

Minutes  
West Virginia University Faculty Senate  
Monday, December 8, 2014

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

Members Present:

Abate, M.	Cottrell, L.	Haines, K.	Merrifield, J.	Scott, D.
Ameri, S.	Cronin, A.	Harner, J.	Montgomery-Downs, H.	Sherlock, L.
Anderson, K.	Crosno, J.	Hartley, D.	Mucino, V.	Sowards, A.
Atkins, C.	Davari, A.	Hauser, D.	Murphy, E.	Sperow, M.
Attaallah, A.	Deshler, J.	Hileman, S.	Nutter, R.	Srivastava, A.
Bass, A.	DiBartolomeo, L.	Hornsby, G.	Orlikoff, J.	Stolzenberg, A.
Bastress, R.	Dietz, M.	Hostuttler, L.	Peace, G.	Turton, R.
Bergner, G.	Donley, D.	Hutson, Z.	Petty, T.	Tveter, K.
Billings, H.	Downes, M.	Ibrahim, M.	Proudfoot, C.	Utzman, R.
Bonner, D.	Elmore, S.	Jackowitz, A.	Prudhomme, J.	Vester, M.
Boone, D.	Famouri, P.	Jaczynski, J.	Reddy, R.	Vona-Davis, L.
Bowen, E.	Ferrara, L.	Johnstone, R.	Riedel, B.	Walter, S.
Brazaitis, M.	Finkel, M.	Kleist, V.	Rockett, I.	Waterson, R.
Brock, R.	Funk, A.	Kromar, R.	Rowlands, A.	Weed, S.
Brooks, R.	Giacobbi, P.	Lofaso, A.	Ruscello, D.	Weihman, L.
Bryner, R.	Gilleland, D.	Matak, K.	Ryan, K.	Yang, H.
Burnside, J.	Graves, C.	Mays, M.	Salm, A.	
Claycomb, R.	Griffith, R.	McCusker, B.	Sand-Jecklin, K.	

Members Excused:

Baldwin, C.	Connors, J.	Fint-Clark, R.	Kale, U.	McTeer, M.
Balian, A.	Davis, D.	Harris, T.	Kirby, B.	Murray, P.
Clement, D.	Eschen, E.	Hitt, L.	Li, B.	Tou, J.
Cohen, S.	Etheredge, S.	Johnston, A.	Maynor, L.	Valenti, M.

Members Absent:

Campbell, L.	Lively, M.	Miltenberger, M.	Rishel, C.	Whiteman, C.
Garrett, V.	Lorimer, D.	Perna, N.	Sadler, J.	Wilcox, G.
Insch, G.	Mandich, M.	Regier, M.	Tippets, W.	

Faculty Senate Officers Present:

DiBartolomeo, L.	Nutter, N.	Proudfoot, C.	Titolo, M.	Turton, R.
Griffith, R.	Orlikoff, J.	Stolzenberg, A.		

2. Chair Orlikoff moved for approval of the [minutes](#) from the November 10, 2014 following minor changes. Motion carried.
3. December 9 is the first anniversary of President Gee's return to the presidential position at WVU. He thanked us and said it has been a great privilege to serve the institution, even with all the potholes along the way. He has seen the wonderful work that faculty do in the classrooms, hospitals, laboratories, and elsewhere. This year, the President traveled throughout West Virginia, and saw how people care about each other as well as the state.

We lost Ruth Kershner this year, and there was a great outpouring of grief and concern. He also reflected on the loss of seven students who died this semester.

A meeting will be held today with leaders and attorneys concerning the Greek forum. The President said people make mistakes and students have learning curves and growing experiences. If we treat students as young adults, they will respond as such. We need to act more in loco amicus rather than in loco parentis.

Enrollment is increasingly strong at WVU. Both numbers and quality are growing, fighting current overall trends. Diversity has grown, spurred by the doubling of latino students.

Students, faculty and administration are urging West Virginia citizens to match them in completing one million hours of volunteer time and community service as the Million Hour Match unfolds for a total of two million service hours.

We continue to look at the purchase of the Mountain State campus in Beckley, West Virginia. The purchase has to make sense academically and financially; if it does not, we will move away from it. Resources will not be taken from the main campus. WVU belongs to the people of the state. We need to improve access to University programs for people in the southern part of the state.

The President invited everyone to the Blaney house today at 5:30 p.m. for a time of celebration and wished everyone a happy holiday season.

4. Provost McConnell thanked everyone for being on the front lines of the academic mission. She said the fundamental reason we are here is to educate students and do research. We continue to improve students' academic experiences as well as their student life.

New cutting edge programs are being developed throughout the University. We are excited about this because it keeps us relevant in the work we do and relevant to students and the world.

The institution has been active and engaged in making certain that athletes have a real academic experience. The Provost has been meeting with Brady Rourke and Joe Heskett, associate athletic directors for academics and athletics. They have promised her that they have been open and upfront on all issues relating to athletics, and concerns are being handled correctly. Academic and Accreditation Committee of the Board of Governors has been engaged in all issues as well. The Provost's office cares about how athletes are succeeding academically as well as other aspects of their lives. Faculty and administrators want to make sure athletes are treated with dignity, and that correct grades are being given.

The University is doing better at academic connections with Health Sciences.

The Mountains of Excellence, which include water, energy, health disparities and solutions, PreK-12, STEM education, and Astrophysics are all doing well.

The PreK-12 area received a significant grant for providing opportunities to undergraduates majoring in STEM disciplines. The grant will establish the UTeach program and will allow students to earn both a degree in their major and a secondary teaching certification. Gay Stewart and Jeffrey Carver will co-direct the program.

WVU is a finalist for the Astrophysics NSF Frontiers Center grant. The official NSF announcement date will be December 15, 2014.

The Provost said the Energy Institute was created out of the Energy Mountain, which is directed by Brian Anderson, and it will make a huge difference in research.

We are looking at a new approach to academics, facilities planning and financial planning that is being called, “long-term integrated planning.” The Provost said we are working hard to make projections, five years or so out, for growth areas such as enrollment and retaining more students. There will be pressures on labs, classrooms and faculty offices, so faculty will be asked to look for pressure point areas. We need to look far enough ahead so we are not out of space soon after we begin to build, which has been a problem in the past.

The Provost said she has served as provost for 5-1/2 months, and that it has been a pleasure and privilege to work with faculty.

5. Chair Orlikoff reported on the following issues:

- On November 18, 2014, a WVU community response letter was sent to PEIA that included remarks made by WVU faculty, staff and administrators regarding possible planned changes in coverage. It stated that we are upset with PEIA. When concrete information is available, it will be shared.
- A new committee has been implemented to examine the question of possible curriculum overlap. Currently, only information is being gathered. As yet, no plans, decisions or policies have been established.
- Requirements for General Education continue to be developed. Subcommittees are in place to address various implementation aspects. The official roll out will be fall 2016. However, the pieces should be in place for a smooth transition for fall, 2015 or spring, 2016.
- The Council for Women’s Concerns would like to initiate a plan for a women’s resource center. A name has not been selected and the Council is asking for input as to what the center will do, and how it will function. If anyone has thoughts, and would like to participate in the conversations, please contact Chair Orlikoff.
- On November 19<sup>th</sup> the Chair attended the unveiling of the EcoCAR challenge, which is a three year competition held at the Engineering Sciences Building. Several teams, that include approximately 30 students, will be tackling different aspects of a national competition. Students from other WVU colleges/schools will contribute to the financial, marketing, and public relations, aspects of the event. Dean Gene Cilinto, of Engineering said he would like for the competition to include even more disciplines.
- On Sunday, November 7<sup>th</sup>, the Chair attended “A Midsummer Night’s Dream”, a student production that was held at the College of Creative Arts. She said it was very well done and encouraged others to attend the production.

