Minutes Faculty Senate Executive Committee Monday, April 27, 2020

1. Chair Emily Murphy called the meeting to order at 3:03 p.m. Committee members and guests participated via videoconference.

DiBartolomeo, L.	Hileman, S.	Reed, M.
Elliott, E.	Martucci, A.	Singh-Corcoran, N.
Gee, G.	Murphy, E.	Sowards, A.
Hauser, D.	Nutter, R.	Veselicky, L.
Latimer, M.	Pfeifer, A.	Slimak, L.
Neidermeyer, P.	Shannon, R.	Widders, E.
	DiBartolomeo, L. Elliott, E. Gee, G. Hauser, D. Latimer, M. Neidermeyer, P.	DiBartolomeo, L. Hileman, S. Elliott, E. Martucci, A. Gee, G. Murphy, E. Hauser, D. Nutter, R. Latimer, M. Pfeifer, A. Neidermeyer, P. Shannon, R.

- 2. Chair Murphy moved for approval of the minutes from the February 24, 2020 meeting. <u>Motion carried</u>.
- 3. President Gordon Gee reported the following:
 - The University's response to the COVID-19 pandemic will be dependent upon decisions made at the federal and state level.
 - WVU closed earlier than most institutions, which seems wise in retrospect. He thanked everyone for the rapid and successful pivot that was made to an online teaching environment.
 - We are working closely with the state. We have loaned Dr. Clay Marsh to the State of West Virginia as the Coronavirus Czar. Our state has a vulnerable population in terms of the percentage of older adults and those with underlying health conditions.
 - WVU will receive \$20.2 million in funding under the Coronavirus Aid, Relief and Economic Security Act. We are dedicating \$10 million for cash grants to provide direct financial assistance to students, with the remaining \$10 million being used to offset part of the refunds we are providing to our students for housing and dining plans. Those refunds total about \$13 million.
 - We will continue bond expenditures, including renovations to the stadium and Hodges Hall, and the construction of the new Business and Economics building.
 - A hiring freeze is in effect, with hiring only permitted at the essential level. A decision will be made on May 1 regarding a proposed furlough for designated employees. The furlough would continue for a 6-week to 2-month timeframe.
- 4. Provost Maryanne Reed reported the following:

- She is appreciative of the patient and supportive way faculty rallied around online delivery of instruction.
- Three potential scenarios are being envisioned for fall: a return to campus with the use of social distancing and protective gear; a hybrid model where instruction occurs partly online and partly on campus; online instruction, which is the worst-case scenario. Five working groups are considering the scenarios: an academic, a public health, a finance and operations, a student life, and a communications and enrollment group. Each working group is further broken down into tactical teams. The groups have been given a deadline of May 11 to complete their work, with a decision expected by early June.
- Faculty members will be permitted to remove their Spring 2020 eSEI reports from their faculty files.
- The tenure clock has been extended due to the Exceptional Professional Circumstances clause within BOG Faculty Rule 4.5. The one-year extension is for all tenure-track faculty members who are currently not in their critical year.
- The Office of the Provost is launching Teaching MVP Awards. Students will be asked to nominate faculty and instructors who demonstrate significant creativity, support, and compassion during the COVID-19 pandemic.
- Jorge Atiles has been appointed dean of Extension and Engagement and director of the WVU Extension Service effective June 29.
- Darrell Donahue has been appointed dean of the Davis College effective July 1. Ken Blemings, who has been serving as the interim dean, will return to his role as dean of the Honors College.
- Tracy Morris has been appointed to a 2-year term as dean of the College of Education and Human Services effective July 1.
- Jack Watson has been appointed to a 2-year term as dean of the College of Physical Activity and Sport Sciences effective July 1.
- John Taylor has been appointed interim dean of the College of Law effective July 1.
- 5. Chair Murphy reported the following:
 - As the Faculty Senate chair of a land grant university, she has been asked to endorse a statement on climate change. She will distribute the document for comments before she adds her signature.
 - Although the planned roundtable discussion on the Faculty Senate's role in the communication process is no longer feasible, communication around faculty issues is still important. She will work with the Office of the Provost to explore options, such as the creation of a web page, for improving the communication process.
 - The Faculty Constitution does not address virtual meetings or other emergency procedures. As such, revisions are being planned for consideration at the next Faculty Assembly meeting.
 - Committee reports will be presented at the May 18 meeting of the Executive Committee.
- 6. Ednilson Bernardes, Chair, Senate Curriculum Committee moved for approval of the following reports. <u>Motion carried</u>.

