

Minutes
West Virginia University Faculty Senate
Monday, November 13, 2017

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

Members Present:

Anderson, K.	Criser, A.	Harrison, N.	Matak, K.	Ryan, E.
Atkins, C.	Cui, A.	Hauser, D.	Maynor, L.	Schaeffer, P.
Barko, C.	Culcasi, K.	Hessl, A.	M'bayo, T.	Schimmel, C.
Bastress, R.	Davis, D.	Hibbert, A.	McCombie, R.	Shapiro, R.
Benedito, V.	Di Bartolomeo, L.	Hodge, J.	McCrory, J.	Shockey, A.
Bergner, G.	Dickman, B.	Hornsby, G.	McCusker, B.	Shrader, C.
Bilgesu, I.	Dietz, M.	Johnson-Olin, M.	Montgomery-Downs, H.	Smith, M.
Billings, H.	Eller, W.	Kiefer, A.	Murphy, E.	Soccorsi, A.
Bishop, J.	Elliot, E.	Kiefer, C.	Myers, S.	Tapia, J.
Blobaum, R.	Eschen, E.	Kirby, B.	Nicholson, R.	Thomas, J.
Bonner, D.	Estep, C.	Kitchen, S.	Nutter, R.	Tu, S.
Bravo, G.	Famouri, P.	Knox, S.	Olfert, M.	Tudorascu, A.
Brock, R.	Feaster, K.	Kolar, M.	Plein, C.	Utzman, R.
Brooks, R.	Fleming, S.	LaBarbara, J.	Prucz, J.	Valenti, M.
Bryner, R.	Floyd, K.	Law, K.	Rakes, P.	Vona-Davis, L.
Burt, A.	Garofoli, G.	Lee, S.	Reymond, R.	Walter, S.
Connors, J.	Gilleland, D.	Li, B.	Rice, T.	Wilcox, G.
Costas, M.	Haines, K.	Lockman, J.	Rockett, I.	
Cottrell, L.	Harris, T.	Martucci, A.	Rowlands, A.	

Members Excused:

Ameri, S.	Collins, A.	Jacobson, G.	Proudfoot, C.	Wietholter, J.
Bernardes, E.	Cronin, A.	Kuhlman, J.	Robertson-Honecker, J.	
Bowman, N.	Goff, N.	Lieving, G.	Scott, H.	
Burnside, J.	Hartnett, H.	McTeer, M.	Singh-Corcoran, N.	
Cohen, S.	Hileman, S.	Murray, J.	Sowards, A.	

Members Absent:

Carpenter, R.	Gannon, K.	Krause, M.	Scott, D.	Yocke, R.
Casey, F.	Hambrick, G.	Mucino, V.	Tobin, G.	
Cossman, L.	Hartley, D.	Nath, C.	Widders, E.	
Fraustino, J.	Knight, J.	Schaefer, G.	Wilson, M.	

Faculty Senate Officers Present:

Hauser, D.	Maynor, L.	Nutter, R.	Valenti, M.
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2. Chair Valenti moved for approval of the minutes from the Monday, October 2, 2017 meeting.
Motion carried.
3. Vice Provost John Campbell reported the following:
 - President Gee and Provost McConnell are attending the Association of Public and Land-Grant Universities (APLU) Annual Meeting in Washington, D.C.

- The HLC accreditation visit will take place on March 5-6, 2018. Faculty should have received information from their deans and department chairs around the issue of faculty credentials and the need to collect transcripts.
- The Tax Cuts and Jobs Act working its way through Congress has several provisions that are relevant to our institution. The current House and Senate versions differ in significant ways. The House bill includes a tax on graduate tuition waivers and employer-related tuition discounts, and removes the deduction for student loan interest. The proposed tax on foundations would not apply to WVU, although taxes on non-profit institutions and debt would have an impact on our hospital system. Our governmental relations staff is in regular communication with the West Virginia Congressional delegation to offer our perspective on each of these issues.
- We are offering a winter term from December 14 through January 4. We initially selected 11 courses with a total of 255 seats. After opening up some additional sections, we have 288 students enrolled as of November 13.
- West Virginia Department of Revenue Secretary Dave Hardy announced that the state does not anticipate any mid-year budget cuts. The state's funding gap is currently about \$8 million, down from \$90 million a year ago.
- Our first annual Day of Giving raised about \$2.9 million through about 2500 gifts.
- Garrett Burgess has been named a finalist for the British Marshall Scholarship. Marshall Scholarships provide up to 40 Americans the opportunity to pursue graduate studies in the United Kingdom. Burgess is a senior majoring in Russian studies and political science.
- Colin Lopez has been named a semi-finalist for the Schwarzman Scholarship, a program that prepares global leaders through a one-year master's program at Tsinghua University in Beijing. Lopez graduated in May with a degree in international studies. He is currently preparing to go to Amman, Jordan on a Fulbright Scholarship.
- The Provost's Office is encouraging faculty and staff who have published, released, or produced a full-length work this year to submit their work by December 1. Our third annual celebration of long-form scholarship and creative work will take place in the spring.
- In response to the Faculty Senate's request to display preferred first name in various campus systems, that field will appear in eCampus beginning November 14.