6. Jim Harner, Chair, Curriculum Committee, moved for approval of the following reports:

[Annex I](#), New Courses Report. Motion carried.

[Annex II](#), Monthly Alterations Report. Accepted.

Chair Harner said a Curriculum Committee Transparency Subcommittee has been working to develop six items that will be placed on the Faculty Senate webpage for information. The items include efficient ways to submit and/or develop course applications/syllabi, course changes, and course alterations. These items will be submitted to the Faculty Senate for review.

7. David Hauser, Chair-elect, General Education Curriculum Oversight Committee, moved for acceptance of [Annex III](#), GEC Audits. Accepted.
8. Fred King, Vice-President for Research, discussed functions of the Research Office. It
  - is a service organization that provides excellent customer service to faculty researchers.
  - focuses on operations to make sure University goals are being achieved.
  - clarifies lines of communication/roles/responsibilities/ and reporting.
  - streamlines processes to create efficiencies of operations.
9. Toni Christian, Director, Benefits Administration, said the Retirees Association requested that retiree email accounts be made available. Toni said information about accounts will be published so that as individuals retire, they will be notified by the benefits administration process. Toni asked that information be shared with others, so that they are aware of the new enhancement which should take place January 2015. Toni thanked the ITS group for making the accounts possible.
10. Roy Nutter, Advisory Council of Faculty representative, reported on the following issues:
  - The ACF met on November 21, 2014 and spent the morning with the HEPC.
  - The Chair of the HEPC said suggestions have been made that the budget may include cuts in early spring of 2015.
  - The Council of Presidents asked that legislators pay better attention to the costs of the Bills they pass.
  - A new Vice-Chancellor for Academic Affairs has been appointed.
  - Senator Dave Sypolt will be the new Chair of the Senate Education Committee.
  - The issue of transfer of academic credit between schools is being discussed.
11. Robert Griffith, Board of Governors representative, reported that the BOG held an emergency meeting last Friday to hear reports on the due diligence meeting that focused on whether the Mountain State campus in Beckley, West Virginia, should be purchased.
12. There was no new business.
13. The meeting adjourned at 4:30 p.m. to reconvene on Monday, January 12, 2015.

Barbara Dunn, Administrative Secretary Sr.  
Faculty Senate Office

To: Faculty Senate Executive Committee  
 From: James Harner, Chair  
 Date: November 17, 2014  
 Re: New Course Report

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
WMAN 630: Conservation Genetics		Agriculture Natural Res & Dsg	3	Study of population genetic concepts relevant to small fish and wildlife populations, with a focus on interpretation of the management implications of genetic data and current applications of conservation genetics.	A graduate-level course is needed within the Wildlife and Fishery Resources program that shows how genetic data can be used to answer ecological questions and used to address the management needs of small populations. Many graduate students in the program encounter literature on conservation genetics in their research, but currently do not have the background to adequately interpret the paper's management implications. Graduate students in our program are often interested in incorporating a genetic component to their research. This course will help them understand the necessary elements for a research study in conservation genetics.
DSCI 503: Data Science Processes	DSCI 500	Arts and Sciences	3	Basic data science algorithms. Data science processes, including workflows to build data products based on data collection and processing, machine learning algorithms, and statistical models using R and Python. Reproducible project reports, including data visualizations.	DSCI 503 is a required course in the Master of Data Science program. This course introduces many of the topics that comprise the field of data science, i.e., accessing, processing, modeling, and mining big data, producing reproducible reports, and building data products. More advanced approaches to some of the topics will be covered in DSCI 504, DSCI 601, and DSCI 602, which are currently being developed. The two principal languages used in data science are R and Python and both are used in this course.
HIST 276: 20th c. American Foreign Relations		Arts and Sciences	3	A survey of U.S. foreign relations. Topics include security, economic, political and cultural aspects of U.S. foreign relations.	Based on assessment findings, the History Department has decided to add more 200-level, thematic based courses, and this course addition is part of that process. Such courses will enhance sequential skills development from lower through upper division coursework in the major. In addition, the course meets a need for the International/ Comparative Theory Requirement in the regional Area of Emphasis requirements for the International Studies major.
MATH 631: RUME 1: Introduction to Undergraduate Mathematics Education Research	Math 451 and Math 452 or Math 551 or Math 567	Arts and Sciences	3	Research literature will provide background for investigating issues in knowing and learning undergraduate mathematics. Students will be introduced to research design, data collection, and qualitative analysis related to investigating aspects of learning undergraduate mathematics.	A PhD level dissertation area of mathematics education was recently added within the mathematics department. This course is the first of four courses that will train students in the methods of qualitative mathematics education research. The addition of this graduate level dissertation area reflects the research interests of several faculty members hired within the last ten years as well as a cohort of graduate students interested in pursuing research in this area. This course can stand alone as an introduction to research in undergraduate mathematics education and can be taken by any student who satisfies the prerequisites. Specifically, we believe that this course will be valuable to a variety of PhD students who wish to pursue careers as faculty members at teaching institutions. Additionally, we intend for this course to be the first of four that are required for students pursuing a dissertation area of math education. The other three courses are still being developed and will be submitted for approval in the Spring of 2015. The College of Education and Human Services offers courses in K-12 mathematics education research, but not in undergraduate mathematics education research. Thus, there is no overlap between the proposed course and existing courses in other departments.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
MDS 289: Foundations of Interdisciplinary Studies	MDS 199	Arts and Sciences	3	Introduces students to interdisciplinary studies as an academic discipline with its own terminology, research methods, and set of assumptions applicable to addressing complex problems.	<p>The Foundations of Interdisciplinary Studies course bridges students' development between MDS 199: Introduction to Multidisciplinary Studies, and MDS 389: Interdisciplinary Research Methods. MDS 289 will focus on discussions, readings and activities through which students identify disciplinary assumptions and research tools, and explore interdisciplinary applications and their relevance to approaching complex problems. The course design stresses student discussion and cohort building to strengthen the cohesion among students completing the interdisciplinary studies major.</p>
SOCA 433: Inside Out Prison Exchange	SOCA 301, SOCA 311, and departmental approval.	Arts and Sciences	3	Experiential program which brings together students and incarcerated men or women inside prison to exchange ideas about criminal justice processes, analyze a designated concern, and produce recommendations for improvement.	<p>The inside Out Prison Exchange is modeled after a program developed at Temple University (<a href="http://www.insideoutcenter.org/">http://www.insideoutcenter.org/</a>). Students read a variety of texts, discuss issues together, and work together on a class project that culminates with recommendations for improvement.</p> <p>The course will contribute to advanced criminology offerings, which emphasize the application of theory to the critical analysis of a substantive concern. It provides a unique opportunity for students not only to apply theories learned in the classroom, but also to evaluate their utility in light of the experiences of incarcerated persons. We intend to offer it in different prisons and with slightly different substantive emphases. For example, we have offered it as a special topic course at the Pruntytown Correctional Center with an emphasis on the rationales for and the efficacy of imprisonment and at the U.S. Penitentiary – Hazelton with an emphasis on re-integration to society following release from prison.</p> <p>Like all of our advanced criminology courses, SOCA 433 will have a PR of SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods). In addition, departmental approval will be required because students must undergo a background check process. Enrollment is capped at 15 WVU students per section.</p> <p>We previously submitted this application to the Faculty Senate Curriculum Committee (prior to the implementation of CIM), and the Committee raised concerns about security measures. In response to these concerns, we are attaching additional documentation to this application.</p>
WGST 360: Queer Theories	WGST 260	Arts and Sciences	3	Provides a framework for understanding the history and contemporary applications of queer theories and interdisciplinary LGBTQ studies. Explores the relationship of queer theories to feminist theories through examining works by diverse scholars, focusing on questions of identities, bodies, policies, institutions, and popular and visual cultures.	<p>This new course addresses what is both a perceived gap in our own current curriculum as well as a growing area of inquiry within women's, gender and sexuality studies. Given the interdisciplinary nature of our field, many of the courses that fulfill requirements for both our major and minor come from other disciplines and departments. While some of these courses explore a variety of narrow or peripheral components of queer theory, there currently is no primary theory course focused entirely on it.</p> <p>Also, the Center for Women's and Gender Studies is developing an undergraduate minor in LGBTQ Studies; WGST 360 will be one of the two required courses (along with WGST 260).</p>