Annex I, New Courses Report (March 2020). Annex II, New Courses Report (April 2020). Annex III, Course Changes and Deactivations Report (March 2020). Annex IV, Course Changes and Deactivations Report (April 2020). Annex V, Capstone Courses Report (March 2020). Annex VI, Capstone Courses Report (April 2020). New 3+3 Program.

The following reports were submitted for information. Reports filed.

New Minor in International Business. Annex VII, Graduate Programs Report.

7. Lesley Cottrell, Chair of the General Education Foundations Committee, moved for approval of the following report. <u>Motion carried</u>.

Annex VIII, GEF Actions Report.

- 8. Ashlee Sowards, Chair of the Teaching and Assessment Committee, reported that the committee voted to move section syllabi to the library. Lou Slimak will share information on how instructors can opt in or out of the process in Digital Measures.
- 9. Lesley Cottrell, Chair of the Committee on Committees, Membership, and Constituencies moved for approval of the following report. <u>Motion carried</u>.

Annex IX, Standing Committee Membership Changes.

- 10. Lou Slimak presented Annex X, Changes to CIM Programs. A motion was made and duly seconded to approve the proposal. <u>Motion carried</u>.
- 11. Roy Nutter, Faculty Representative to State Government, reported that the Higher Education Policy Commission (HEPC) met on April 17 via teleconference. The Council of Presidents' Report focused on funding. Sarah Armstrong Tucker's appointment as Interim Chancellor of the Commission was extended by six months. HEPC suspended the requirement that an ACT or SAT score must come from a national test for a student to quality for a PROMISE scholarship during the state of emergency. Dr. Nutter noted that 60-70% of students at private institutions are athletes. He also expressed his concern that many students were no longer on campus on the April 1 census date.
- 12. Stan Hileman, BOG Representative, reported that the Board has held two special meetings since the start of the pandemic. Those meetings focused on financial considerations, building projects, and possible scenarios. The next meeting is scheduled for May 1.
- 13. Chair Murphy announced that Ashley Martucci was elected faculty senate chair-elect for 2020-2021. Her term as chair will begin on July 1, 2021, at which time she will also begin a two-year term on the Board of Governors.

Dr. Murphy also presented Annex XI, Results of Faculty Senate Election. Report filed.

14. Chair Murphy presented Annex XII, Committee Reauthorizations. A motion was made and duly seconded to approve the resolution. <u>Motion carried</u>.

15. Procedures for Conducting Elections and Electing Officers.

A motion was made and duly seconded to extend Stan Hileman's position as the Board of Governors Representative until such time as the Faculty Senate can reconvene and a new election can be held. <u>Motion carried</u>.

A motion was made and duly seconded to extend Roy Nutter's appointment as Faculty Representative to State Government until such time as the Faculty Senate can reconvene and a new appointment can be made. <u>Motion carried</u>.

16. The meeting adjourned at 4:21 p.m. to reconvene on Monday, May 18, 2020.

Judy Hamilton Office Administrator To: Faculty Senate Executive Committee From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee Date: March 23, 2020 Re: New Courses Report

Title	College	Credits	Prerequisites	Catalog Description
ARE 420: Adaptation and Mitigation Strategies for Addressing Climate Change	AGFOR	3	Upperclassman	This course identifies mechanisms that may be used to offset or reduce the effects of a changing climate. It addresses options that can help to protect agriculture and food production, protect human health, improve water resources and ecosystems services, and provide for the energy needed for continued economic activity. Students cannot receive credit for both ARE 420 and ARE 620.
ARE 620: Adaptation and Mitigation Strategies for Addressing Climate Change	AGFOR	3		This course identifies mechanisms that may be used to offset or reduce the effects of a changing climate. It addresses options that can help to protect agriculture and food production, protect human health, improve water resources and ecosystems services, and provide for the energy needed for continued economic activity. Students cannot receive credit for both ARE 420 and ARE 620.
ARE 730: Advanced Applied Econometrics	AGFOR	3	ECON 701 and ECON 711 and ECON 721 and ECON 725 and ECON 726.	Expands upon economic and econometric theory to develop further the research expertise in applied econometrics. This includes critical analysis of when certain methods are applicable given the research question or data available.
MDS 306: Medicine and the Arts	AS	3	ENGL 102 with a minimum grade of C	In Medicine and the Arts, students will learn to make connections between artistic production and the health sciences, examining the historical, linguistic, cultural and aesthetic contexts in which we engage in and with healthcare. Students will employ critical analysis and practical skills in the course. They will analyze works of art with mindfulness to modern life and healthcare.
RBA 301: Integrative Writing	AS	3	While there are no prerequisites for this course, because the RBA program is committed to your success students are highly encouraged to take composition courses, such as ENGL 101 and ENGL 102. These courses are recommended and not required.	Development of the writing process and portfolio generation, adapted for three contexts: gaining course credit through RBA portfolio review, preparing for graduate school, and preparing for the job market.