4. Chair Valenti reported the following:

- Ongoing revisions to the Board of Governor policies related to faculty issues are being addressed by a working group led by C.B Wilson that has been meeting every Friday. The group has completed a first draft of faculty-related BOG rules and certain faculty-related policies. BOG rules will require BOG approval, while policies and procedures will be maintained by the Provost's Office. A series of campus conversations on the faculty-related BOG rules were held on the Morgantown campus and at Potomac State; C.B. Wilson will hold a final campus conversation at WVU-Tech on November 14. The next steps for faculty-related rules will be the University Planning Committee and the Faculty Senate Executive Committee. They will be presented to Exec on November 27, and a courtesy commenting period will begin for Exec once the UPC is done with its review. We plan to present proposed rules to the full Faculty Senate in January, and to the Board of Governors at its February 16 meeting. If the schedule slips, we may need to call a special meeting of the Board in March. A formal 30-day public comment period will begin after the rules are

presented to the Board. The rules should be ready for final approval by the BOG on April 20.

- Academic rules are being addressed by a working group led by Paul Kreider. In addition, Faculty Senate Executive Committee has established an Ad Hoc Academic Policy Review Committee charged with providing comments and edits to the policies and rules coming out of the working group. So far, the committee has reviewed policies related to attendance, transients and transfers, incompletes, withdrawals, and program definitions, and plans to meet again to review the revised BOG rules pertaining to academics. The rules should be ready to present to the Board of Governors at its April 20 meeting, followed by a public comment period and final approval on June 22.
 - The Faculty Senate Executive Committee has been working with Staff Council to develop a unified set of requests to the state legislature. In addition to continued concerns about the budget and PEIA, we also expect the legislature to consider a campus carry bill, which would make it legal to carry firearms on campus. The bill could be drafted to allow firearms to be excluded from certain locations, like dorms, but only if we provide security, screening, and storage. Based on discussions with peer institutions located in states that have implemented campus carry, we believe the cost of compliance could be around \$3 million. With that in mind, we ask that our legislature:
 - Appreciate the importance of higher education on the future of the state and oppose further cuts to WVU's budget.
 - 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.
 - Provide adequate and affordable health care options to the employees of WVU.
 - Continue to support the comprehensive health care mission of WVU's Health Sciences Center through the 1 cent pop tax.
 - The WVU Cancer Institute is hosting the annual Pink Party from 6:00-9:00 p.m. on November 13 at the Touchdown Terrace in Milan Puskar Stadium. Tickets may be purchased at the door for \$95. All proceeds support Bonnie's Bus.
 - A performance commemorating the 1917 Russian Revolution will be held at 6:00 p.m. on November 13 in B51 White Hall. Two violin pieces will be performed, one Russian and the other Soviet. C.B. Wilson will provide commentary. Admission is free and open to the public.
5. Shane Lyons, Director of Athletics and Associate Vice President, and Keli Zinn, Deputy Athletics Director, provided a report on the Department of Intercollegiate Athletics. Annex IA.
6. Tom Patrick, University Ombudsman, provided a report on the Ombuds Office. Information is also available on the Faculty Senate web site at <https://facultysenate.wvu.edu/resources/ombuds-office>.
7. 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 after POLS 400 was removed from the report.
- Annex III, Capstone Courses Report. Motion carried.
- New Major in Construction Management for WVUIT. Motion carried.

Annex IIIA, Graduate Programs Report, was presented for information. Report filed.

8. Rob Brock, Chair-Elect, General Education Foundations Committee, moved for approval of the following reports:

Annex IV, GEF Actions. Motion carried.

Annex V, GEF Transition Review, was submitted for information. Report filed.

9. Roy Nutter, Faculty Representative to State Government, reported that he attended the ACF and WV Council for Community and Technical College Education meetings in Beckley. Only 3 of the 13 Council members were in attendance.

He will attend the HEPC meeting on November 17.