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
WGST 460: Men and Masculinities	WGST 170 or WGST 260	Arts and Sciences	3	An advanced seminar in women's and gender studies that critically examines the concept of masculinity and its impact on men's and women's lives. Analyzes masculinities from cultural, historical, biological, philosophical, sociological, psychological, economic, and political perspectives.	This course addresses several of the WGST major's learning outcome goals, including "demonstrate how gender, class, race, ethnicity, age, sexuality and sexual identity shape experience and reflect societal constructs," "demonstrate an understanding of key terms and concepts related to the field," and "use the lens of feminist and gender theory to analyze manifestations of human endeavor." The concept of masculinity includes both an examination of the categories "male" and "man" (the relationships between biological sex, gender, and their intersections with other identities) as well as how all individuals, groups, cultures and nations have a relationship to the construct of "masculinity" itself. The course complements and builds upon existing courses in the WGST curriculum by providing our majors and minors with opportunities to pursue advanced study of many of the concepts presented in our introductory courses (WGST 150, WGST 170, WGST 260). This course also is one of the two new courses that will be required for the proposed undergraduate minor in lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies.
MUSC 611: Music Industry Regulations		Creative Arts	3	Advanced analysis of the current scope and content of music industry regulations and their impact on today's music industry commercial models and practices. Structure and methods of collective music rights administration and enforcement mechanisms. Regulatory responses to music digitalization and digital market place.	Music industry regulations are crucial part of the music industry and inevitably affect the future and the careers of all the music professionals. The understanding of the structure, scope, and implications of these regulations, and the competency in its commercial use and administration will greatly benefit all the music graduate students regardless of their particular music field of study. In addition to being offered as a graduate level elective, this course will also be one of the required courses for the Graduate Certificate and the MA degree in Music Industry.
MUSC 615: Advanced Music Publishing		Creative Arts	3	Main stream music publishing industry regulations, models, structures and organization. Current commercial practices, strategies, and procedures in music publishing. Catalog acquisition, administration and advancement methods and processes.	Music publishing is an important aspect of the commercial activities of all those professionally involved in music composition and arranging. Mastering its methods and practices is essential for their professional development and advancement. All the graduate music students, as well as other graduate students interested in the field, will benefit from the knowledge and the skill set it offers. In addition to being offered as a graduate level elective, this course will also be one of the required courses for the Graduate Certificate and the MA degree in Music Industry.
SPA 618: Evidence-Based Practice in Communication Sciences & Disorders		Education and Human Services	3	An overview of evidence-based clinical practice in communication sciences and disorders with strategies for implementation. Application of the scientific method to clinical practice and critical review of the research literature is emphasized.	Professional accreditation standards require that students receive coursework in research processes and the integration of research principles into evidence-based clinical practice. In order to meet the professional standard, this required course was developed and will be a required part of the graduate curriculum in speech-language pathology.
SPA 731: Developmental Effects of Hearing Loss		Education and Human Services	1	This course addresses developmental speech, language, and other communicative disorders caused by hearing impairment. The role of the audiologist in the diagnosis and treatment of children with hearing loss is discussed.	Students who successfully complete SPA 731 will acquire knowledge and skills audiologists need to understand the speech, language, and related disabilities caused by hearing impairment and the role of the audiologist in diagnosis and treatment of these disabilities.

Title	Prerequisites	College	Credits	Course Description	Curriculum Based Rationale
SENG 582: Enterprise Architecture Frameworks	SENG 520 or Consent.	Engineering Mineral Resources	3	Study of architecture frameworks used in government and business to design holistic advanced computer systems. Application of frameworks to the enterprise processes, technologies, and people to achieve the enterprise mission and objectives.	This advanced level elective course for Software Engineering provides the student with several skill sets extending and supporting the students lower level course work achievements. First, it offers the student the ability to apply lower level course work knowledge to the enterprise architecture development process. Second, it provides the student a holistic perspective of enterprise computer systems approaches and techniques used today to design, justify, and engineer advanced computer systems for enterprises. Finally, it challenges the student to synthesize research findings on an enterprise architecture framework topic through preparing one page research briefs and brief presentations, being a part of a virtual collaborative team to complete a practical real life architecture project, preparing an in-depth student selected research topic term paper, and completing a culminating final exam that incorporates peer review questions, an experience commonly found in software engineering practices today.
EXPH 388: Physiology of Exercise Lab I	EXPH 386 must be taken concurrently or EXPH 386 must be completed with a grade of C- or higher.	Medicine	1	A study of the laboratory techniques and methods used in clinical and athletic settings by exercise professionals specifically as they relate to those topics covered in EXPH 386.	EXPH 388: Physiology of Exercise I Lab is one of two foundational laboratory courses within the Exercise Physiology undergraduate curriculum. It was previously taught with the lecture component over one-semester. However, based on student surveys, the Exercise Physiology Curriculum Committee unanimously agreed that student's needed more hands-on experience in order to stay current with new advances pertaining to exercise physiology. Therefore, in conjunction with the lecture (EXPH 386), this lab was split into two parts to be taught over two semesters. This lab will be the study of techniques and methods used by exercise professionals specifically as they relate to the topics covered in lecture (EXPH 386).
NSG 479: Care of the Hospitalized Obese Patient	NSG 312 or faculty approval	Nursing	2	Multifaceted approach to the care of a hospitalized obese patient. The linkage of Obesity to Metabolic Syndrome will be presented so there is clear understanding of pathologic processes. The pathophysiology of each body system will be explored and evidence based practice interventions specific to each condition will be presented.	Obesity is a major public health issue both statewide and nationally. The obese patient has many risk factors that lead to and complicate other disease processes. This course will address these risk factors and their associated pathophysiology in greater depth than what can be offered in the basic BSN curriculum, and will serve as one of the nursing elective courses that are a required component of the BSN program.
PHAR 744: Education Journal Club	PHAR 743 or consent.	Pharmacy	1	Evaluate educational research articles from pharmacy education and other healthcare disciplines. Students will present and critically analyze educational literature and develop presentation skills.	This is new elective for students enrolled in the Doctor of Pharmacy curriculum. It provides a forum for students interested in a career in academia.
BIOL 216: Biochemistry for Pre-Pharmacy	BIOL 115, BIOL 117, BIOL 219, CHEM 115, CHEM 116, CHEM 233/235 and concurrent enrollment in Chemistry 234/236	Potomac State	3	Introduction to the chemistry of cellular constituents (amino acids, proteins, enzymes, coenzymes, carbohydrates, lipids, nucleotides, and nucleic acids) and their metabolism in humans. Topics also include enzyme kinetics and mechanisms, structure and functions of biomembranes, metabolic pathways, and mechanisms regulating metabolism and gene expression. This course is offered only to Pre-Pharmacy majors.	Introductory course suitable as a first biochemistry course for undergraduates. It is strongly biased towards the study of the biochemistry of humans and is especially suited to students intending to progress further in the Health Sciences. The WVU School of Pharmacy recommends a 3-4 hour biochemistry course offered the spring semester of the sophomore year.