Title	College	Credits	Prerequisites	Catalog Description
RBA 401: Capstone	AS	3	RBA 301.	Capstone experience for Regents Bachelor of Arts (RBA) students to incorporate academic, intellectual, and professional skills to complete a final project for the RBA program. Focus is on oral communication skills, presentation skills, research skills, analysis, reasoning, resilience, collaboration, self-promotion, professional development, and lifelong learning.
WGST 200: Feminist Histories and Practices	AS	3		Definitions, implications and origins of feminism. Explores various histories and forms of feminist organizing, how intersectionality shapes/changes feminism, how global/historical/political locations inform feminism, and how feminist efforts to create change have included critically engaging with the politics of knowledge production.
LAW 688-K: Seminar in Schools, Race, Money	LAW	2 to 3		The interrelationship of law and policy in the administration of U.S. elementary and secondary public education. Topics affecting most K-12 students will be: 1) structure, hierarch, and governance of public education; 2) desegregation and resegregation; 3) school finance, the constitutional right to adequate and equitable educations opportunities; and 4) issues beyond schools, race, and money that affect educational outcomes.
CCMD 803: Problem Based Learning 1	MED	1		Students in this course work in facilitated groups to apply basic science concepts and principles to solve problems pertaining to clinical cases. Students are expected to develop and demonstrate independent and self- directed learning skills and group communication skills.
CCMD 812: Physical Diagnosis and Clinical Integration (PDCI) 2	MED	3		PDCI 2 will advance medical students' knowledge of clinical medicine. Students will develop skills including medical communication, data gathering, and strengthen physical examination techniques. Furthermore, students will further develop skills to generate comprehensive health issues, differential diagnosis, and detailed assessments while integrating basic science concepts into clinical medicine.
CCMD 813: Neuroscience and Human Behavior	MED	7		Neuroscience and Human Behavior will advance students' knowledge and clinical skills related to the structure and function of the human central nervous system. Students will learn how to recognize and identify treatment options for neurological diseases and dysfunctions.

Title	College	Credits	Prerequisites	Catalog Description
CCMD 814: Health Care Ethics	MED	2		Health Care Ethics introduces medical students to an integrated approach to medical-ethical, legal, and spiritual aspects of health care. Learning events include didactic and online lectures about basic principles and concepts, small-group discussion of cases, and large-group interactive case discussions.
CCMD 821: Physical Diagnosis and Clinical Integration (PDCI) 3	MED	5	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	PDCI 3 will advance medical students' knowledge of clinical medicine. Students will further develop skills including medical communication, data gathering, and strengthen physical examination techniques. Additionally, students will improve skills in developing comprehensive health issues, differential diagnosis, and detailed assessments while integrating basic science concepts into clinical medicine.
CCMD 823: Problem Based Learning 2	MED	3	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	Students in this course work in facilitated groups to apply basic science concepts and principles to solve problems pertaining to clinical cases. Students are expected to develop and demonstrate independent and self- directed learning skills and group communication skills.
CCMD 824: Comprehensive Basic Medical Science Exam	MED	3	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	The Comprehensive Basic Science exam assesses second-year medical students' preparedness to sit for the United States Medical Licensing Examination (USMLE) Step 1, which is the first step in the licensure process of becoming a physician. The Comprehensive Basic Science Exam assesses students' overall knowledge of the foundational sciences.
CCMD 825: United States Medical Licensing (USMLE) Step 1 Prep	MED	6	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	This course includes students' independent study and preparation for the United States Medical Licensing Examination (USMLE) Step 1 examination, the first step towards medical licensure. Students must demonstrate their overall knowledge of the foundational sciences that are critical to the practice of medicine by earning a passing grade on the Step 1 examination.
IMMB 301L: Basic Medical Microbiology Laboratory	MED	1	IMMB 150 and BIOL 219 with a minimum grade of C- in both and students must be enrolled in IMMB undergraduate program.	Laboratory exercises on the study of pathogenic microorganisms and clinical laboratory techniques.

