may be required to oversee the development and management of these types of facilities and/or interact with agencies that administer them. Having an in-depth understanding of the philosophies by which land management agencies operate, licensing requirements and ways of minimizing impacts are essential skills of a program manager. Knowing how to design and operate an artificial adventure venue, a quickly expanding part of the industry, is also an essential skill. Content contributes to future accreditation eligibility.
*ADRC 304: Adventure Guiding and Instruction	TS	1	Completion of a 300 level technical skill development course.	Course focuses on assessment of technical skill and leadership abilities of student in preparation for completion of the guide/instructor co-curricular graduation requirement and general professional development.	Knowledge of and personal competency in at least one technical field skill is a foundational element of employment in the adventure recreation industry. As a manager it is essential to know what makes a quality and competent field staff. This course provides a personal assessment that will serve as a model for staff development in future managerial decision making. Additionally completion of this course is pivotal in student's completion of the co-curricular degree requirements.
*ADRC 402: Research and Evaluation in Adventure Recreation	TS	3	MAT 122, ENGL 101	An introduction to research methods and research literature for studies in adventure recreation. Course examines physical and social science research that inform management practice in tourism, resources management and program development.	Inclusion of a research methods course is an accreditation requirement for Bachelor of Science programs. The ability to conduct basic research supports management practice and also provides a foundation for future graduate study in the field. Completion of this course provides essential knowledge for completing the capstone course in the major.
*ADRC 403: Senior Project - Capstone	TS	3	Senior standing and permission of the instructor.	This course is the culminating experience for Adventure Recreation Management majors through which they will demonstrate their ability to integrate and synthesize adventure program management competencies and industry knowledge with the completion of an original senior project, classroom discussions and applied program assessments.	The content of this course requires student to combine content from all ADRC academic courses, required minor and personal experience. The skills of research and reporting required in the course allows student to practice an essential professional management task in a guided setting prior to graduation. Additionally this course provides an assessment tool to program administration on the success of the ADRC academic curriculum by evaluating the Senior student's competency in completing coursework.
ENTR 421: Entrepreneurial Accounting	TS	3		Fundamental principles and practices related to entrepreneurial accounting. Focuses on areas such as, cash management, comprehensive budgets, and traditional and proforma financial statements.	This course presents one of the functional areas in entrepreneurship. This course focuses on keeping good record and managing financial activities in a new venture.
ENTR 450: Entrepreneurial Marketing	TS	3		Fundamental principles related to entrepreneurial marketing. Focuses on areas such as, marketing strategy, creating values, pricing, promotion, and brand strategy.	As one of the important functional area, the entrepreneurial marketing course will offer various practical marketing activities and approaches to analyze and communicate the market.

SRVL 300: Intro to WVU Peer Advocates	UC	3		Professional training in crisis intervention and prevention of student sexual assault and other personal violence. Includes a service-learning component.	Focus on awareness of sexual assault and prevention is a critical need for students in higher education. Development of a peer advocate program through training curriculum supports efforts to retain and support our students throughout their education. This course adds to the diversity in opportunity for students to learn through service to community. Students will work with the WVU Peer Advocate program through the Division of Diversity Equity and Inclusion to complete service hours. This course is open to all students in any major.
SRVL 400: WVU Peer Advocates Advanced	UC	3	SRVL 300	Advanced approaches to responding, advocating, and preventing sexual assault, power based personal violence, and forms of discrimination.	Students will be able to assist the WVU internal and external partners in trauma-centered services and resource options both on and off campus for fellow students. The advanced course will build on training and target underserved populations. The service hours will be completed with the WVU Peer Advocate program through the Division of Diversity Equity and Inclusion. This is a service-learning course and is open to all students who have completed the intro course.
*ADRC 303, 304, 402 and 403 were reviewed by the new review process					

To: Faculty Senate Executive Committee
 From: Ralph Utzman, Chair, Senate Curriculum Committee
 Date: December 18, 2017
 Re: Course Changes, Deactivations, and Adoptions

Course Number and Title	Old Value	New Value
CS 465: Cybersecurity Principles and Practice		
Course Full Title Change	Introduction to Cybersecurity	Cybersecurity Principles and Practice
Course Transcript Title Change	Intro to Cybersecurity	Cybersecurity Principles&Pract
Catalog Prerequisites Change	CS 350 with C- or better or CS 321 or consent.	CS 350 with C- or better or CS 321.
Course Description Change	Covers the fundamentals of cybersecurity, including encryption, malicious code, authentication and access control, database security, operating system security, and network security. Provides students with a comprehensive overview of the cybersecurity threats, technologies for information assurance, and engineering approaches to build and maintain secure computer systems and networks.	Covers the principles and practice of cybersecurity. Addresses encryption; malicious code, spyware, and spam; authentication and access control; database security; operating system security; network security; and social engineering. Provides comprehensive overview of the cybersecurity threats, technologies for information assurance, and engineering approaches to build and maintain secure cyber space.
Justification	CS 465 was offered for the first time in the Spring 2003 and since Fall 2004 has been offered regularly every fall semester. This request for course alternation consists of (1) replacing "Computer Security" with "Cybersecurity" in the title, which is more recent term that describes the content covered in class and (2) adding several new topics such as Web security and Wireless network security as parts of Network Security.	This request for course alternation consists of (1) changing the title to better reflect the content and fit into the newly developed BS program in Cybersecurity and (2) adding several new topics such as Spam and Social Engineering.
ECON 225: Elementary Business and Economics Statistics		
Course Division Change	WVU, PSC & WVUIT Course	WVU & WVUIT Course
Catalog Prerequisites Change	Sophomore standing and MATH 126 with grade of C- or better or MATH 129 with grade of C- or better or MATH 153 with grade of C- or better or MATH 154 with grade of C- or better or MATH 150 or MATH 155 or MATH 156.	MATH 122 or MATH 123 or MATH 126 or MATH 129 or MATH 153 with a minimum grade of C- or MATH 150 or MATH 154 or MATH 155 or MATH 156 with a minimum grade of D-.
Course Instruction Type Change	Laboratory	Lecture
Course Description Change	Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economics examples. (Equivalent to STAT 211.)	Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economics examples. (Equivalent to STAT 211.)(Not open to students who have completed STAT 215.)