**To: Faculty Senate Executive Committee**  
**From: Matthew Valenti, SCC Chair Elect**  
**Date: 11/17/2014**  
**RE: November 2014 Alterations Report**

<b>Action: New Subject Code.</b>			<b>Effective Term: Summer 2015</b>	
<b>Subject Code</b>	<b>Action</b>	<b>Rationale</b>		
CSEE	Create new subject code	The Lane Department of <u>C</u> omputer Science and <u>E</u> lectrical <u>E</u> ngineering ("CSEE") currently has five subject codes: EE, CPE, CS, SENG, and BIOM. There are many courses that are common to multiple disciplines requiring multiple cross-listed sections. To streamline the offerings, a new subject code "CSEE" is requested for these common courses.		
CSAD	Create new subject code	New subject code will be used to replace courses currently listed as "SPA". Change of subject code reflects the change in the name of the department: Speech Pathology and Audiology is now <u>C</u> ommunication <u>S</u> ciences <u>a</u> nd <u>D</u> isorders. The old SPA code will be deactivated and CSAD will replace it.		

<b>Action: Course Alterations (Minor Changes).</b>			<b>Effective Term: Summer 2015</b>	
<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>

ACCT 322	Change PR.	ACCT 322. Accounting Systems. 3 Hours. PR: ACCT 321 and BCOR 320. Analysis of data processing fundamentals and information systems analysis, design, and implementation, including necessary computer hardware and software components with particular reference to accounting information systems and the controls necessary therein.	ACCT 322. Accounting Systems. 3 Hours. PR: ACCT 321 and BCOR 330 with a minimum grade of C- in each course. Analysis of data processing fundamentals and information systems analysis, design, and implementation, including necessary computer hardware and software components with particular reference to accounting information systems and the controls necessary therein.	Department faculty have determined that a grade of C- or better in the pre-requisite courses is necessary to ensure a reasonable chance of succeeding in this course. The change from BCOR 320 to BCOR 330 is a result of the fact that BCOR 320 was erroneously listed in the WVU Undergraduate Catalog as a course prerequisite. BCOR 320, Legal Environment of Business, was never intended to be the prerequisite course for ACCT 322. BCOR 330, Information Systems/Technology was. Therefore, ACCT 321, Intro to Accounting Systems, and BCOR 330, Information Systems/Technology serve as necessary course prerequisites.
ACCT 331	Change PR.	ACCT 331. Managerial Accounting. 3 Hours. PR: ACCT 202 and ECON 202 and ECON 225 and ENGL 102 and (MATH 150 or MATH 155 or (MATH 153). For non-accounting majors. Analysis of internal accounting practices with emphasis on use of data for performance evaluation, control, motivation through accounting systems, and decision-making. (No credit available to students to students having credit for ACCT 431.)	ACCT 331. Managerial Accounting. 3 Hours. PR: ACCT 202 with a minimum grade of C-. This course is intended for non-accounting majors. Analysis of internal accounting practices with emphasis on use of data for performance evaluation, control, motivation through accounting systems, and decision-making. (No credit available to students to students having credit for ACCT 431.)	Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course. The previous laundry list of prerequisites included the prerequisite courses required for matriculation to the major. As it is with ACCT 431 for Accounting majors, ACCT 331 is a requirement for the Business Management and Management Information majors. The department has determined that only ACCT (with a grade of C- or better) is sufficient for a student to successfully complete ACCT 331.
ACCT 431	Change PR.	ACCT 431. Cost Management. 3 Hours. PR: ACCT 202. Strategic cost management concepts and techniques used for decision making, control, and product and service costing.	ACCT 431. Cost Management. 3 Hours. PR: ACCT 202 with a minimum grade of a B-. Strategic cost management concepts and techniques used for decision making, control, and product and service costing.	Department faculty have determined that a grade of B- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.