Title	College	Credits	Prerequisites	Catalog Description
IMMB 310L: Bacterial Pathogenesis Laboratory	MED	1	IMMB 410 with a minimum grade of C- and students must be enrolled in the IMMB Program.	Laboratory exercises for understanding mechanisms of microbial pathogenesis as it relates to human infectious disease.
IMMB 420L: Molecular Immunobiology Laboratory	MED	2	IMMB 320 with a minimum grade of C- and students must be enrolled in the IMMB Program.	Laboratory exercises designed to complement IMMB 420 and understand molecular mechanisms and signaling pathways employed by the immune system to initiate and sustain immune responses against pathogens.
PALM 812: Mechanisms of Human Disease (PATH) 1	MED	3		Pathology is the study (logos) of disease (pathos). It includes the structural, biochemical, and functional changes in cells, tissues, and organs that underlie disease. The purpose of this course is to introduce students to the morphologic, molecular, microbiologic, and immunologic techniques to identify the signs and symptoms manifested by patients.
PALM 820: Mechanisms of Human Disease (PATH) 2	MED	7	Medical students must satisfactorily pass all first-year M.D. Degree courses to enroll in this course.	Pathology is the study (logos) of disease (pathos). It includes the structural, biochemical, and functional changes in cells, tissues, and organs that underlie disease. Pathologists use morphologic, molecular, microbiologic, and immunologic techniques to explain the whys of the signs and symptoms manifested by patients. Pathology serves as a bridge between basic science and clinical medicine, and as the foundation for
MDIA 610: Disruptions Trends in Media Enterprise	RCM	3		In this course students will analyze the current state of media, understand the complexities of social media algorithms and the impact that has on how news is distributed via various platforms. Students will also analyze online and offline journalism, business models and the political impact of media.
MDIA 614: Audience Development	RCM	3		This course looks into a publication's past, currently, and future audience. This course emphasizes an audience-first strategy for all facets of newsroom production — from story selection to storytelling and distribution. It will also look at new ways to engage the audience and community members.
MDIA 618: Community Journalism	RCM	3		This course focuses on understanding the role of local news as central to a healthy community with an informed citizenry. We will review the traditional roles local journalism as well as focus on important new roles for local journalism such as hosting and moderating community dialogue, increasing news literacy, building trust and engaging with a community.

Title	College	Credits	Prerequisites	Catalog Description
MDIA 619: Coding for Newsrooms	RCM	3		Web programming and storytelling for digital audiences. Students will use HTML, CSS, PHP, and MYSQL while learning how to operate and customize content management systems for digital publishing. Students will also design, storyboard, and script an interactive storytelling project that includes incorporating text, graphics and database information into interactive products.
MDIA 620: Next Gen News Analytics	RCM	3		Next Gen Analytics explores how news media are utilizing digital measuring tools, audience data, and metrics. Students will analyze data- centric trends in journalism, understand how analytical data is collected, and analyze and evaluate different metric types.

To: Faculty Senate Executive Committee

From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee

Date: April 27, 2020

Re: New Courses Report

Title	College	Credits	Prerequisites	Description
FDM 335: Apparel Design Studio II	AGFOR	3	FDM 250 with a minimum grade of C	Apparel Design Studio II builds on the knowledge and skills developed in Apparel Design Studio I by exploring advanced flat pattern techniques.
ASTR 601: Graduate Astrophysics Seminar	AS	1		This two-semester class is designed for first-year physics graduate students interested in studying astrophysics. The course provides students access to introductory material they will need for the rest of their graduate astrophysics courses and research, including order-of-magnitude estimates, coordinate systems, blackbody radiation, radiative transfer, stellar structure and evolution, statistics, compact objects, relativity, and cosmology.
BIOL 448: Plant-Microbial Interactions	AS	3	BIOL 221.	An exploration of how dynamic linkages between plants and soil microbes shape biological function at the organismal, ecosystem, and global scales.
CLAS 250: Language for Health Professions	AS	3		Teaches the various connections between medical terms and the grammatical structures of Latin and ancient Greek. Focus is on showing students the systematic ways in which the English language has borrowed from Ancient languages to develop its medical vocabulary.
COMM 511: Research Methods for Non-Profit Organizations	AS	3		Advanced research skills applicable to non-profit organizations including precise, effective use of discipline-specific databases and grant-seeking research.
LANG 423: Teaching English Overseas	AS	3		Teaching English Overseas is an introductory course focusing on the principles and practices of teaching English as an international language.