Justification		The Department of Mathematics recently started offering the course MATH 122, designed to be an algebra review prerequisite for the College Algebra course MATH 126. The Department of Statistics reviewed the learning outcomes of MATH 122 and found that the content of MATH 122 accurately reflects the nature of the mathematics needed in STAT 211. Their request to add Math 122 as a prerequisite for STAT 211 has now been approved through the CIM system. The Department of Economics agrees with the conclusion reached by the Department of Statistics and thus is requesting the same change to bring the ECON 225 prerequisites more in line with the STAT 211 prerequisites, which will also serve to avoid unnecessary confusion among students and advisors.
EDP 618: Mixing Research Methodologies		
Catalog Prerequisites Change	EDP 613 and SCFD 615.	EDP 612.
Course Instruction Type Change	Laboratory	Lecture
Course Has prereqs taught by other academic unit	Yes	No
Course Description Change	Students will focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies.	Focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies.
Justification		We are changing the prerequisite to only require EDP 612, which involves overview of both quantitative and qualitative research and analysis. We consider the previous prerequisite of both EDP 613 (Statistics 1) and SCFD 615 (Qualitative Research) to be more than is necessary to effectively benefit from and succeed in this course.
EDP 619: Survey Research Methods		
Course Description Change	Course addresses how to design, implement, and analyze surveys for the purposes of social sciences research.	Addresses how to design, implement, and analyze surveys for the purposes of social sciences research.
Justification		We have increased some statistical content, specifically including factor analytic approaches to survey development, and while students can succeed in the course without first taking Statistics 2, they likely will have an easier time of it if they take that course first.
EDP 640: Instructional Design		
Course Instruction Type Change	Laboratory	Lecture

Course Description Change	Introduces the major components of the instructional design process, from needs analysis through evaluation and implementation. Students will demonstrate the elements of the process with a design plan for an instructional project.	Introduction to the major components of the instructional design process, from needs analysis through evaluation and implementation. Students will demonstrate the elements of the process with a design plan for an instructional project.
Justification		We are removing "graduate standing" from the prerequisite because the fact that it is a 600 level course already requires graduate standing.
EDP 710: Thesis/Dissertation Bootcamp		
Course Full Title Change	Seminar:Educational Research	Thesis/Dissertation Bootcamp
Course Transcript Title Change	Seminar:Educational Research	Thesis/Dissertation Bootcamp
Course Has prereqs taught by other academic unit	Yes	No
Course Description Change	Identification of research problems in education, consideration of alternative designs and methods of investigation, and development of a research proposal at the advanced graduate level.	Identification of research problems in education, consideration of alternative designs and methods of investigation, and development of a thesis, dissertation, or other research proposal at the advanced graduate level.
Justification		The previous course title was vague and did not represent either the Course Description Change or what actually occurs in the course so we have revised it appropriately. We are not changing anything except the title and minor wording in the Course Description Change to more accurately reflect the content. The content will not change.
EDP 711: Multivariate Methods 1		
Course Description Change	Basic matrix operations, multiple regression analysis, discriminant analysis for two groups, multivariate analysis of variance for one and two-way designs, and analysis of covariance involving multiple covariates. Applying SPSS Procedure Matrix for data analyses.	General and generalized linear models; repeated measures analysis of variance for one- and two-way designs, split-plot/mixed analysis of variance, and profile analysis; multivariate analysis of variance, multivariate analysis of co-variance, and discriminant function analysis for one-way and two-way designs.
Justification		We are not changing anything except the Course Description Change to bring descriptions of analyses covered up to date with current terminology.
ENGL 405: Young Adult Literature		
Course Full Title Change	Fiction for Adolescents	Young Adult Literature
Course Transcript Title Change	Fiction for Adolescents	Young Adult Literature
Course Description Change	A survey of fiction for adolescents with special attention to literary theories that assist its interpretation.	A survey of young-adult literature with special attention to literary theories and methodologies that assist its interpretation.

		Changing the course title from "Adolescent Fiction" to "Young Adult Literature" updates the title to reflect the contemporary language used to describe this genre of literature. This change will also allow the course to be more relevant to the English-education students who are required to take it. Describing the course content broadly as "young adult literature" rather than "adolescent fiction" allows the course to include nonfiction texts. This is vital, since the Common Core standards require secondary English teachers to use more nonfiction in their curriculum. Also, a slight tweak to the Course Description Change (adding the word "methodologies") allows the course to address pedagogical strategies for using these texts in the classroom. This, too, will help the course be more relevant to preservice teachers.
Justification		
ENGL 606: Introduction to the Digital Humanities		
Course Full Title Change	Topics in Humanities Computing	Introduction to the Digital Humanities
Course Transcript Title Change	Topics in Humanities Computing	Intro to Digital Humanities
Course Description Change	Topics rotate by semester; check with instructor. Topics may include: literary studies (electronic editions, hypertext, computer games, and virtual environments); critical theory (techno-theory, narrative theory); composition theory (rhetoric of online media, pedagogy); creative writing in digital media.	Examines the evolution and application of digital research methods, focusing on topics that rotate by semester including literary and cultural studies, rhetoric and composition, and professional writing.
Justification		English departments and faculty have been leaders in producing digital humanities scholarship and research. Our department needs to offer an up-to-date version of DH curriculum and that includes this simple but important name change.
EPID 629: Epidemiology Capstone		
Catalog Prerequisites Change	EPID 610 and EPID 611 and EPID 612.	
Course Instruction Type Change	Laboratory	Lecture
Course Credits Change	3	2
Justification		The number of course hours has been reduced to match the level of effort required to complete the course learning outcomes and to match the other MPH major capstone requirements - this uniformity across MPH majors is a new requirement of our accrediting body.
FDM 220: Fashion, the Body, and Culture		
Course Instruction Type Change	Laboratory	Lecture

Course Description Change	Students learn the roles of fashion, the body, and dress in identity, social-psychological functioning, political and economic systems, and cultural diversity.	Students examine the intersection of fashion, the body, and culture to appreciate the role of dress in everyday life. Students explore dress practices through the lens of economics, politics, religion, and gender, among other social factors. The course emphasizes critical thinking and cross-cultural exploration through group discussion and personal reflection.
Justification		Updating Course Description Change to better reflect the content covered
FDM 221: Dress History: 1850-Present		
Course Full Title Change	Applied History of Fashion and Dress	Dress History: 1850-Present
Course Transcript Title Change	Applied History of Fashion	Dress History: 1850-Present
Course Instruction Type Change	Laboratory	Lecture
Course Code Change	FDM 251	FDM 221
Course Number Change	251	221
Catalog Prerequisites Change	FDM 231.	
Course Description Change	Object-based and critical theory research applications of Western and non-Western fashion and dress from antiquity to the present. Costume collection and conservation lab work.	This course offers a survey of Western dress history from 1850 to present day with an emphasis on the contextual factors that influenced how dress changed over time. The rise and influence of fashion designers in the 20th and 21st century is discussed. Students gain hands-on experience in historical research methodologies.
Justification		Updating number to align with internal course grouping family; Updating title to better reflect content; Updating Course Description Change to better reflect course objectives and outcomes; removing and outdated pre-req.
FDM 260: Visual Merchandising		
Course Instruction Type Change	Laboratory	Lecture
Catalog Prerequisites Change	FDM 210 and FDM 220 and (FDM 230 or FDM 240).	FDM 220 and PR or CONC: FDM 150 with a minimum grade of C- in each.
Course Description Change	An exploration of visual merchandising including elements of design and principles of composition, display, store design, theft prevention, and promotion. Creation and analysis of visual merchandising projects using a teamwork approach.	This course explores a wide range of visual merchandising activities in relation to the elements of design and principles of composition including display, store design, theft prevention, and promotion. A teamwork approach is used to create and analyze visual merchandising scenarios.
Justification		The change in pre-requisites reflects curriculum modifications and one new course number. We are changing FDM 130 to FDM 150 to reflect course numbers within a refined system of course grouping for all FDM courses.