10. Matthew Valenti, Faculty Senate Chair and BOG Representative, reported that the Board of Governors met on October 27. The following items were addressed:

- The BOG approved the new winter term, which runs from December 14 to January 4 and is entirely online. A flat rate of \$349 per credit hour applies regardless of residency status.
- The BOG approved a notice of rulemaking, and a period of public comment is now open for rules related to administration. These include rules on Sexual Misconduct (aligned with Title IX), Children on Campus, and President and Staff Emeritus Status.
- The new provision for providing emeritus status to staff requires at least 15 years of service. The award of emeritus status to any classified employee is to be initiated and initially vetted through a procedure developed by the Staff Council, and subject to final review and approval by the president.
- We received a clean audit report from Clifton Larson, showing that we are in a stable fiscal position.

11. New Business – none.

12. The meeting adjourned at 4:24 p.m. to reconvene on Monday, December 11, 2017.

Judy Hamilton
Office Administrator

Department of Intercollegiate Athletics

Faculty Senate Report

November 13, 2017



2016-17 Academic Year Summary

Department GPA: 3.15

Teams Above 3.00 GPA: 14

Highest Team GPA: 3.58 (Rifle)

Department APR Score: 982

Perfect APR Scores: 10 Teams



2016-17 Academic Year Summary

34 Academic All-Americans

123 Academic All-Conference Selections

517 Student-Athletes, Big 12 Commissioner's Honor Roll

Among Power 5 Institutions (65), West Virginia University has the fourth-most Academic All-Americans since 2010.



2016-17 Academic Year Summary

Individual Accolades

Elite 90 Award: Elizabeth Gratz, Rifle (4.00 GPA – Marketing)

Presented to the Student-Athlete with the highest cumulative GPA participating at the finals for each of the NCAA's championships

Big 12 Scholar-Athlete of the Year

- Amelie Currat, Swimming (4.00 GPA – Finance)
- Nathan Adrian, M Basketball (3.85 GPA – Sport Management)
- Jillian Forsey, Cross Country (3.79 GPA – Exercise Physiology)

2017 Order of Augusta: Amy Cashin, Track & Field/Cross-Country



2016-17 Athletics Competition Summary

Six (6) teams finished ranked within the Top-25

- Men's Basketball
- Women's Basketball
- Football
- Gymnastics
- Rifle
- W Soccer

West Virginia University was one of only three departments nationally to finish the year with a Top-25 ranking in Men's & Women's Basketball and Football.



2016-17 Athletics Competition Summary

Baseball – Returned to the NCAA Tournament for the first time in 21 years.

M Basketball – NCAA Sweet 16, Final Ranking #11

W Basketball – Big 12 Tournament Title, Final Ranking #22

Football – 10-win season, Final Ranking #18



2016-17 Athletics Competition Summary

Rifle – National Championship

- Olympic Gold Medalist (Ginny Thrasher)

Women's Soccer – Finished #2 Nationally (highest ever final ranking)

- Hermann Trophy Award Winner (Kadeisha Buchanan)
- ESPY Finalist (Kadeisha Buchanan)
- 2 Olympic Bronze Medalists (Kadeisha Buchanan & Ashley Lawrence)



Facilities Improvements

Milan Puskar Stadium

WVU Coliseum

Future Projects:

Olympic Sport Weight Room

Athletic Training Room (Olympic Sports & Football)



Academic Integrity

External Review – TCG (The Compliance Group)

- Continued Implementation of Recommendations from 2016

Internal Audit

- Course Clustering
- Major Clustering
- Grade Changes
- Independent Study



To: Faculty Senate Executive Committee
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee
 Date: October 16, 2017
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
COMM 656: Organizational Culture	AS	3		This course examines how human communication that occurs within an organization influences how the organization creates, sustains, and changes its workplace culture. Emphasis is placed on how organizational culture is created through artifacts, espoused and enacted values, and underlying assumptions/beliefs.	This new course fills a void in the current course curriculum for the department's M.A. degree program in Corporate and Organizational Communication. It is a course that introduces students to the organizational culture construct and provides students with the ability to learn how to assess any organization's culture. Because every organization creates, sustains, and changes its culture over its lifespan, having a knowledge of how culture is created, sustained, or changed is invaluable for workplace superiors and subordinates alike. Moreover, organizational culture is reflected in the communicative practices and behaviors adopted and utilized by organizational employees. This course offers students both academic and practical benefits, whether they are analyzing the workplace culture or simply learning how to become a functional and productive organizational member.
COMM 662: Conflict in Professional Life	AS	3		This course is designed to examine research findings and theory about managing and resolving conflict in professional life. This course will examine both the macrodynamics (i.e., general/global conflict processes that occur in any social setting) and microdynamics (i.e., conflict that occurs uniquely in the workplace) of conflict research.	This new course fills a void in the current course curriculum for the department's M.A. degree program in Corporate and Organizational Communication. It is a course that introduces students to conflict processes they experience in the workplace and provides a communication competence-based approach to addressing and managing conflict. Because conflict is inevitable in professional and personal contexts, this course is important as it offers students both theoretical and practical benefits, as they will learn to interpret, analyze, and respond to conflict in effective and appropriate ways.