Title	College	Credits	Prerequisites	Description
MATH 471: Stochastic Methods for Mathematical Systems Biology	AS	3	MATH 470 and STAT 215 with a minimum grade of C- in each or department permission.	This second course introduces students to stochastic models and simulation methods used in molecular systems biology. The core of the course deals with the application of probabilistic (stochastic) models to a class of biological processes, with emphasis on Monte-Carlo simulations of biochemical reactions inside cells. Students will learn to implement a variety of stochastic algorithms in Matlab or another language.
BCOR 200: Faculty-Led Study Abroad	BE	3		This course incorporates a study abroad program with an emphasis on examining the conduct of business in foreign countries. Students will obtain first-hand experience in communicating with business professionals, business school students, and other constituencies. This course is geared towards allowing students who are interested in growing a career in international business to explore foreign economic, social, and cultural environments.
MICB 812: Immunity, Infection and Disease (MICRO) 1	MED	4		The overall objective of this course is to understand the biology of diseases caused by microbial infection and the immune response that follows microbial infection in humans. The first section of the course will review the cells, tissues, and functions of the vertebrate immune system; the second section reviews the basic structure, physiology, and genetics of classes of infectious microorganisms.
MICB 820: Immunity, Infection and Disease (MICRO) 2	MED	4	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	The overall objective of this course is to understand the biology of diseases caused by microbial infection and the immune response that follows microbial infection in humans. The first section of the course will review the cells, tissues, and functions of the vertebrate immune system; the second section reviews the basic structure, physiology, and genetics of classes of infectious microorganisms.

Title	College	Credits	Prerequisites	Description
PCOL 812: Medical Pharmacology 1	MED	3		Pharmacology 812 provides the foundational knowledge of pharmacology and therapeutics, then continues with systems- based drug information for the immune system and the nervous system. This course integrates the basic knowledge of drug action with the practical use of and problems associated with pharmacotherapy in clinical practice.
PCOL 820: Medical Pharmacology 2	MED	5	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	Medical Pharmacology 820 integrates the basic knowledge of drug action with the practical use of and problems associated with pharmacotherapy in clinical practice. Pharmacology integrates knowledge of anatomy, biochemistry, physiology, microbiology, immunology, and pathology into an understanding of the actions of drugs. Content coverage is by organ system, including renal/cardiovascular, respiratory, blood, endocrine, reproductive, musculoskeletal, and gastrointestinal.
PSIO 775: History of Physiology	MED	1		This course will examine historical and seminal papers that have shaped the course of physiology research and that provide the foundation for our current understanding of various physiological systems.
PSIO 820: Principles of Medical Physiology	MED	5	Medical students must satisfactorily pass all first-year MD Degree courses to enroll in this course.	Principles of Medical Physiology examines the functions of the human body required for the study of clinical medicine with an emphasis of the connections of physiology to pathology and pharmacology. Topics include the physiology of muscle, cardiovascular, renal, pulmonary, gastrointestinal and endocrine systems. The course also includes integration of physiological principles to special situations (pregnancy, aging, exercise, stress).
TSCT 110: Formwork	PS	1		This hands-on course provides a basic working knowledge of concrete formwork. Topics included are installation of job-built and manufactured forms, bridge forms, hardware, concrete stairs, layout, and setting of walls and decks.