FDM 311: Fashion Study Tour		
Course Instruction Type Change	Laboratory	Lecture
Course Repeat Units Change	3	2
Catalog Prerequisites Change	Junior or senior standing in FDM.	FDM 260 with a minimum grade of C-.
Course Description Change	(May be repeated twice for a maximum of 3 credit hours.) Study of apparel industry through visits to historic costume collections, apparel firms, design showrooms, and retail establishments.	This course focuses on the apparel and retail industries through visits to apparel firms and showrooms, retail establishments, and museums including an historic costume collection.
Justification		The previous pre-requisite of "Junior or Senior standing in FDM" was confusing and difficult to follow and enforce. Using FDM 260 as the pre-requisite provides students with the necessary background to get the most out of the study tour.
FDM 421: Dress History: Prehistory-1850		
Course Full Title Change	Fashion and Dress Through History	Dress History: Prehistory-1850
Course Transcript Title Change	Fashion/Dress Through History	Dress History: Prehistory-1850
Course Instruction Type Change	Laboratory	Lecture
Course Code Change	FDM 210	FDM 421
Course Number Change	210	421
Catalog Prerequisites Change		FDM 220 and FDM 221 with a minimum grade of C- in each or consent.
Course Description Change	History of Western civilization's fashion and dress from antiquity to present within the corresponding social, cultural, technological, and economic contexts.	This course explores the history of fashion and dress from antiquity through 1850 within the corresponding social, cultural, technological, and economic contexts. Explores both Western and Eastern dress and textile histories and how they have influenced each other over time.
Justification		Moves course to later in the curriculum for design students and offers the course as an upper level elective for merchandising students; Brings course numbering in line with internal course numbering family; Clarifies name of course to adequately reflect material covered; Updates Course Description Change to reflect course objectives and material covered.
LEGS 660: Dispute Resolution		
Course Full Title Change	Alternative Dispute Resolution	Dispute Resolution
Course Transcript Title Change	Alternative Dispute Resolution	Dispute Resolution
Course Instruction Type Change	Laboratory	Web Based
Course Description Change	Theoretical and practical examination of alternative dispute processes and assessment of the appropriateness of alternative dispute resolution for particular legal disputes	Theoretical and practical examination of dispute resolution processes and assessment of the appropriateness of dispute resolution for particular legal disputes.

Justification		Change the title from Alternative Dispute Resolution to Dispute Resolution because dispute resolution models are no longer alternative. They are main stream and reflected in practice.
MUSC 788: Doctoral Recital		
Course Credits Max Change	4	5
Justification		The School of Music faculty has agreed to permit a Doctoral Recital to be worth a maximum of 5 credits (increase from 4 maximum credits). This change will enable students to achieve 15 credits in registered MUSC 788 recitals and 4 credits in research (already part of the curriculum), and to enroll in a 1-credit MUSC 788B Graduation Recital (this new course is currently going through the CIM approval process) to complete the 20-credit Recital/Research block required to earn the DMA. Permitting 5-credit recitals during the program maintains the rigor of the degree program, reflects the investment of the student in the preparation and presentation of the recital, and permits the final recital to receive 1 credit; the total of credits required for earning the DMA remains unchanged.
NSG 100: Introduction to Nursing		
Justification		Too complex for the level of student and course credits. Accreditation visit Fall 2018. need for more measurable outcomes.
NSG 276: Evidence Based Practice and Research		
Catalog Prerequisites Change	NSG 211 and (STAT 201 or STAT 211) with a minimum grade of C- in each.	NSG 211 and NSG 212 and (STAT 201 or STAT 211) with a minimum grade of C- in each.
Justification	There is actually no change to the course. However, the default required grade for prerequisites is D-, and the School of Nursing requires a C- or better in all prerequisite courses in order to progress within the nursing program.	The School of Nursing is up for accreditation by the AACN in 2018. It would make the flow of courses smoother if the course numbers reflected their placement in the curriculum.
NSG 376: Clinical Nursing Pharmacology		
Justification	This change will provide students who are out of the traditional progression sequence to enroll in pharmacology concurrently with NSG 212.	The SON is up for AACN Accreditation in 2018. It would make the flow of courses more smooth if the course numbers reflected their placement in the curriculum.
PHAR 779: Drug Discovery		
Course Full Title Change	Drugs: Bench to Market	Drug Discovery
Course Transcript Title Change	Drugs: Bench to Market	Drug Discovery

Course Description Change	This is an introductory course that describes the process of drug discovery to the development of new forms for therapeutic use. Topics covered include drug design/discovery, pharmacokinetics and dynamics, pharmaceuticals and industry pharmacy.	Instruction in the process of drug discovery to the development of new forms for therapeutic use. Topics covered included drug design/discovery, target identification and development, lead optimization, and pre-clinical and clinical development.
Justification		We are requesting a course name change and a minor change in the catalog description. The new title better reflects the content.
PT 701: Professional Development 1		
Course Full Title Change	Professional Roles 1	Professional Development 1
Course Transcript Title Change	Professional Roles 1	Professional Development 1
Course Code Change	PT 711	PT 701
Course Number Change	711	701
Catalog Prerequisites Change	PT 705.	
Course Description Change	Introduction to fundamentals of professional behavior for the physical therapist. Includes units on professionalism, culture, health care ethics, and clinical documentation.	Introduction to the roles and professional behaviors of physical therapists. Includes units on professionalism, health care ethics, and clinical documentation.
Justification		As part of a revision in the Doctor of Physical Therapy curriculum, this course is being moved to the first semester of the program. It is being re-numbered to reflect its new location in the curriculum, and the expected outcomes have been adjusted accordingly. The course is being renamed to reflect contemporary language in accreditation criteria for physical therapist education programs.
PT 715: Evidence Based Physical Therapy 1		
Course Instruction Type Change	Laboratory	Lecture
Course Credits Change	2	3
Catalog Prerequisites Change	PT 705.	
Course Description Change	The purpose of this course is to give the student the information needed to begin to apply research findings to individual patients. Research design and methods, ethics, appraisal and evidence- based practice will be emphasized.	Introduces students to information needed to practice evidence-based physical therapy, design research studies, and apply research findings to patients. The course emphasizes the role of scientific evidence in physical therapy practice; research ethics, design, methods, and writing; and the critical appraisal of diagnostic, prognostic/outcomes, and intervention studies.