COMM 722: Dark Side of Interpersonal Communication	AS	3	Addresses transgressions and other violations of relational rules and their antecedents and consequences in the context of close personal relationships.	This course adds to the current graduate curriculum in Communication Studies by focusing specific attention on a particular topic area (i.e., the dark side) within the broader sub-discipline of interpersonal communication. This topic area has received considerable academic (as well as popular) attention over the last two decades, and this attention has generated a significant body of research. This course is reflective of those increased scholarly interests and research endeavors, and will provide students with specialized knowledge of this theoretically and practically relevant area of inquiry. This course will be an elective for graduate students in Communication Studies.
HIST 319: Myth and Culture in Pre-colonial Africa	AS	3	Pre-colonial history of Africa from its earliest beginning to the mid-nineteenth century. Examines aspects of the diverse social, cultural, economic, and political institutions of pre-colonial Africa, including: the peopling of Africa, interactions between people and their environment, social organization and cultural practices, and traditional and non-traditional belief systems.	This course complements the existing offerings on African History at both the 300 and 400 level (upper division). Both History majors and non-majors (especially History minors and International Studies majors) will benefit from this course. The course also fulfills the Africana Studies minor requirement. Exploring the early history of Africa well before sustained encounters with Europeans from the fifteenth century onward offers students a deeper understanding of internal developments in pre-colonial Africa that underscore indigenous initiatives in shaping the continent's history.
HIST 414: The Great War, 1914-1918	AS	3	Focuses primarily on the First World War in Europe and the Middle East while mindful of its global contexts and implications. In addition to the diplomatic, political and military history of the war, the course addresses the war on various home fronts and the vast territories that came under Central Power and Allied occupation.	There is currently no course in the WVU curriculum on the First World War. Within the History Department, this course contributes to its undergraduate concentration in European history and its graduate-level emphases on war and society as well as imperial and post-imperial history. Moreover, its treatment of the Ottoman Empire's wartime experience and consequent collapse, critical to an understanding of the making of the modern Middle East, will contribute to the History Department's World History concentrations at both the undergraduate and graduate levels.

HIST 437: Africa in World History	AS	3		The course aims to reposition Africa and Africans in world history by recognizing their centrality and contributions to our modern heritage. It explores indigenous developments in Africa and cross-continental interactions between the continent and Asia, the Americas, Europe and Oceania that underscore the role of Africans in shaping their own history and influencing global interdependence.	This course complements the existing offerings on African History at both the 300 and 400 level (upper division). Both History majors and non-majors (especially History minors and International Studies majors) will benefit from this course. The course also fulfills the Africana Studies minor requirement. Exploring Africa's complex history in a global context offers students a unique opportunity to deepen their understanding of the continent and its diverse people in light of their immense impact on various civilizations of the world.
RELG 120: Introduction to the Study of Religion	AS	3		Religious Studies as a field is interdisciplinary in its approaches. Drawing on sociology, anthropology, psychology, theology, and other perspectives, students will explore key themes, major ideas, and important figures in the study of religion. We will examine what it means to "study religion," and explore what different perspectives might contribute to the field.	This course will add an introductory theoretical perspective that is currently lacking in the Program for Religious Studies. One of the most important areas of discussion in Religious Studies today is the question of how we approach the study of any given religion, and how we decide what "counts" as a religion to be studied. This course directly addresses those questions, and will provide students with a solid foundation for the continuation of the program in whatever subfield or religion they choose. In addition, this course will provide students with an important framework for critically examining the commonly-used texts in our field.
MUSC 137: Music Therapy Class Guitar 1	CCA	1		Required introductory level training in guitar for those majoring in the field of Music Therapy.	The ability to provide accompaniment to one's own singing is a required tool of the trade for the practicing music therapist. The guitar, being a portable instrument, is a primary choice for those in this field. This course is the first semester of a two-semester sequence which satisfies MTNA recommendations for this training.
MUSC 237: Music Therapy Class Guitar 2	CCA	1	MUSC 137	Intermediate / advanced guitar techniques for those majoring in the field of Music Therapy.	Musc 237 fulfills competencies / requirements in guitar proficiency for MTNA national standards.
MUSC 361: Fife and Drum Ensemble	CCA	0-2		This course will explore the techniques, history, and performance practice of the fife and drum musical genre. Styles of music will include early American military calls, 19th-century fife and drum repertoire, and 20th-century West Virginian and Appalachian folk music. The ensemble uses traditional 6 hole fifes and rope tension snare and bass drums.	This ensemble course within the School of Music will allow students to explore an important and historical genre that has roots in many cultures from around the world. The fife and drum represent early forms of flute and percussion practices, and will unlock historical issues related to these instruments. The ensemble will serve as a basis for historical study of music, provide a creative and artist performance outlet, and allow students to serve as a representative of music from West Virginia and the region.