<p>ACCT 441</p>	<p>Change PR.</p>	<p>ACCT 441. Income Tax Accounting 1. 3 Hours. PR: ACCT 311 or ACCT 331. Federal income taxation of individuals emphasizing filing status, exemptions, gross income, deductions, credits, compensation, retirement savings, home ownership, property transactions, and investments.</p>	<p>ACCT 441. Income Tax Accounting 1. 3 Hours. PR: ACCT 311 with a minimum grade of C-. Federal income taxation of individuals emphasizing filing status, exemptions, gross income, deductions, credits, compensation, retirement savings, home ownership, property transactions, and investments.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course. The prerequisite requirements in the WVU Undergraduate Catalog were approved years ago. ACCT 331, Managerial Accounting, is a requirement for Business Management and MIS majors. Business Management and MIS majors do not take ACCT 441 unless they are pursuing double majors. And in these situations, the students are required to take ACCT 311 because is a core requirement for the Accounting major. We are all in agreement that managerial accounting, ACCT 331, is not a sufficient prerequisite for income tax accounting. ACCT 311, Intermediate Accounting, is.</p>
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<p>ACCT 473</p>	<p>Change PR.</p>	<p>ACCT 473. Personal Financial Advising. 3 Hours. PR: ACCT 312. Develops a life financial plan for students. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.</p>	<p>ACCT 473. Personal Financial Advising. 3 Hours. PR: ACCT 202 with a minimum grade of C-. Develops a life financial plan for students. Topical coverage includes self-assessment of financial planning acumen, cash/credit management, insurance coverage, investing components, tax planning, retirement/estate planning and special circumstance planning.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite courses is necessary to ensure a reasonable chance of succeeding in this course. ACCT 473, Personal Financial Advising, is a course requirement shared between two majors: Accounting and Finance. The Finance majors complete the course as part of the Personal Financial Advising tract-one of five career tracts in Finance. The course is taught by an Accounting faculty member for Accounting majors and a Finance faculty member for Finance majors. The Finance majors only need to have completed ACCT 202, Principles of Accounting, as a prerequisite. Success in personal financial advising is not contingent upon theory and practice of intermediate accounting. Again, this is really correction of the course prerequisites listed in the WVU Undergraduate Catalog. Also, approving this change allows Finance majors to register for the course section without having to obtain approval from the department to override the prerequisite requirements.</p>
<p>ADV 455</p>	<p>Change PR.</p>	<p>ADV 455. Creative 2. 3 Hours. PR: STCM 215 and STCM 315 and VISJ 210, and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print, digital broadcast mobile and other media.</p>	<p>ADV 455. Creative 2. 3 Hours. PR: STCM 215 and STCM 315 and (JRL 210 or JRL 225) and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print, digital broadcast mobile and other media.</p>	<p>Prerequisites were changed owing to course number and requirement changes within the Journalism/College of Media curriculum. The previous prerequisites include VISJ 210, which is now JRL 210 (and that course is no longer a requirement for our College of Media majors; instead, it has been replaced by JRL 225). These are the only changes made to this course.</p>

<p>ECON 302</p>	<p>Change PR.</p>	<p>ECON 302. Intermed Macro-Economic Theory. 3 Hours. PR: ECON 201 and ECON 202. Forces which determine the level of income, employment, output, the inflation rate, and the balance of trade. Particular attention to consumer behavior, investment determination, and government fiscal and monetary policy.</p>	<p>ECON 302. Intermed Macro-Economic Theory. 3 Hours. PR: ECON 201 and ECON 202 with a minimum grade of C- in each course. Forces which determine the level of income, employment, output, the inflation rate, and the balance of trade. Particular attention to consumer behavior, investment determination, and government fiscal and monetary policy.</p>	<p>Students need a certain level of proficiency in principles of macroeconomics to take intermediate macro-economic theory.</p>
<p>ENGL 318</p>	<p>Change PR.</p>	<p>ENGL 318. Topics in Creative Writing. 3 Hours. (May be repeated for a maximum of 9 hours.) Advanced work in creative writing; course content changes with genre: fiction, poetry, non-fiction.</p>	<p>ENGL 318. Topics in Creative Writing. 3 Hours. PR: ENGL 212 with a grade of B or higher or ENGL 213 with a grade of B or higher or ENGL 214 with a grade of B or higher. (May be repeated for a maximum of 9 hours.) Advanced work in creative writing; course content changes with genre: fiction, poetry, non-fiction.</p>	<p>Students require foundational work in one of the major creative writing genres at the 200-level before moving on to an advanced topics course. The foundational courses introduce students to essential vocabulary, to the workshop method, and to major craft concerns such as use of image and metaphor, attention to setting and point of view, and consideration of structure.</p>
<p>FCLT 380</p>	<p>Remove PR.</p>	<p>FCLT 380. Holocaust:East Europe Film/Lit. 3 Hours. PR: (ENGL 101 and ENGL 102) or ENGL 103. Extending beyond familiar representations of the Holocaust in the context of several nations of Eastern Europe.</p>	<p>FCLT 380. Holocaust:East Europe Film/Lit. 3 Hours. Extending beyond familiar representations of the Holocaust in the context of several nations of Eastern Europe.</p>	<p>FCLT 380 has a writing ("W") and non-writing sections. Only the W section requires the prerequisites, which have until now been manually over-ridden by the instructor for the non-W sections. As there is no way in BANNER to provide different catalog prerequisites for the two sections, the prerequisites should be removed from the catalog entry to alleviate the burden of issuing many overrides by the non-W instructor. To ensure that students of the W section will have the proper prerequisites, the course schedule will list a "Department Approval" requirement for the W section.</p>

GEOL 373	Change PR.	GEOL 373. Introduction Petroleum Geology. 3 Hours. PR: GEOL 101 and GEOL 102 and GEOL 103 and GEOL 104. Origin, geologic distribution, methods of exploration and exploitation, uses and future reserves of petroleum and natural gas in the world.	GEOL 373. Introduction Petroleum Geology. 3 Hours. PR: GEOL 101. Origin, geologic distribution, methods of exploration and exploitation, uses and future reserves of petroleum and natural gas in the world.	Pre requisites, as originally defined, were too restrictive. This course is required for Petroleum and Natural Gas Eng. majors, and they only take Geol101.
HRMG 440	Change PR.	HRMG 440. Training and Development. 3 Hours. PR: MANG 330. This course provides a theoretical and practical understanding of the field of training and development and offers some practical approaches to conducting training programs.	HRMG 440. Training and Development. 3 Hours. PR: MANG 330 with a minimum grade of C-. This course provides a theoretical and practical understanding of the field of training and development and offers some practical approaches to conducting training programs.	Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.
HRMG 450	Change PR.	HRMG 450. Staffing and Selection. 3 Hours. PR: MANG 330. This course focuses on the management of employee staffing and selection and includes such topics as government regulations affecting selection processes, reliability and validity of selection measures, and the measurement of actual job performance.	HRMG 450. Staffing and Selection. 3 Hours. PR: MANG 330 with a minimum grade of C-. This course focuses on the management of employee staffing and selection and includes such topics as government regulations affecting selection processes, reliability and validity of selection measures, and the measurement of actual job performance.	Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.

<p>HRMG 460</p>	<p>Change PR.</p>	<p>HRMG 460. Compensation &amp; Benefits. 3 Hours. PR: MANG 330. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included providing insights into problems and opportunities for personnel.</p>	<p>HRMG 460. Compensation &amp; Benefits. 3 Hours. PR: MANG 330 with a minimum grade of C-. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included, providing insights into problems and opportunities for personnel.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.</p>
<p>HRMG 480</p>	<p>Change PR.</p>	<p>HRMG 480. Collective Barg/Labor Relatns. 3 Hours. PR: MANG 330. Examination of the theory and practice of collective bargaining. Topics include economics and historical environment, labor law, unionization, contract negotiation, contract content patterns, conflict resolution, grievance handling, and an introduction to arbitration.</p>	<p>HRMG 480. Collective Barg/Labor Relatns. 3 Hours. PR: MANG 330 with a minimum grade of C-. Examination of the theory and practice of collective bargaining. Topics include economics and historical environment, labor law, unionization, contract negotiation, contract content patterns, conflict resolution, grievance handling, and an introduction to arbitration.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.</p>
<p>HTOR 473</p>	<p>Change PR.</p>	<p>HTOR 473. Hospitality Social CRM. 3 Hours. PR: BCOR 330 and BCOR 370. This course focuses on identifying hospitality industry best practices in building and managing a customer base through social media channels. Students will develop innovative engagement strategies to achieve the goals of social customer relationship management.</p>	<p>HTOR 473. Hospitality Social CRM. 3 Hours. PR: HTOR 376 with a minimum grade of C-. This course focuses on identifying hospitality industry best practices in building and managing a customer base through social media channels. Students will develop innovative engagement strategies to achieve the goals of social customer relationship management.</p>	<p>Department faculty have determined that HTOR 376 is the correct prerequisite for this course and that a grade of C- or better is necessary to ensure a reasonable chance of succeeding in this course.</p>