Justification		As part of a revision in the Doctor of Physical Therapy curriculum, this course is being expanded to add content from PT 705, which will be eliminated. PT 715 will increase from 2 to 3 credits, and will eliminate redundancies between the two courses. PT 715 will continue to be offered in the second semester (fall) of the program.
PT 718: Movement Diagnosis 2		
Course Full Title Change	Evaluation Procedures	Movement Diagnosis 2
Course Transcript Title Change	Evaluation Procedures	Movement Diagnosis 2
Course Description Change	Theory and practice in evaluation procedures used by therapists. Includes manual muscle test, isokinetic muscle testing, and assessment of components of movement, posture, balance and hand function.	This foundational course sets the stage for more advanced examination procedures of the movement system. The course covers many of the essential components of a physical therapy examination including: history taking, vital signs, gross evaluation, basic neurological examination, functional evaluation, goniometry, manual muscle testing, balance assessment, postural assessment, and medical screening.
Justification		Name change ONLY to course to align with overall Division curricular changes.
PT 720: Clinical Education 1		
Course Credits Change	1	2
Course Description Change	This course is designed to introduce the first year doctorate of physical therapy student to the roles of the physical therapist and other members of the health care team through a combination of varied classroom and clinical opportunities. This will occur under the supervision of a licensed physical therapist as well as through interprofessional opportunities with peers and mentors.	Experiential learning through an integration of classroom and patient/client opportunities. This first course in a series of two integrated clinical education courses will focus on documentation, communication, development of basic examination and treatment techniques, the roles of the physical therapist, and introduction to the members of the interprofessional team.
Justification		As part of a revision in the Doctor of Physical Therapy curriculum, one credit hour is being added to this course. It is being added as the didactic documentation portion of the curriculum is being moved to this course. Course learning outcomes and content were also updated to reflect contemporary physical therapy practice and accreditation requirements.
PT 729: Physical Therapy Interventions 1		
Course Full Title Change	Physical Therapy Procedures 1	Physical Therapy Interventions 1
Course Transcript Title Change	Physical Therapy Procedures 1	PT Interventions 1

Course Code Change	PT 728	PT 729
Course Number Change	728	729
Course Credits Change	4	3
Course Description Change	Introduction, theoretical basis, and laboratory practice of procedures basic to physical therapy practice.	Introduction and application of the clinical interventions foundational to physical therapy practice. Includes body mechanics, positioning and draping, transfer and gait training, seated mobility, and wound management.
Justification		As part of a revision in the Doctor of Physical Therapy curriculum, this course is being re-numbered to reflect its new location in the curriculum and the credit hours have been decreased by one. The content, student assessment and expected outcomes have been adjusted accordingly. The course is being renamed to reflect contemporary language in accreditation criteria for physical therapist education programs.
PT 734: Cardiopulmonary Physical Therapy		
Course Full Title Change	Clinical Sciences 2	Cardiopulmonary Physical Therapy
Course Transcript Title Change	Clinical Sciences 2	Cardiopulmonary PT
Course Description Change	Introduction to radiology for the physical therapy student. Study includes plain film radiology of the musculoskeletal and cardiopulmonary systems, an overview of advanced imaging techniques, and exposure to tests and intervention treatments performed by radiologists.	Correlation of anatomy, physiology and pathology for the physical therapy management of cardiovascular and pulmonary conditions. Laboratory includes cardiopulmonary assessments and interventions for persons with cardiovascular and/or pulmonary conditions in a variety of settings.
Justification		Due to the numbering change needed, all content for the former PT 733 is now being inserted into PT 734. No changes in content or learning outcomes are being made for the course titled Cardiopulmonary Physical Therapy--just the number change.
PT 738: Movement Diagnosis 3		
Course Full Title Change	Physical Therapy Procedures 2	Movement Diagnosis 3
Course Transcript Title Change	Physical Therapy Procedures	Movement Diagnosis 3
Course Instruction Type Change	Laboratory	Lecture
Course Credits Change	3	1

Course Description Change	Theory and clinical application of therapeutic exercise techniques. (1 hr. lec, 4 hr. lab.)	An introduction to imaging studies with an emphasis on plain film imaging of the musculoskeletal system. This course, the first in a 2-part series, focuses on normal anatomy and common pathologies as viewed on radiographs of major areas of the upper extremity. Clinical correlations of information gleaned from imaging studies affecting physical therapy diagnosis and interventions is emphasized.
Justification		An appreciation of information obtained from musculoskeletal imaging is best appreciated when this is considered as another tool to use to better assess injury or healing. A stronger correlation of the content discussed between the 2 radiology courses and the Orthopedic courses will now be available to faculty in teaching in this track.
PT 740: Clinical Education 2		
Course Description Change	This course is designed to give the second year doctorate of physical therapy student hands-on experience and practice with communication, examination, documentation and treatment techniques through a combination of varied classroom and clinical opportunities. This will occur under the supervision of a licensed physical therapist as well as through interprofessional opportunities with peers and mentors.	Experiential learning through an integration of classroom and patient/client opportunities. This second course in a series of two integrated clinical education courses will focus on advancement of documentation, communication, examination/screening, and interventional techniques as well as the role of the physical therapist as part of the interprofessional team.
Justification		As part of a revision in the Doctor of Physical Therapy curriculum, this course remains relatively unchanged with regards to curricular placement, title and number. However, Course Description Change, learning outcomes, and content are being updated to reflect contemporary practice and accreditation requirements.
PT 741: Professional Development 3		
Course Full Title Change	Professional Roles 2	Professional Development 3
Course Transcript Title Change	Professional Roles 2	Professional Development 3
Course Credits Change	4	3
Catalog Prerequisites Change	PT 711.	