Title	College	Credits	Prerequisites	Description
TSCT 111: Safety in Construction Trade	PS	2		This course provides entry level construction workers with a general awareness on how to recognize and prevent hazards on a construction site. The training covers a variety of construction safety and health hazards that workers may encounter at a construction site. Students earn both OSHA10- hour Construction Industry and basic First Aid/CPR certifications.
TSCT 112: Framing and Installation	PS	2		This class teaches how to frame all aspects of a building, including stairs, floors, doors, walls, roofs and ceilings. Students learn about construction materials, geometry and power tools.
TSCT 113: Aerial Lifts and Rigging	PS	1		This course provides safe work practices for powered industrial trucks with aerial and scissor lifts. Training covers the fundamentals to perform rigging or signaling work in conjunction with the hoisting or lowering of materials on the outside of a building with hoisting equipment.
TSCT 114: Drawings Blueprint Reading	PS	1		This course will build upon the students' basic mathematical skills and knowledge to accurately read and interpret blueprints. This ability will lead to accurate calculations and measurements leading to the success of the construction project.
TSCT 115: Scaffolding Qualification	PS	2		This course provides an overview of the uses and work roles in scaffold erection as well as an overview of the different types and requirements of scaffold systems.
TSCT 116: Introduction to Welding	PS	2		A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes as used in construction.

Title	College	Credits	Prerequisites	Description
TSCT 117: Flooring 1	PS	1		Students will be introduced to the several different types of materials available for laying a new floor or replacing an old floor. Students will learn how to install vinyl composition (VCT) and ceramic tile using proper planning, layout, and appropriate use of hand and power tools. Students will also learn techniques needed to install cove base.
TSCT 118: Advanced Framing	PS	1	TSCT 112 with a minimum grade of C	This course will stress job planning as well as building of shaft and separation walls.
TSCT 119: Heavy Highway	PS	2		Heavy and highway carpenters are experts who put a high value on effective training and customer service. This class stresses teamwork, communications, technical proficiency, and safety.
TSCT 120: Construction Internship	PS	1 to 18		This course consists of paid on the job training, internship, or practicum performed in a business, industry, trade, or technical career setting within the student's occupational area. The on-the-job-training component is converted to credit hours at a ratio of 160:1. Contact hours experienced through on-the-job training will be verified by an employer or apprenticeship official.
TSCT 210: Interior Stair Framing	PS	1	TSCT 114 with a minimum grade of C	This course will identify the various types of stairs; define basic stair parts and terms; calculate the rise-run ratio, number and size of risers, and stairwell length; prepare sketches of the types of stringers; stringer layout for a given stair rise and run; and list prefabricated stair parts that are commonly available.
TSCT 211: Advanced Drawings Blueprints	PS	1	TSCT 114 with a minimum grade of C	The emphasis of this course is on visualizing complex three- dimensional parts from two dimensional drawings and reading additional supplemental information from different kinds of drawings.

Title	College	Credits	Prerequisites	Description
TSCT 212: Ceilings	PS	2		This hands-on course introduces students to codes and industry standards related to exposed-grid ceiling installations. Topics covered are materials identification, job planning, print reading, laser technology, layout, and installation of exposed- grid ceilings.
TSCT 213: Pile Driving	PS	2		Students learn to drive steel, concrete, or wood piling into the earth during the early stages of construction. This skill is crucial to both a project's success and the safety of workers since the piling is necessary to hold back the earth during excavations; to set up the foundation of skyscrapers, highways, and bridges; and to build docks and wharfs.
TSCT 214: Optics	PS	2		This class is an overview of leveling and optical tools used in construction. This course covers setup and operation of a theodolite and its application to field layout.
TSCT 215: Doors and Hardware	PS	1		This hands-on course covers all aspects of door and frame preparation and installation. In addition, industry standards and codes for hardware installation will be covered.
TSCT 216: Flooring 2	PS	2	TSCT 117 with a minimum grade of C	Simple and complex installation of vinyl composition tile (VCT), sheet vinyl, and linoleum. Students will also learn proper planning, layout, and techniques for these types of flooring materials and all hand and power tools required.
TSCT 217: Rigging Qualification	PS	2		This course covers construction rigging hardware, procedures, and load calculations in compliance with OSHA and state regulations. Qualification cards will be issued upon successful completion of written exams and hands-on live crane signaling operation.