<p>HTOR 474</p>	<p>Change PR.</p>	<p>HTOR 474. Hospitality Revenue Management. 3 Hours. PR: HTOR 376. This course explores the important role of revenue management in the hospitality industry. It also instructs future hospitality managers how to effectively manage their inventories and prices through revenue management principles and theories.</p>	<p>HTOR 474. Hospitality Revenue Management. 3 Hours. PR: HTOR 376 with a minimum grade of C-. This course explores the important role of revenue management in the hospitality industry. It also instructs future hospitality managers how to effectively manage their inventories and prices through revenue management principles and theories.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.</p>
<p>HTOR 480</p>	<p>Change PR.</p>	<p>HTOR 480. Event Planning Practicum. 3 Hours. PR: HTOR 376 and HTOR 471 and HTOR 472. This course will utilize experiential learning to prepare students to plan and execute special events in the hospitality industry.</p>	<p>HTOR 480. Event Planning Practicum. 3 Hours. PR: HTOR 376 and HTOR 471 and HTOR 472 with a minimum grade of C- in each course. This course will utilize experiential learning to prepare students to plan and execute special events in the hospitality industry.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite courses is necessary to ensure a reasonable chance of succeeding in this course.</p>
<p>JRL 412</p>	<p>Change PR.</p>	<p>JRL 412. Sport Journalism. 3 Hours. PR: ADV 201 or ADV 215 or PR 215. Develops critical thinking skills in reporting and writing stories. Students examine the value of sport journalism; the way sport functions in society, and gain an understanding of ethics in sport journalism.</p>	<p>JRL 412. Sport Journalism. 3 Hours. PR: ADV 201 or ADV 215 or PR 215 or JRL 215. Develops critical thinking skills in reporting and writing stories. Students examine the value of sport journalism; the way sport functions in society, and gain an understanding of ethics in sport journalism.</p>	<p>Added JRL 215 as a possible prerequisite option to better accommodate possible Journalism MDS/minor students.</p>



<p>MANG 434</p>	<p>Change PR.</p>	<p>MANG 434. Business Research Methods. 3 Hours. PR: MANG 330 or consent. Research methods and measurement in human resources management; philosophy of science, ethics in research, research design, and analytical methods.</p>	<p>MANG 434. Business Research Methods. 3 Hours. PR: MANG 330 with a minimum grade of C-. Research methods and measurement in human resources management; philosophy of science, ethics in research, research design, and analytical methods.</p>	<p>Department faculty have determined that a grade of C- or better in the pre-requisite course is necessary to ensure a reasonable chance of succeeding in this course.</p>
<p>MANG 711</p>	<p>Change subject code, title, and description.</p>	<p>BADM 711. Qual/Quant Research Methods. 3 Hours. PR: BADM 710. Graduate-level introduction to critical issues in research methodology relevant to the social sciences. Emphasis on theory-driven, qualitative and quantitative approaches to research.</p>	<p>MANG 711. Research Methods. 3 Hours. PR: Consent of the instructor. Graduate-level introduction to critical topics in research methodology relevant to the social sciences. Emphasis on theory-driven research design, data collection, measurement development and evaluation, and various quantitative data analytic issues with a particular focus on organizational research.</p>	<p>Changing the subject code to reflect the course as a Management course, and is consistent with the Management Department's initiative to make all 700 level courses listed as "MANG" courses. Changing the BADM 710 prereq to "consent" reflects the reality that students do not need BADM 710 to be able to take and successfully navigate BADM 711. There is nothing in the coursework of BADM 711 that necessitates a student first have the coursework of BADM 710. However, the Consent prerequisite just allows the department to control enrollment and make sure students have the appropriate background to take the course. Updating the course title and course description to more accurately reflect and provide more specificity to course content.</p>
<p>SEP 210</p>	<p>Change course credits and number times repeatable.</p>	<p>SEP 210. Professional Issues. 1-3 Hours. An introduction to professional issues relevant to the field of sport psychology. Provides opportunities for students to gain practical experiences within the field.</p>	<p>SEP 210. Professional Issues. 1 Hours. An introduction to professional issues relevant to the field of sport psychology. Provides opportunities for students to gain practical experiences within the field.</p>	<p>The course as it stands is a multiple credit pre-major course designed to introduce students to the field of sport and exercise psychology. As such this proposed change is twofold. First, the course will now be a one credit hour course. Second, this course alteration is designed to reduce the maximum number of credits, associated with this course, that can apply to the degree from 6 to 1.</p>

SEP 312	Change course credits, number times repeatable, and course description.	SEP 312. Prof Issues Sport Psych 3. 1-3 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with an introduction to graduate school and the necessary skills needed to prepare them for graduate education.	SEP 312. Prof Issues Sport Psych 3. 1-2 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with an introduction to graduate school and the necessary skills needed to prepare them for graduate education.	SEP 312 is a multiple credit hour (1-3) pre-major course designed to prepare students for graduate school. The proposed change will address two areas. First, the change will decrease the number of hours from 1-3 to 1-2 which will allow students to take the course for up to two hours. This change will enable students to take SEP 210 for one credit and possibly SEP 312 for two credits to meet their three hour requirement of professional issues courses. Second, in an ideal situation students should take this course once. However, depending on a student's schedule he/she is sometimes not able to take the other professional issues course (SEP 313) offered by the sport and exercise psychology program thus it may be necessary to take SEP 312 two times. As such changing the maximum number of credits from 6 to 2 will enable students to take the course up to two times. Moreover, misspellings in the course description have been corrected.
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SEP 313	Change course credits and number times repeatable.	SEP 313. Prof Issues Sport Psych 4. 1-3 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with the necessary skills need to succeed upon their graduation from the Sport and Exercise Psychology program.	SEP 313. Prof Issues Sport Psych 4. 1-2 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with the necessary skills needed to succeed upon their graduation from the Sport and Exercise Psychology program.	SEP 313 is a multiple credit hour (1-3) major course designed to prepare students for the workforce. The proposed change will address two areas. First, the change will decrease the number of hours from 1-3 to 1-2 which will allow students to take the course for up to two hours. This change will enable students to take SEP 210 for one credit and possibly SEP 313 for two credits to meet their three hour requirement of professional issues courses. Second, in an ideal situation students should take this course once. However, depending on a student's schedule he/she is sometimes not able to take the other professional issues course (SEP 312) offered by the sport and exercise psychology program thus it may be necessary to take SEP 313 two times. As such changing the maximum number of credits from 6 to 2 will enable students to take the course up to two times.
SPED 360	Change PR.	SPED 360. Diff Instr for Special Needs. 3 Hours. PR: SPED 304. Strategies for differentiation of instruction for students with special needs in general and special education settings, using an individualized, data-based decision making-process for organization, adaptation, and implementation of curriculum, methods and materials.	SPED 360. Diff Instr for Special Needs. 3 Hours. Strategies for differentiation of instruction for students with special needs in general and special education settings, using an individualized, data-based decision making-process for organization, adaptation, and implementation of curriculum, methods and materials.	Faculty have decided that students no longer need to complete SPED 304 prior to enrolling in SPED 360 so it is being removed as a prerequisite for this course, which will give students more options in scheduling and completing these required courses.
THET 113	Change PR.	THET 113. Stage Management Principles. 1 Hour. PR: THET 112. An examination of the fundamental principles that govern the contemporary stage manager.	THET 113. Stage Management Principles. 1 Hour. An examination of the fundamental principles that govern the contemporary stage manager.	Removed THET 112 catalog prerequisite. THET 112 is an inactive course and doesn't apply to THET 113 Stage Management. No other changes to the course are requested. This is a clerical "clean-up" of prerequisites.