Course Description Change	Provides information on educational theories and methods for use when working with patients, peers, students, and community members. Students use educational principles to design prevention, screening, and wellness programs for various community agencies.	The roles of the physical therapist as an educator and a provider of primary, secondary and tertiary prevention services in the community. Includes information on educational theories and methods, evidence-based development of community health programs, providing culturally competent care, and post-professional development.
Justification		As part of a revision in the Doctor of Physical Therapy curriculum, this course title is being changed to reflect its new location in the curriculum, and the expected outcomes have been adjusted accordingly. The course is being renamed to reflect contemporary language in accreditation criteria for physical therapist education programs.
PT 745: Evidence Based Physical Therapy 3		
Course Instruction Type Change	Laboratory	Recitation
Course Credits Change	2	1
Catalog Prerequisites Change	PT 705 and PT 715 and PT 725.	
Course Description Change	Continuation of preparation for critical thinking and clinical decision-making. Emphasis is on generating a clinical research proposal and small group learning aimed at utilizing evidence to support clinical judgment in simulated patient cases.	Small group, case-based learning to help students synthesize and apply didactic information related to evaluation, differential diagnosis, and management of patients commonly presenting for physical therapy services.
Justification		As part of a revision in the DPT curriculum, one credit hour that was devoted to development of a mock research proposal is being deleted. The remaining small group case-based problem-solving component of existing PT 745 is remaining. The attached syllabus and altered Course Description Change reflects this change.
PT 746: Orthopedic Physical Therapy 2		
Course Full Title Change	Orthopedic Physical Therapy 1	Orthopedic Physical Therapy 2
Course Transcript Title Change	Orthopedic Physical Therapy 1	Orthopedic Physical Therapy 2
Course Credits Change	5	4
Catalog Prerequisites Change	PT 706 and PT 716 and PT 718.	
Course Description Change	The first of two courses in physical examination of the musculoskeletal system, including mechanisms of injury, differential diagnosis and medical, surgical, and physical therapy interventions for musculoskeletal problems. (2 hr. lec., 3 hr. lab.)	Physical examination and interventional techniques for the cervical and thoracic spine and upper extremity. Includes mechanisms of injury, diagnostic signs and symptoms, and therapeutic management of musculoskeletal injury and disease.

Justification		By specifically discussing cervical, thoracic and upper extremities, PT 746 allows for more in depth discussion and elaboration on musculoskeletal conditions related to the upper body. It also brings a coherence to the whole musculoskeletal track
PT 747: Neurorehabilitation 1		
Course Full Title Change	Neurologic Physical Therapy 1	Neurorehabilitation 1
Course Transcript Title Change	Neurologic Physical Therapy	Neurorehabilitation 1
Course Code Change	PT 757	PT 747
Course Number Change	757	747
Catalog Prerequisites Change	PT 727.	
Course Description Change	Issues related to physical therapy management of patients with neurologic disorders are presented. Through lecture and lab, students learn assessment and intervention for several common problems based on theories of motor control, learning and function.	The first course in a two course series to prepare physical therapy students to work in neurologic rehabilitation. The course is based on an International Classification of Function (ICF) paradigm. Theories of motor control, motor learning and motor rehabilitation which support the ICF are presented in the context of adult neurorehabilitation.
Justification		This course is moving the semester in which it is taught. The course title and number are being changed to reflect the course's new sequence in the curriculum. The updated Course Description Change reflects the contemporary theoretical frameworks used to structure the course.
PT 756: Orthopedic Physical Therapy 3		
Course Full Title Change	Orthopedic Physical Therapy 2	Orthopedic Physical Therapy 3
Course Transcript Title Change	Orthopedic Physical Therapy 2	Orthopedic Physical Therapy 3
Course Credits Change	3	4
Catalog Prerequisites Change	PT 746.	
Course Description Change	The second of two courses in physical examination of the musculoskeletal system, including mechanism of injury, differential diagnosis and medical/surgical, and physical therapy interventions for musculoskeletal problems. (1 hr. lec, 2 hr. lab)	Physical examination and interventional techniques for the lumbosacral spine, pelvis, and lower extremity. Includes mechanisms of injury, diagnostic signs and symptoms, and therapeutic management of musculoskeletal injury and disease.
Justification		The proposed course is being changed to decompress the material previously taught in 2 courses to 3 courses that will also allow for expansion of each course. The prerequisite is being removed due to resequencing of courses.
PT 757: Neurorehabilitation 2		
Course Full Title Change	Neurologic Physical Therapy 2	Neurorehabilitation 2
Course Transcript Title Change	Neurologic Physical Therapy 2	Neurorehabilitation 2

Course Code Change	PT 767	PT 757
Course Number Change	767	757
Catalog Prerequisites Change	PT 727 and PT 757.	
Course Credits Change	2	3
Course Description Change	Physical therapy management of patients with disorders of neurologic origin is presented. Through lecture and lab, students learn assessment and intervention planning for complex problems based on theories of motor control, learning and function.	The second in the course sequence preparing the physical therapy student to work with patients in neurologic rehabilitation. Builds on the International Classification of Function model of analysis and outcomes. Clinical populations include brain injury, spinal cord injury, and cerebral palsy.
Justification		This course is moving the semester in which it is taught. It is moving from a fall course that was 2 credits to a spring course that is 3 credits and part of a two course sequence. Going from 2 to 3 credits allows for the material to be spread more appropriately over a 15 week semester.
PT 759: Prosthetics and Orthotics		
Course Full Title Change	Prosthetics and Orthotics 1	Prosthetics and Orthotics
Course Transcript Title Change	Prosthetics and Orthotics 1	Prosthetics and Orthotics
Course Code Change	PT 768	PT 759
Course Number Change	768	759
Course Description Change	Presents biomechanical principles applies to prosthetic and orthotic prescription and fabrication. Student learns how to plan and implement rehabilitation programs for patients that must use orthotic or prosthetic devices. (2 hr. lec, 1 hr. lab.)	Presents the principles of biomechanics as they apply to prosthetic and orthotic prescription and fabrication. Students learn how to plan and implement rehabilitation programs for patients who use orthotic or prosthetic devices.
Justification		This existing course is being moved in the DPT curriculum (from the fall of Year 3 to Spring of Year 2) so students will have completed this content prior to beginning their full-time clinical education experiences. The course number is being changed to represent the course's new location within the curriculum.
PT 760: Clinical Education 3		
Course Repeatable Change	Yes	No
Course Repeat Limit Change	3	
Course Repeat Units Change	8	
Course Grading Method Change	Pass/Fail Grading Mode	Normal Grading Mode
Variable Credit Change	Yes	No
Course Credits Min Change	2	5
Course Credits Max Change	6	
Course Description Change	(May be repeated for a maximum of 8 hours.) Students practice full-time for sixteen weeks under the direction of licensed physical therapists and participate in rural health projects.	The first of three full-time clinical education experiences. Students practice for 10 weeks under the direction of licensed physical therapists.