Title	College	Credits	Prerequisites	Description
TSCT 218: Healthcare Construction	PS	1		Course covers best practices in Healthcare Construction and how to contain pathogens, control airflow, protect patients, and work without disrupting adjacent operations. Students learn how to classify work areas to minimize risks and how to understand and adhere to ICRA protocols.
TSCT 219: Fire Stopping	PS	1		This class teaches the correct techniques for the installation of fire stop materials as required by building codes.
TSCT 220: Fall Protection	PS	1		This course addresses safety requirements when working from an elevated area such as stairs, ladders, scaffolds, aerial lifts, and steel erection. It also addresses how to use, inspect, and maintain personal protective equipment.
MDIA 689: Community Based Field Experience	RCM	3		This course focuses on placing students with a community media publication to identify best models for audience development, digital subscriptions, analytics, digital content strategy, community outreach and engagement that will lead to long-term sustainability within the media industry.
ELET 415: Mechatronics	TE	4	GNET 410 and ELET 315 with a minimum grade of C in each or consent.	This course provides an introductory experience into the design of mechatronic systems and centers around a laboratory experience in which students design and build a succession of mechatronic subsystems, leading to an integrated system in a final project. Laboratory experiments will be done interfacing Python's programming Raspberry Pi with use of associated sensors and actuators.

To: Faculty Senate Executive Committee

From: Ednilson Bernardes, Chair, Senate Curriculum Committee

Date: March 23, 2020

Re: Course Changes and Deactivations Report

Course	Field	Old	New
	Catalog Prerequisites	ACE 315.	ACE 215 and ACE 310 with a minimum grade of C- in both.
ACE 488	Justification for Course Change		The faculty reviewed the scope and sequence of courses for the Coaching and Performance Science major. We are adding pre-reqs on several practicum courses to ensure students have the pre-requisite knowledge to be successful in those courses. We also needed to complete some "house keeping" tasks such as ACE 315 was modified to ACE 215 almost two years ago. ACE 315 was the pre-req on ACE 488 which needs to be modified to ACE 215 as the pre-req on ACE 488. And, ACE 310 is a basic teaching methods course which need to be a pre-req to the coaching practicum ACE 488.
		Economic analysis of natural resource and environmental problems; management of	Economic analysis of natural resource and
ARE 410	Catalog Description	renewable and non-renewable resources and environmental amenities; market failure, externalities, benefit-cost and risk analysis; property rights and the taking issue.	and non-renewable resources and environmental amenities; market failure, externalities, benefit-cost and risk analysis; property rights and the taking issues.
	Catalog Prerequisites	(ARE 401 and ARE 402) or ECON 301 or consent.	ARE 220.
	Justification for Course Change		This is now the appropriate pre-requisite.

BIOS 601

no change

	Course Number	712	816
	Catalog Description	Introduction to causal inference, study design, common statistical tests, interpretation of epidemiological studies (chance, bias, condounding), occupational health, health care systems, administrative aspects of health care, preventive medicine, social influences on health, and international health.	Public Health will introduce students to the basic concepts of population health. Students will advance their knowledge about epidemiology and public health systems, which impact the quality of patient care. Students will also advance their ability to interpret population health studies, which may inform strategies to target and reduce both regional and global healthcare disparities.
	Course Code	CCMD 712	CCMD 816
CCMD 816	Course is Variable Credit	Yes	No
	Credit Hours	0 or 3	2
	Justification for Course Change		The MD degree Curriculum Committee recommended moving content for CCMD 712 Public Health, including students' self-directed learning activities, to the summer term as an exclusively online course. The content was also reduced by removing biostatistical content and embedding it into other MD degree courses, such as Physical Diagnosis and Clinical Integration. Accordingly, the Public Health course director transition the course to an online format.

	Catalog Prerequisites	Physical chemistry.	CHEM 341 or (CHEM 346 and CHEM 348).
CHEM 422	Justification for Course Change		The course prerequisites were never updates in BANNER. The catalog lists "physical chemistry" as a prerequisite, but does not refer to a specific course. The department offers two versions of physical chemistry that are acceptable as prerequisites, this course change is officially adding them.

Course Field	Old	New
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	Full Title	Introduction to Community Dentistry	Dental Public Health 1
	Credit Hours	0 or 2	2
DENT 715	Justification for Course Change		The term community dentistry is just a subset of all areas encompassed by dental public health and therefore is no longer appropriate. Dental public health includes population-based dentistry, research, oral health surveillance, policy development, and community-based disease prevention and health promotion.