Action: Course Alterations (Minor Changes).			Effective Term: Fall 2015	
Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
BCOR 350	Change PR.	BCOR 350. Principles of Marketing. 3 Hours. PR: ACCT 202 and ECON 202 and (ECON 225 or STAT 211). Overview of marketing and the interrelationships between marketing and other business disciplines. Topics include the management of the product, communication, price, and distribution variables as well as introduction to buyer behavior and marketing research.	BCOR 350. Principles of Marketing. 3 Hours. PR: ACCT 202 and ECON 202 and (ECON 225 or STAT 211) with a minimum grade of C- in each course. Overview of marketing and the interrelationships between marketing and other business disciplines. Topics include the management of the product, communication, price, and distribution variables as well as introduction to buyer behavior and marketing research.	Students need to have a sufficient understanding of principles of business, which is represented by earning a grade of C- or higher in ACCT 202, ECON 202, and ECON 225/STAT 211, to attempt upper-division Marketing courses.
CHPR 271	Change title and description.	CHPR 271. Health In The Community. 3 Hours. Develops an understanding of the organization, structure, and function of official, voluntary, and professional community health components in terms of their protecting and maintaining the health of the community.	CHPR 271. Health In The School Community. 3 Hours. Students will develop an understanding of the organization, structure, and function of government, voluntary, and other professional community health agencies and their role in promoting the health of members of the school community. Additionally, students will examine the influence of a range of community and contextual factors related to student health outcomes, especially those associated with diversity and health disparities.	The course name and description are being altered to reflect the course's actual emphasis on school community and not communities in general. This is important because our accrediting body wants to clearly see that our courses are specific to school health. Additionally, the course description has been expanded to include how the school is situated within a broader community and context and to discuss the influence of those factors. This course is distinct from the other courses in our academic program in that emphasizes the role and influences of the macro system and broader social forces on school and student health outcomes. Understanding these influences is critical part of planning effective school health interventions.

CHPR 671	Change title and description.	CHPR 671. Public and Community Health. 3 Hours. This course provides health educators with an introduction to community health focusing on organization, resources, programming, and special populations.	CHPR 671. Community and Context in School Health. 3 Hours. This course addresses public health in the U.S. with a special emphasis on schools as an important community in which health promotion takes place. Additionally, we discuss the major structural and social forces that influence school and student health outcomes and consider the unique needs of diverse communities of children, adolescents, and families represented within the broader school organization.	The course name and description are being altered to reflect the course's actual emphasis on school community and not communities in general. This is important because our accrediting body wants to clearly see that our courses are specific to school health. Additionally, the course description has been expanded to include how the school is situated within a broader community and context and to discuss the influence of those factors. This course is distinct from the other courses in our academic program in that emphasizes the role and influences of the macro system and broader social forces on school and student health outcomes. Understanding these influences is critical part of planning effective school health interventions
ECON 301	Change PR.	ECON 301. Intermed Micro-Economic Theory. 3 Hours. PR: ECON 201. Consumer choice and demand; price and output determination of the firm, and resource allocation, under different market structures; welfare economics, externalities, public goods, and market failure; general equilibrium; other topics.	ECON 301. Intermed Micro-Economic Theory. 3 Hours. PR: ECON 201 with a minimum grade of C-. Consumer choice and demand; price and output determination of the firm, and resource allocation, under different market structures; welfare economics, externalities, public goods, and market failure; general equilibrium; other topics.	Students need a certain level of proficiency in principles of microeconomics to take intermediate micro-economic theory

LAW 652	Change course credits and number times repeatable.	LAW 652. Jessup Internatnal Moot Court. 2 Hours. PR: LAW 768. A required course for students selected for the Jessup International Moot Court Competition Team that provides oral advocacy instruction and training for the current year's Jessup competition.	LAW 652. Jessup Internatnal Moot Court. 1-2 Hours. PR: LAW 768. A required course for students selected for the Jessup International Moot Court Competition Team that provides oral advocacy instruction and training for the current year's Jessup competition.	This course is an academic co-curricular activity for which the College of Law has long offered 2 credits for student work done over the course of an entire academic year. Though students have always done the work for an entire academic year, we have in the past awarded 2 credits only in the spring semester. This approach conflicts with a BOG policy which forbids awarding credit for work not done during the semester when credit is awarded. Accordingly, we are seeking to alter the course so that it can be offered with 1-2 variable credits, (repeatable for up to 2 credit hours). This would permit students to register for the fall semester (1 credit) and spring semester (1 credit), and receive credit for both.
LAW 786	Change course credits and make course repeatable.	LAW 786. Lugar Trial Advocacy. 2-3 Hours. An extensive lecture series and trial simulation program designed to provide opportunities for students to develop advanced litigation skills. Students must participate in six full-scale mock trials and one outside trial competition.	LAW 786. Lugar Trial Advocacy. 1-2 Hours. An extensive lecture series and trial simulation program designed to provide opportunities for students to develop advanced litigation skills. Students must participate in six full-scale mock trials and one outside trial competition.	This course is an academic co-curricular activity for which the College of Law has long offered 3 credits for student work done over the course of an entire academic year. Though students have always done the work for an entire academic year, we have in the past awarded all three credits in the spring semester. This approach conflicts with a BOG policy which forbids awarding credit for work not done during the semester when credit is awarded. Accordingly, we are seeking to alter the course so that it can be offered with 1-2 variable credits, (repeatable for up to 3 credit hours). This would permit students to register for the fall semester (1 credit) and spring semester (2 credits) and receive credit for both.