Justification		This course change is part of a proposed update to the DPT curriculum. Overall, we are lengthening the number of full-time weeks of clinical education from 32 weeks to 36 weeks to be consistent with national trends. A recent task force report from the American Physical Therapy Association has promoted increasing the amount of clinical education for PT programs to better prepare students for contemporary practice. To accomplish this, we are changing the semester in which PT 760 is taught and adjusting the number of weeks and contact hours (5). We are also changing from pass/fail grading to letter grading. Finally, because the course will no longer span two semesters, repeatability is being removed.
PT 761: Professional Development 4		
Course Full Title Change	Professional Roles 3	Professional Development 4
Course Credits Change	3	2
Catalog Prerequisites Change	PT 741.	
Course Description Change	Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management risk management, marketing, and program improvement are addressed.	Introduction to health policy related to physical therapist practice, including payment policies in various clinical settings and licensure laws. Includes a unit on advocacy for people with disabilities.
Justification		This course was previously taught as PT 762: Healthcare Issues in PT. It is being re-sequenced to occur before students' first full-time clinical education experience. Significant portions of this course deal with insurance payment and reimbursement, which are important concepts for students to understand before embarking on full-time supervised practice. The title and number are being changed to reflect the course's new position in the curriculum, and the outdated prerequisite is being dropped. The original PT 761: Professional Roles 3 is being revised as PT 771: Professional Development 5 in a separate change proposal. The course will be taught in a condensed two-week format to bridge between didactic content taught in the 2nd year of the curriculum and full-time clinical education.
PT 770: Clinical Education 4		
Course Full Title Change	Clinical Education Symposium 3	Clinical Education 4
Course Transcript Title Change	Clinical Education Symposium 3	Clinical Education 4

Course Credits Change	2	5
Catalog Prerequisites Change	PT 730 and PT 740.	
Course Description Change	Students prepare oral and written case reports based on their patient care experiences.	The second of three full-time clinical education experiences. Students practice for 10 weeks under the direction of licensed physical therapists.
Justification		This course change is part of a proposed update to the DPT curriculum. Overall, we are lengthening the number of full-time weeks of clinical education from 32 weeks to 36 weeks to be consistent with national trends. A recent task force report from the American Physical Therapy Association has promoted increasing the amount of clinical education for PT programs to better prepare students for contemporary practice. The course number 770 denotes its location in the curriculum sequence and curriculum track. The former PT 770: Clinical Education Symposium 3 is being re-titled and renumbered via a separate new course proposal, PT 785.
PT 771: Professional Development 5		
Course Full Title Change	Survey of Niche Physical Therapy Practice	Professional Development 5
Course Transcript Title Change	Survey of Niche PT Practice	Professional Development 5
Course Credits Change	2	3
Course Description Change	This course is designed to expose students to unique areas in physical therapy that are considered elective and advanced practice. Experiential learning and critical analysis are emphasized more than specific skill acquisition.	Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing, and program improvement are addressed.
Justification		This course is being re-numbered and re-titled to reflect its sequence within the revised curriculum. The title is being changed to utilize contemporary language in PT practice and education. The course schedule is being altered to fit within a 6 week instructional block that will occur between two full-time clinical education experiences. The former PT 771: Survey of Niche Physical Therapist Practice, will be changed to PT 781: Professional Development 6, via a separate change proposal.
PT 773: Pediatric Physical Therapy		
Course Code Change	PT 763	PT 773
Course Number Change	763	773

Course Description Change	Students learn assessment and interventions for a variety of conditions that uniquely affect children. Students will explore current topics that influence pediatric practice. Practical experience sessions include observations in pediatric settings.	An overview of pediatric physical therapy practice, including legislation, common practice settings, as well as unique aspects of assessment and documentation. Pediatric conditions commonly treated by physical therapists are introduced.
Justification		As above, students will complete course content in 5 weeks in order to meet necessary criteria to practice in a pediatric setting. The PT curriculum has a specific numbering sequence in which the 2nd number is the semester the course is offered. This becomes the 7th semester, therefore the change of number from 763 to 773
PT 775: Evidence-Based Practice 4		
Course Full Title Change	Evidence-Based Physical Therapy 5	Evidence-Based Practice 4
Course Transcript Title Change	Evidence-Based PT 5	Evidence-Based Practice 4
Course Code Change	PT 765	PT 775
Course Number Change	765	775
Catalog Prerequisites Change	PT 755.	
Course Description Change	Continuation and culmination of the evidence-based physical therapy track. Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the National Board Examination. (Grading will be Pass/Fail)	Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the national board examination. The course includes a curriculum based comprehensive examination.
Justification		The course is being realigned in the curriculum from a 15 week course that met every other week to a 6 week course that will meet 6 weeks. It is part of the major curricular realignment for the Division that is in line with current professional standards to meet the needs of the changing profession.
PT 780: Clinical Education 5		
Course Full Title Change	Clinical Education 4	Clinical Education 5
Course Transcript Title Change	Clinical Education 4	Clinical Education 5
Catalog Prerequisites Change	PT 760.	
Justification		The course title is being changed to reflect its new position in the sequence. Prerequisite is being changed to PT 770 because PT 770 now precedes it.
PT 781: Professional Development 6		
Course Full Title Change	Advanced Cardiopulmonary Physical Therapy	Professional Development 6
Course Transcript Title Change	Advanced Cardiopulmonary PT	Prof Dev 6

Course Description Change	This course emphasizes content necessary for physical therapists to act as autonomous practitioners. Previous coursework and concepts of differential diagnosis are applied to simulated patient cases representative of cardiovascular and pulmonary physical therapy.	Students who are preparing for graduation present a culminating professional development plan based on clinical experience and professional interest. The course also includes student experiences within the professional organization and ongoing plan for professional activity.
Justification		The Cardiopulmonary course previously offered under this number is part of a transitional DPT curriculum that is no longer offered
SBHS 611: Community Assessment		
Course Instruction Type Change	Laboratory	Lecture
Course Description Change	This course is designed to provide students with the knowledge and skills needed to conduct meaningful community health assessments using direct observations, secondary data sources, key informants and public documents, integrating community perceptions and published evidence.	Examines the nature of health and its social determinants, methodologies to conduct community health assessments, and the identification of appropriate interventions. Employs a variety of qualitative and quantitative methods for data collection and analysis.
Justification		These changes have been meet in order to ensure compliance with our accrediting body's newly published requirements for public health programs (CEPH, October 2016). Additionally, they incorporate the best practices recommended by CEPH's coinciding professional support organization (ASSPH) and greatly increase the likelihood of a successful accreditation review.
SBHS 613: Public Health Program Evaluation		
Justification		These changes have been meet in order to ensure compliance with our accrediting body's newly published requirements for public health programs (CEPH, October 2016). Additionally, they incorporate the best practices recommended by CEPH's coinciding professional support organization (ASSPH) and greatly increase the likelihood of a successful accreditation review.
SBHS 615: Intervention Design		
Catalog Prerequisites Change	SBHS 601 and SBHS 610 or consent.	