CI 311: ELL and Language Acquisition for Elementary Teachers	CEHS	2		This course is designed to develop students' understanding of the theoretical foundations of L2 learning and acquisition as well as understanding of the unique aspects of the process of L2 teaching, facilitating, and learning specific to the integration within the PK-6 classroom.	There are a number of laws and guidelines related to the education of English language learners (ELLs) at the federal and state levels. In West Virginia, the ELL regulations for public school teachers fall under West Virginia State Board Policies, Article II: Policy 2417, Programs of Study for Limited English Proficiency Students. Included in that are ELP (English Language Proficiency) standards for public school students. Currently, our elementary education majors do not receive any support in the area of reaching, teaching, and assessing ELLs. This course will address that great need as the population of ELLs continues to grow nationwide.
CI 468: Art Integration in the Elementary Classroom	CEHS	2		This course explores the nature of creative thinking, meaningful integration of the arts, the impact of the arts on social awareness, and school-family-community connections built through creative learning experiences involving the arts in the elementary classroom.	The course Art Integration in the Elementary Classroom present pre-service teachers the opportunity to engage in meaningful arts integration. By weaving the arts into the content, it provides a lasting learning experience, builds connections, and provides engaging context for elementary students. In the course, topics of social awareness and school and family connection will be explored in relationship to the arts. These topics mesh and enhance the content methods courses and courses such as family and community diversity, inclusive education, and identity.
COUN 240: Introduction to Addiction Studies	CEHS	3		Overview of core concepts related to substance use and substance use disorders. Topics include the history of drug use/addiction, effects on societal members, pharmacology of common psychoactive drugs, theories of addiction, treatment approaches, mutual support, recovery and relapse.	This course is part of a minor in Addiction Studies in the Department of Counseling, Rehabilitation Counseling and Counseling Psychology. This course is the foundation course of the minor, focusing on key theory and concepts upon which subsequent addiction-specific course work will build.
COUN 250: Addiction Screening Assessment	CEHS	3	PR or CONC: COUN 240 with a minimum grade of C-.	Skills, techniques and tools necessary for preliminary and in-depth evaluation for the presence of substance use disorders. Emphasis on establishing rapport, interviewing skills, diagnostic criteria, recognition of common co-occurring disorders, treatment planning and clinical writing.	This course is the second course of a minor in Addiction Studies in the Department of Counseling, Rehabilitation Counseling and Counseling Psychology. This course addresses the necessary task of being able to gather client information to accurately identify and diagnose the presence of a substance use disorder for subsequent treatment planning.
COUN 340: Addiction Counseling Techniques	CEHS	3	COUN 240 with a minimum grade of C-.	Theory and skills necessary to support the change process for people with substance use disorders. Emphasis on motivational interviewing and cognitive behavioral strategies to support recovery, prevent relapse, and address behavioral addictions in both individual and group settings.	This course is the third course of a minor in Addiction Studies in the Department of Counseling, Rehabilitation Counseling and Counseling Psychology. This course addresses intervene methods to help clients achieve recovery and reduce or eliminate substance related consequences in their lives.