LAW 787	Change course credits and make course repeatable.	LAW 787. Intercollegiate Moot Court. 2-4 Hours. Appellate brief writing and argumentation for members of intercollegiate moot court teams.	LAW 787. Intercollegiate Moot Court. 1-2 Hours. Appellate brief writing and argumentation for members of intercollegiate moot court teams.	This course is an academic co-curricular activity for which the College of Law has long offered 3 credits for student work done over the course of an entire academic year. Though students have always done the work for these credits over the course of a full year, we have in the past awarded all three credits in the spring semester. This approach conflicts with a BOG policy which forbids awarding credit for work not done during the semester when credit is awarded. Accordingly, we are seeking to alter the course so that it can be offered with 1-2 variable credits, (repeatable for up to 3 credit hours). This would permit students to register for the fall semester (1 credit)and spring semester (2 credits) and receive credit for both.
LAW 788	Change title and description.	LAW 788. Legal Interviewing/Counseling. 3 Hours. The course studies each of the lawyer's basic interpersonal skills and develops a client-centered approach to law practice. Readings and class discussion on interpersonal professional relations supplement extensive skills training in simulated cases.	LAW 788. Interview/Counsel/Negotiation. 3 Hours. Interviewing, Counseling, and Negotiation provides instruction in the lawyering skills involved in interviewing and client counseling as well as negotiation on a client's behalf. Simulations are employed to develop and enhance these practical lawyering skills.	Over the past few years, College of Law faculty have included negotiation in this course offering because of its natural relationship to client counseling. Accordingly, the proposed modification merely aligns the title and course description contained in the College of Law catalog with the actual course content currently taught in the classroom. Course assignments and requirements are balanced equally for the three topics (interviewing, counseling, and negotiation), so that the course remains at three credits.

PHAR 731	Change title and description.	PHAR 731. Biopharm & Pharmacokinetics. 3 Hours. PR: Third year professional standing or consent. Fundamental principles of biopharmaceutics (physicochemical and biological processes affecting drug transit into the systemic circulation) and pharmacokinetics (kinetic and biological processes a drug undergoes upon entering the body).	PHAR 731. Pharmacogenomics and Pharmacokinetics. 3 Hours. PR: Third year professional standing or consent. Fundamental principles of pharmacogenomics (how genetic influences affect drug dosing and efficacy) and pharmacokinetics (pharmacokinetic and biological processes a drug undergoes upon entering the body).	The course title and catalog description is being changed to better reflect increased emphasis in the course on pharmacogenomics, which is a developing field in healthcare.
<b>Deactivations</b>				
BCOR 410: Professional Development 3	Course no longer necessary.			
EPID 610: Principles of Epidemiology	After consultation with the Registrar's office and as there is no documentation of this course being added as part of the required curriculum for epidemiology we are deactivating it as it has been removed from the department required courses.			
GER 331. Survey of German Literature 1.	Course changed to GER 431.			
GER 332. Survey of German Literature 2	Course changed to GER 432.			
GER 341. German Cultural History	Course changed to GER 440.			
LAW 685: Child & Family Law Clinic 1	The Child and Family Law Clinic is now integrated into the General Legal Clinic, so a separate course number and title is no longer needed.			
LAW 686: Child & Family Law Clinic 2	The Child and Family Law Clinic is now integrated into the General Legal Clinic, so a separate course number and title is no longer needed.			
LAW 724: Immigration Clinic	The Immigration Clinic is now integrated into the General Legal Clinic, so a separate course number and title is no longer needed.			



MANG 310: Management Of Small Business	Course no longer needed after the re-structuring of the Entrepreneurship program of study.
MANG 420: Business Information Systems	Course no longer offered by the Management and Industrial Relations department.
SEP 211: Prof Issues Sport Psych 2	This course was removed from the course requirements for the SEP program.
SOCA 107: Social Problems	This course was changed to SOCA 207, but the deactivation of SOCA 107 was never processed. All three campuses (WVU, PSC, & WVUIT) are now offering SOCA 207 instead of 107.
SPED 615: Internship: MSE 5- Adult	This course was mistakenly created at the 600 level instead of the 500 level. It was never offered as SPED 615 and was replaced by SPED 514. There is no need for this course at the 600 level.

To: Faculty Senate Executive Committee  
 From: Lena Maynor, Chair, General Education Curriculum Oversight Committee  
 Date: November 17, 2014  
 Re: GEC Audits

The GEC Oversight Committee met on October 20, 2014 and November 3, 2014 and passed the following courses for GEC Audit:

<b>Title</b>	<b>Audit Type</b>	<b>GEC Objectives</b>
AEM 341: General Microbiology	GEC Audit	2C. Basic Math & Scientific Inquiry 4. Contemporary Society
ARE 220: Intro Environmntl/Resource Econ	GEC Audit	4. Contemporary Society
BIOL 105: Environmental Biology	GEC Audit	2B. Basic Math & Scientific Inquiry 4. Contemporary Society
BIOL 106: Environmental Biology Lab	GEC Audit	2B. Basic Math & Scientific Inquiry 4. Contemporary Society
CHEM 117: Principles of Chemistry	GEC Audit	2B. Basic Math & Scientific Inquiry
CHEM 118: Principles of Chemistry	GEC Audit	2B. Basic Math & Scientific Inquiry
COMM 100: Principles-Human Communication	GEC Audit	4. Contemporary Society 6. The Individual in Society
COMM 309: Health Communication	GEC Audit	4. Contemporary Society 6. The Individual in Society
COMM 315: American Diversity in Film	GEC Audit	5. Artistic Expression 7. American Culture
COMM 316: Intercultural Communication	GEC Audit	8. Western Culture 9. Non-Western Culture
ECON 225: Elemntry Busness/Economcs Stat	GEC Audit	2A. Basic Math & Scientific Inquiry 4. Contemporary Society
ENGL 156: Literature Native America	GEC Audit	5. Artistic Expression 9. Non-Western Culture
ENVP 119: Soil in the City	GEC Audit	2C. Basic Math & Scientific Inquiry 4. Contemporary Society
ENVP 155: Elements-Environmtl Protection	GEC Audit	2C. Basic Math & Scientific Inquiry 4. Contemporary Society
FDST 200: Food Science and Technology	GEC Audit	2C. Basic Math & Scientific Inquiry 4. Contemporary Society
HIST 179: World History to 1500	GEC Audit	3. The Past and Its Traditions 9. Non-Western Culture

Title	Audit Type	GEC Objectives
HN&F 126: Society and Food	GEC Audit	4. Contemporary Society 8. Western Culture
JRL 101: Media & Society	GEC Audit	8. Western Culture 9. Non-Western Culture
JRL 235: Electronic Media & Society	GEC Audit	4. Contemporary Society 8. Western Culture
LARC 212: History-Landscape Architecture	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
MUSC 112: Great Composers in Performance	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
MUSC 115: Introduction - History of Jazz	GEC Audit	5. Artistic Expression 7. American Culture
PSYC 233: Psychology of Cinema	GEC Audit	4. Contemporary Society 5. Artistic Expression
PSYC 281: Intro to Abnormal Psychology	GEC Audit	4. Contemporary Society 6. The Individual in Society
SM 275: The Olympic Games	GEC Audit	3. The Past and Its Traditions 4. Contemporary Society
SM 375: Sport in the Global Market	GEC Audit	4. Contemporary Society
SOWK 105: Social Welfare Institutions	GEC Audit	4. Contemporary Society
WDSC 100: Forest Resources in US History	GEC Audit	2C. Basic Math & Scientific Inquiry 3. The Past and Its Traditions
SOWK 105: Social Welfare Institutions	Deleting GEC Objective	7. American Culture