Course Description Change	This course will provide students with the conceptual and practical tools used in planning, designing, implementing, and evaluating health promotion programs. Through reading, cooperative learning, and discussing, students will gain experience in these four areas. Students will also apply information learned in foundation courses.	Focuses on the utility of social and behavioral science theories as tools to confront public health problems, understand the behavior change process, and develop and implement interventions to address these problems at the intrapersonal, interpersonal, organizational, and community levels. Students create an intervention program plan informed by theory as a skills application experience.
Justification		These changes have been meet in order to ensure compliance with our accrediting body's newly published requirements for public health programs (CEPH, October 2016). Additionally, they incorporate the best practices recommended by CEPH's coinciding professional support organization (ASSPH) and greatly increase the likelihood of a successful accreditation review.
SEP 640: Sport and Performance Psychology		
Course Full Title Change	Psychology of Sport and Physical Activity	Sport and Performance Psychology
Course Transcript Title Change	Psychlgy-Sprt/Physicl Activity	Sport & Performance Psychology
Catalog Prerequisites Change	SEP 615.	SEP 615
Course Description Change	Psychological effects and implications of participation in sport and physical activity. Emphasis is on the personality and behavior and motivational dynamics of sport involvement.	Sport psychological theory, research, and practice related to specific populations in sport and other performance settings. Emphasis on examining and critiquing selected areas of research in sport psychology and applying this knowledge in a given discipline.
Justification		The course is not changing. The language used in the title, Course Description Change, and objectives are changing to more accurately reflect the content of the course.
THET 643: Advanced Graduate Stage Movement 2		
Course Credits Change	1	2
Course Repeatable Change	Yes	No
Course Repeat Limit Change	3	
Course Repeat Units Change	4	
Justification		At some point in the creation of the current MFA Acting curriculum, all of the graduate movement courses being taught in the spring semester were adjusted to be 2 credit courses, except this one was not included in the switch due to an oversight. It needs to be changed to represent the hours of actual class time and bring it in line with the rest of the curriculum.
Course Deactivations		
None		

Course Adoptions		
Course Number and Title:	Course Description	Campus Requesting Course
RPTR 148: Wilderness First Responder	This course provides training necessary to become certified in dealing with various aspects and levels of outdoor/ wilderness crises for forestry, recreation, or any outdoor professionals. (Grading will be pass/fail.)	WVUIT
RPTR 251: Leadership in Experiential Education	This course focuses on elements of leadership in outdoor and experimental education and provides students with hands-on learning opportunities.	WVUIT
RPTR 325: Challenge Course Facilitation	This course involves learning the background philosophies, theories, and structures that have led to development of the challenge course industry. Students will also learn the basic skill necessary to safely facilitate a group.	WVUIT
RPTR 326: Canopy Tour Facilitation	Exposes the student to the skills and knowledge necessary to act as a canopy tour guide including: risk management, operations, technique, facilitation, and an overview of the industry. Successful completion of the course will qualify the student to take the Association for Challenge Course Technology (ACCT) Level 1 Practitioner Certification Exam.	WVUIT
RPTR 242: Environmental and Cultural Interpretation	This course is about people, communication and natural resource management. It focuses on theory and application of communication methods for natural resource settings and topics, including communication of technical information to lay publics.	WVUIT
HIIM 240: Classification of Healthcare Procedures	Basic coding of healthcare procedures using government approved classification systems and nomenclatures. Applications of classifications, taxonomies, nomenclatures, terminologies, and vocabularies to include evaluation and auditing for procedure coding.	PSC
LDR 201: Principles of Leadership	This course serves as an introduction to leadership theory and practice. The course will examine various aspects of the literature on leadership; provide practice for developing leadership skills; and offer personal experiences for self-reflection.	PSC
PSYC 204: Research Methods & Analysis 2	Research methods and data analysis utilizing experimental and quasi-experimental designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.	PSC
PSYC 234: Drugs and Behavior	Behavioral, neurochemical, pharmacological, historical, legal, social, and clinical aspects of commonly used and abused psychoactive drugs.	WVUIT
PSYC 365: Forensic Psychology	Surveys role of psychology in the legal system. Issues addressed include: insanity, child custody, sexual abuse, police fitness, eye witness and jury selection.	WVUIT
ADRC 102: Adventure in Society	This course explores how outdoor adventure has transformed from a daily necessity for survival in early cultures to its modern form of recreational pursuit. Through readings, media, lectures and hands-on adventure experiences students explore historical and modern perspectives of popular adventure pursuits and their societal influence.	WVU

ADRC 131: Introduction to Mountain Biking	Introduction to mountain biking and riding techniques. Foundational content and practice on biking skills, etiquette, and technical knowledge. Must meet essential eligibility requirements to participate.	WVU
ADRC 121: Introduction to Rock Climbing	Introduction to rock climbing skills. Content includes skills necessary to climb and belay using a top-rope system both on artificial and natural climbing surfaces. Must meet essential eligibility requirements to participate.	WVU

To: Faculty Senate Curriculum Committee
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee
 Date: December 18, 2017
 Re: Capstone Courses Report

How will students demonstrate each of the following abilities:

Title and Course Number	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	Describe how is the written component of the Capstone Experience completed?	Describe how is the oral component of the Capstone Experience completed?
ADRC 403: Senior Project - Capstone	WVUIT	Student will create a senior project requiring research of on management practice and program designs. A personal interview of a professional in the related field is also required.	The senior project requires applying content from across the Adventure Recreation Management curriculum. Student must think critically about what content applies and is essential to the feasibility of their project.	Integrating concepts from ADRC 401 Ethics and Legal Issues is a primary component of the Senior Project.	Student compiles a written proposal for a new adventure program, product, service or a research study.	Student presents their proposal in a 20-30 minute presentation to ADRC majors in a seminar or ADRC class setting. Additionally students present and lead discussions in class.
POLS 484: Capstone: Build a Politics Podcast		Students will be required to independently gather information about topics related to their podcast episodes. They will also be required to gather information independently for use in class discussions.	The course description and learning goals in the syllabus include the integration of theoretical and/or practical knowledge. More specifically, the course description states that: "Students will work in teams to apply knowledge and skills they have gained as political science majors to creating podcast episodes that describe and explain political events or theories about politics to a broad audience. We will read about podcasting and listen to many podcast episodes, most of which will deal with politics and/or scientific research. We will think about and apply different ways of explaining political phenomena, drawing from each of the undergraduate tracks in the political science major in the process."	Course discussions will cover ethical issues on a number of class days. The ethics of sound editing, particularly when it comes to editing, will be discussed specifically, as will ethical issues regarding intellectual property. Many specific assigned readings and podcast episodes bring up important ethical issues, including "Yellow Rain," "How Do You Solve a Problem like Fritz Haber?" and "Production Ethics."	Students must submit written scripts for their final podcast episode. Several weeks prior to the final podcast episode being due, students must submit written scripts that cover at least half of their final podcast episodes. They will receive feedback on these preliminary scripts, and incorporate that feedback into the scripts that will be submitted along with their final podcast episodes. Other assignments during the course will also include written components.	Students are required to record audio stories during which they speak. Both individual- and team-produced audio stories are required. Students are also required to be active in class discussions throughout the semester.