COUN 350: Families Addiction	CEHS	3	COUN 240 with a minimum grade of C-.	Overview of the impact addiction has on the family unit and the process of family recovery. Emphasis on the family as a system, attachment, adaptation, enabling and enmeshment, and techniques to support family healing.	This course is the fourth course of a minor in Addiction Studies in the Department of Counseling, Rehabilitation Counseling and Counseling Psychology. This course addresses one of the key best practices in addiction intervention, that of involving family in the treatment process and supporting family recovery.
COUN 440: Addiction Studies Capstone	CEHS	3	COUN 240 and COUN 250 and COUN 340 and PR or CONC: COUN 350 with a minimum grade of C- in each.	Integration of addiction studies coursework through study of ethics, selected population research, and community-based service learning, culminating in a research paper and oral presentation.	This course is the final course of a minor in Addiction Studies in the Department of Counseling, Rehabilitation Counseling and Counseling Psychology. This course will function as the capstone learning experience for the minor, with a focus on ethics, selected populations, research and the integration of addiction coursework.
CTS 700: Fundamentals of Clinical and Translational Sciences	MED	3	consent	Examination of the principles, theories, and current issues in conducting clinical and translational research.	This is a required course for PhD students in their first two years of graduate study. It provides a foundation in theory and current issues in conducting clinical and translational research.
CTS 780: Clinical and Translational Science Research Experience	MED	2		Research rotations within the laboratories of faculty at WVU. They are designed for first year graduate students to gain laboratory experience within 3 different disciplines (i.e. basic science, clinical and population science) and to pick a laboratory for their dissertation research.	Research rotations designed for first year graduate students to gain laboratory experience within 3 different disciplines (i.e. basic science, clinical and population science). Students will select a laboratory for their dissertation research. This is key and unique feature of the CTS PhD program, and is designed to train students to develop translational research projects, which is a requirement for the students dissertation project.
OTH 400: Assistive Technology Practicum	MED	3	OTH 402 with grade of C- or better, and consent.	Students will learn through engaging in hands-on service at the West Virginia Department of Education's annual summer camp for assistive technology, Camp Gizmo. During the camp experience, students will be partnered with AT professionals who will guide the practicum experience.	Offers undergraduate students mentored access to clinical populations and AT service delivery. This course provides opportunities to explore assistive devices and engage in assessment to support AT recommendations for clients.
OTH 402: Principles of Assistive Technology	MED	3	OTH 321 or SPED 304 or PR or CONC: DISB 380 with a minimum grade of C-.	Covers the potential of assistive technology to enhance the lives of persons with disabilities. The course provides an overview of common AT application will discuss growing trends in the field.	Introduction to the field of assistive technology. Intended as the first course toward and interdisciplinary preparation for practice in the field and to support individuals interested in preparing for the assistive technology professional (ATP) certification exam.

OTH 600: Assistive Technology Assessment in Childhood	MED	2	Consent	Online materials are paired with service learning at the West Virginia Department of Education's annual Camp Gizmo. Course includes experience with a range of AT devices and work on interdisciplinary teams. There is a focus on the assistive technology assessment process in order to effectively identify an appropriate discipline specific action plan.	Students will gain hand-on experience in assessment and documentation strategies in assistive technology tailored to their own disciplinary interests.
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To: Faculty Senate Executive Committee
 From: Ralph Utzman, Faculty Senate Curriculum Committee Chair
 Date: October 16, 2017
 Re: Course Changes, Deactivations and Adoptions

Course Number and Title	Old Value	New Value
BIOL 479: Principles of Systems Neuroscience		
Title Change	Current Topics in Neuroscience	Principles of Systems Neuroscience
Justification for Change		This course is cross-linked to a graduate course (BIOL579). They currently have different titles, which is confusing for students. Additionally, while the papers discussed are recent, the principles that they illustrate are fundamental and have been studied for a while, so using the terms "current" or "advances" reflects only the paper discussion aspect of the course rather than the fundamental principles, which the lead instructor (Andrew Dacks) views as more important.
FIS 305: Biological Evidence for Forensic Examiners		
Description Change	This is an elective course for Examiner Track students in the Forensic & Investigative Science major. The course focuses on the collection and testing of body fluids as well as death scene investigation procedures.	This is an elective course for students in the Forensic & Investigative Science major and minor. The course focuses on the collection and testing of body fluids as well as death scene investigation procedures.
Prerequisite Change	FIS 302	FIS 202 or FIS 302 with a minimum grade of C- in each.
Justification for Change		This is only adding an additional, comparable prerequisite course. It is not altering the content of FIS 305 in any way. Regarding the C- minimum grade in the prerequisite course: For the FIS minor, per catalog: A student must earn a C- or better in each course counted toward the minor. For the FIS major, per catalog: To graduate with the Forensic and Investigative Science major, students must achieve a minimum overall GPA of 2.5 in all FIS courses with no grade lower than a C- in any FIS course.
GEOL 311: Stratigraphy and Sedimentation		
Prerequisite Change	(GEOL 103 and GEOL 104) and PR or CONC: GEOL 285.	(GEOL 103 and GEOL 104) and (GEOL 285 or GEOL 286).