TO: Faculty Senate Executive Committee

FROM: Ralph Utzman

DATE: December 18, 2017

RE: Graduate program reviews from Graduate Council, November 16, 2017

Program Title	Proposal Type	College	Rationale	Graduate Council Action
Master of Public Health - Biostatistics	Change	Public Health	Dr. Michael Mann of the School of Public Health explained that the program changes were driven by new accreditation requirements, and that the administrators and faculty of the School spent enormous time making the revisions in course requirements to accommodate the	Approved
Master of Public Health - Epidemiology	Change	Public Health		Approved
Master of Public Health - Health Policy, Management, and Leadership	Change	Public Health		Approved
Master of Public Health - Occupational and Environmental Health	Change	Public Health		Approved
Master of Public Health - Social and Behavioral Sciences	Change	Public Health		Approved
Masters in Legal Studies	Change	Eberly College	Changes are necessary to compete with other MLS programs. The change from 36 to 30 credits will bring WVU requirements in line with those of peer institutions and many WVU master's programs are 30 credits.	Approved
Justice System Area of Emphasis (Master of Legal Studies)	New	Eberly College	The AoE in Criminal Justice is being proposed due to an explosion of criminal justice programs lately around the country. The arrays of AoEs serve as marketing strategies	Approved
Healthcare Area of Emphasis (Master of Legal Studies)	New	Eberly College		Approved
Homeland Security Area of Emphasis (Master of Legal Studies)	New	Eberly College		Approved
PhD in Chemistry	Change	Eberly College	Proposed changes are made in response to a study by the American Chemical Society. Chemistry faculty thus started looking into improvements of the current PhD program and arrived at the proposed guidelines. One of the major improvements, replacing a series of cumulative exams with a written and oral exam that is research-oriented, will ensure PhD students' progress to candidacy in a timely fashion. The new program will increase the efficiency of training, placing an emphasis on research productivity and reducing degree completion time.	Approved
MS in Sport Management	Change	CPASS	Move from 36 to 30 credit hours in the MS program will allow the program to meet the minimum number of credits necessary for a master's degree, but will not drop requirements or information needed for students to be successful in the field. Instead of a teaching practicum, students will now do project-based learning.	Approved
Interscholastic Athletic Administrator AOE (MS in Sports Mgt)	New	CPASS	Two AoEs are being proposed for the major so that students could gain the experiences and knowledge necessary to be successful in their current or future careers.	Approved
Comprehensive Sport Industry Management AOE (MS in Sports Mgt)	New	CPASS		Approved

TO: Faculty Senate Curriculum Committee
FROM: Ralph Utzman
DATE: December 12, 2017
RE: Graduate program reviews from Graduate Council, November 16, 2017

Masters in Elementary Education	Change	CEHS	one class which is not being taught and not required by the state is being eliminated from the program, thus reducing the credits from 36 to 33. The long-term goal is to reduce the degree program to 30 credit hours.	Approved
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To: Faculty Senate Executive Committee
From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee
Date: December 18, 2017
Re: GEF Deletions

The General Education Foundations Committee met on December 4 and recommends the following course be removed from the GEF:

Title	GEF Area
COMM 410: Family Communication	F4. Society & Connections

To: Faculty Senate Executive Committee
 From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee
 Date: December 18, 2017
 Re: GEF Transition Review

The General Education Foundations Committee met on December 4 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
FIS 201: Introduction to Forensic Identification	GEC to GEF Transition	F2A. Science & Technology (no lab)	2f: Teamwork and problem solving
PSYC 101: Introduction to Psychology	GEC to GEF Transition	F4. Society & Connections	1: Knowledge of human cultures and the physical and natural world
COMM 314: Nonviolence in Communication Behavior	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 153: Making of Modern America: 1865 to the Present	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
HIST 209: Twentieth Century Europe	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
PHIL 355: Existentialism	GEC to GEF Transition	F5. Human Inquiry & the Past	2b: Critical and creative thinking
RELG 303: Studies in Christian Scripture	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
RELG 304: Studies in Hebrew Scriptures	GEC to GEF Transition	F5. Human Inquiry & the Past	1: Knowledge of human cultures and the physical and natural world
PHIL 147: Philosophy and Film	GEC to GEF Transition	F6. The Arts & Creativity	2a: Inquiry and analysis
PSYC 233: Psychology of Cinema	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
SOCA 235: Race and Ethnic Relations	GEC to GEF Transition	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence

Resolution by the Faculty Senate of West Virginia University

Impact of Possible Campus Carry Legislation

WHEREAS, the Faculty of West Virginia University are committed to working with administrators, staff, and students to ensure that its campuses foster a positive environment for learning, research, artistic activity, and engagement; and

WHEREAS, the possession of firearms on campus by non-emergency personnel (“Campus Carry”) may bring unintended negative consequences to the University community, including impacts on recruitment and retention as well as the one-time and annual budgetary costs for statutory security compliance (e.g., safety training for the WVU community; upgrading facilities to ensure gun safety; and equipment for security personnel monitoring large events); and

WHEREAS, it has come to the attention of the Faculty Senate that the Legislature of West Virginia may consider legislation during its 2018 Regular Session to allow for Campus Carry throughout the colleges and universities of West Virginia; therefore, be it

RESOLVED by the Faculty Senate of West Virginia University that the Legislature of West Virginia is hereby requested to consider the full impact of Campus Carry, including the costs of compliance and the potential loss in recruitment and retention of students, faculty, and staff should it consider legislation to allow for Campus Carry during its 2018 Regular Session; and be it

FURTHER RESOLVED that the Chair of the Faculty Senate and the Faculty Secretary are directed to certify this resolution and send copies to the leadership of the Senate and House of Delegates and the Governor of West Virginia.

ADOPTED: January 8, 2018

Matthew Valenti, Ph.D.
Faculty Senate Chair

Attest:

Chad N. Proudfoot, MA, MPA
Faculty Secretary