Justification for Change		GEOL 285 is no longer offered by our program and has been replaced with GEOL 286
GEOL 341: Structural Geology		
Prerequisite Change	GEOL 103 and GEOL 104 and GEOL 284 and GEOL 285 and (PHYS 101 or PHYS 111).	GEOL 103 and GEOL 104 and GEOL 286 and PR or CONC: (PHYS 101 or PHYS 111).
Justification for Change		Geol 286 has replaced Geol 284 and Geol 285 in the Geology BS curriculum. I have updated the Geol 341 prerequisites to reflect this change by adding Geol 286 as an option and deleting Geol 284 and Geol 285 which will not be taught in the future. I changed the Physics requirement to allow concurrent enrollment because the required concepts(vectors) are taught early in the semester.
JRL 472: Advanced Interactive Design		
Capstone	No	Yes
Justification for Change		The course is currently operating as an IDEA Fellow sponsored partnership with CS475: Game Development course offered by Dr. VanScoy. Students in Advanced Interactive Design worked with computer science students to create video games that address campus, community, or national issues. Students presented their games to a panel of local industry leaders, communications professors, and digital designers. A previous offering of the course included a partnership with the Morgantown History Museum to redesign their website, establish a social media presence, and open an online storefront to raise revenue while facing declining state funding.
MATH 122: Quantitative Skills and Reasoning		
Variable Credit	No	Yes
Credit Hours		2 Minimum: 0 To Maximum: 2
Justification for Change	WVU Tech needs to adopt MATH 122 to comply HEPC co requisite policy.	Variable credit will allow zero credit labs to be added separately instead of cross-linking them to lecture to allow more flexibility for students when registering for lecture and lab that is used on the PSC campus. Students register for a 3 hour lecture (2 credits) and a 1 hour lab (0 credits) when taking Math 122 so that they receive 4 contact hours and 2 credits. Lectures have a larger class size, while labs are smaller; thus they need to be listed separately with lecture at 2 credits and lab at 0 credits.

MKTG 480: Services Marketing		
Prerequisite Change	MKTG 325 with a minimum grade of C-.	BCOR 350 with a minimum grade of C-.
Justification for Change		There is no need for any course besides the Introduction to Marketing BCOR 350. Students can be successful without any other marketing course.
Course Deletions:		
PE 127: Clogging		
PE 134: Gymnastics		
PE 156: Riflery		
PE 163: Advanced Tennis		
PE 171: Caving Basics		
PE 177: Adventure Racing Basics		
PE 178: Water Polo		
PE 180: Triathlon Training		
PE 185: Fencing		
PE 186: Outdoor Leisure Pursuits		
PE: 188: Folk, Square, and Ballroom Dance		
PE 189: Outdoor Living Skills		
Course Adoptions:		
Course Number and Title	Course Description	Campus Requesting Course
HIIM 233: Health Informatics and Information Management Disease Fundamentals and Management	A study of the nature and cause of disease and management, including qualifications and pharmaceutical interventions relevant to HIIM tasks.	PSC
HIIM 242: Healthcare Reimbursement and Revenue Cycle Management	A study of systems used for professional and institutional reimbursement in various healthcare settings. Application of revenue cycle principles.	PSC
HIIM 244: Principles of Health Informatics and Information Management Quality Management	A survey of quality measures, techniques, and theories including utilization review, risk management, patient outcomes, and medical staff credentialing.	PSC

HIIM 246: Fundamentals of Clinical Documentation Improvement	A study of clinical documentation improvement practices and the management of the clinical documentation process.	PSC
HIIM 247: Registries in Healthcare	A study of healthcare registry management and the operational components of registries. Registry types and registry policy are included.	PSC
HIIM 248: Health Informatics and Information Management Professional Practice 1	Clinical practice experience with a focus on coding and classifications systems, revenue and quality management, clinical documentation improvement and the application and use of technologies associated with these domains.	PSC
ENGL 171: Literature of Science and Nature	Analyzes the representation of science and nature in literature and film across historical periods and genres.	PSC
ENGL 331: Topics in Genre	This variable-topic course will trace formal and thematic conventions in poetry, drama, prose, fiction, and/or nonfiction.	WVUIT
MICB 200: Medical Microbiology	General medical terminology with emphasis on clinical and anatomic pathology terminology	PSC

To: Faculty Senate Curriculum Committee
 From: Ralph Utzman, Chair, Faculty Senate Curriculum Committee
 Date: October 16, 2017
 Re: Capstone Courses Report

How will students demonstrate each of the following abilities:

Title	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?
JRL 472: Advanced Interactive Design	Media	Students will independently research the client's media needs, identify their competition, investigate the client's industry, and identify the most relevant information needed to propose an effective solution to the client's needs. Students will also gather audiovisual media from the client and outside sources, conduct market research, and convene focus groups when necessary.	Students will bring together various components of their undergraduate education, including professional writing practices, market research, audiovisual design (including video production, graphic user interface design, and audiovisual branding), professional client interaction skills, coding experience, and innovative design thinking and experimentation.	The projects will require the very best effort of the students to consider and contemplate the ethical implications of their proposals to the client. Students will be required to identify and consider the impact of their proposals on their clients, the client's customers, and on society in general, including emergent issues of the application of digital technologies in the area of communication, targeted promotion, and online relationships.	Students will be required to complete a document containing the client's background information, a description of the client's needs, research into the client's field, an identification of the problem to be solved, the students' proposal to address the client's need, visual element design and brand identity, and evaluations of the team member's duties and responsibilities.	Students will be required to present their proposals to the client through a ten minute oral presentation, that will include an outline of the client's needs, background information about the client's business, the proposed project that addresses the client's issues, and audiovisual proof-of-concept demonstrations of the proposal's outcome.
COUN 440: Addiction Studies Capstone	CEHS	Students will engage a research project in which they will seek out at least 10 professional literature sources and conduct at least 8 hours of community based service learning to investigate their topic in support of their culminating written paper and oral presentation.	The research project will require students to apply the theories, skills, models and concepts from across the Addiction Studies coursework to their selected population. They will be required to address theories of addiction.	An ethics text and classroom lecture component on ethics are built directly into the structure of the course. Students will also be required to reflect on ethical dilemmas that might be common to their selected population and include those in their research paper and oral presentation. Societal implications will also be address in both assignments, as students will be directed to include the broader impact a particular individual's addiction has on their family, peer group, and community - locally and collectively.	Students will develop three written assignments, a project proposal, a project outline and ultimately a 10-page minimum research paper in APA format. Students will also be required to produce a slide presentation and 1-2 page handout, both to accompany their oral presentation. They will also have brief written components required through the WVU Center for Service and Learning iServe system.	Students will plan, prepare and deliver a 15-minute oral presentation summarizing their research gathered over the course of the semester and drawn from their overall addiction coursework. The presentation must include a slide presentation using PowerPoint, Keynote or Prezi with a 1-2-page handout.

To: Faculty Senate Executive Committee From: Ralph Utzman, Faculty Senate Curriculum Committee Chair Date: October 16, 2017 Re: Graduate Program Reviews from Graduate Council				
Program Title	Proposal Type	College	Rationale	Graduate Council Action
Certificate in Program Evaluation	Intent to Plan	CEHR	The College of Education and Human Services has identified a need to create an academic program where individuals are able to earn a certificate that provides them the foundational knowledge to lead and perform program evaluations. The proposed certificate program will provide practitioner-oriented training in the theory and application of program evaluation, assessment, and measurement.	Approved Intent to Plan
MS in Business and Cybersecurity Management	Intent to plan	CBE	According to the West Virginia University Provost's Cybersecurity Taskforce, there is a significant need for cybersecurity talent. The proposed degree program in Business Cybersecurity Management will utilize a combination of existing courses from different programs and new courses to be developed specifically for this degree. Currently, no degree exists at WVU that allows for the existing courses to be packaged together in a manner that allows for a corresponding degree that addresses the needs of the cybersecurity community.	Approved Intent to plan
MS in Resource Economics and Management	Intent to plan	Davis	The MS in "Resource Economics and Management" will replace the current MS in "Agricultural and Resource Economics." The reason for the requested change is to align the MS program name with the new name of the academic unit in which this degree is offered: "Resource Economics and Management." No changes in curriculum are proposed. This change requires the approval of a new degree program in "Resource Economics and Management" and termination of the current degree program in "Agricultural and Resource Economics."	Approved Intent to Plan, approve new program, and terminate MS in Agricultural and Resource Economics
PhD in Sport and Exercise Psychology	Program change	CPASS	Change the title of this program from Sport and Exercise Psychology to Sport, Exercise, and Performance Psychology to better reflect its content.	Approved program change

To: Faculty Senate Executive Committee
From: Nathalie Singh-Corcoran, Chair, GEFCO
Date: October 16, 2017
Re: GEF Actions

The General Education Foundations Committee met on September 18 and recommends the following courses for Faculty Senate approval:

Title	Course Type	GEF Area	LEAP Learning Outcome
RPTR 255: Adventure New Zealand: Wilderness Leadership in an International Context	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
RPTR 353: Sustainable Tourism in Patagonia	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence

To: Faculty Senate Executive Committee
From: Nathalie Singh-Corcoran, Chair, General Education Foundations Committee
Date: October 16, 2017
Re: GEF Transition Review

The General Education Foundations Committee met on September 18, 2017 and passed the following course for GEF transition review:

Title	Course Type	GEF Area	LEAP Learning Outcome
STAT 215: Introduction to Probability and Statistics	GEC to GEF Transition	F3. Mathematics & Quantitative Skills	2d: Quantitative literacy