	Full Title	Community Dentistry	Dental Public Health 2
	Catalog Prerequisites		DENT 715.
DENT 730	Justification for Course Change		The term community dentistry is just a subset of all areas encompassed by dental public health and therefore is no longer appropriate. Dental public health includes population-based dentistry, research, oral health surveillance, policy development, and community-based disease prevention and health promotion.

	Subject Code	LARC - Landscape Architecture	ENCP - Environmental and Community Planning
	Course Code	LARC 565	ENCP 460
ENCP 460	Justification for Course Change		Changed the course subject code and number from LARC 565 to ENCP 460 for the following reasons:- 400 level makes it less restrictive and more accessible to undergraduate students, the predominant target of the course- a better fit for the new Environmental and Community Planning (ENCP) curriculum

Course	Field	Old	New
	Full Title	Apparel Production and Fit	Apparel Construction
	Catalog Description	Basic principles of apparel production, pattern alterations, and fitting. CAD introduction.	Basic principles of garment construction. Use of industry methods to analyze, develop, and assemble garments.
	Course Code	FDM 230	FDM 132
	Credit Hours	0 or 3	3
	Catalog Prerequisites	FDM 140 and (MATH 124 or higher) and PR or CONC: FDM 130 and fashion design major.	FDM majors only or Department Approval.
FDM 132	Justification for Course Change		FDM 230 to 132 FDM 132 needs to be restricted to FDM majors only (or departmental approval) otherwise any student on campus will be able to enroll The course changes:• To be taught in the Freshman year spring semester instead of fall semester Sophomore year. o This is to promote excitement and engage the Fashion Design students earlier in their chosen Fashion Design track (retention). • Course # change from FDM 230 to FDM 132. o This is necessary to reflect the change from a Sophomore level course to Freshman level course.• All prerequisites will be removed. o There is no need for prerequisites since it is in the Freshman Year spring semester.• The "and Fit" portion of the title will be removed to read Garment Construction. o There is no need for the "and Fit" portion of the title since it is not a primary focus in the course.

	Full Title	Figure and Fabric Drawing	Fashion Illustration and Tech Design I
	Transcript Title	Figure Fabric Drawing	Fash Illust Tech Design I
FDM 135	Catalog Description	Basic examination and analysis of illustration techniques related to the human figure and various fabrics.	Methods of communicating apparel production and fashion themes through fashion illustration, technical drawing, and fabric rendering using traditional and digital methods.
	Catalog Prerequisites		FDM Majors Only or Department Approval.
	Justification for Course Change		Technical applications have been added to meet industry expectations upon graduation.

Course	Field	Old	New
	Full Title	Flat Pattern Design	Apparel Design Studio 1
	Catalog Description	Creative expression through pattern design is studied using the flat pattern method. Original apparel is designed and constructed.	Creative expression through the introduction of pattern development is studied using the flat-pattern method. Original apparel is designed and constructed.
	Catalog Prerequisites	FDM 210 and FDM 220 and FDM 230.	FDM 132 and FDM 211 with a minimum grade of C- in both.
FDM 250	Justification for Course Change		The change in the name of the course will better indicate the progress of the student as they advance through the Apparel Design Studio courses. Design process skills and pattern development (a combination of drafting, flat, and draping) are deepened as they proceed. This will allow the instructor to make changes in the content of the course as the fashion industry evolves.

	Full Title	Draping	Apparel Design Studio 3
	Catalog Prerequisites	FDM 235 and FDM 330.	FDM 335 with a minimum grade of C
FDM 350	Justification for Course Change		The change in the name of the course will better indicate the progress of the student as they advance through the Apparel Design Studio courses. Design process skills and pattern development (a combination of drafting, flat, and draping) are deepened as they proceed. This will allow the instructor to make changes in the content of the course to keep the course current with the fashion industry.

	Catalog Prerequisites	FIN 737.	
FIN 741	Justification for Course Change		The pre-requisite material is now part of this course. The pre-requisite course does not exist.

Course	Field	Old	New
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	Full Title	Natural Resources	Climate and Sustainability
GEOG 205	Catalog Description	Introduces the concept of natural resources and surveys such topics as land, soil, rangeland, forests, water, atmosphere, minerals, and energy. Emphasis is on the United States within the context of the global environment.	Examines the sustainability of natural resources in the context of global climate change. Emphasis is on the sustainability of food, water, energy, and other resources in the United States within the context of the global environment.
	Justification for Course Change	CHange from GEC #4 to GEF#4.	Department is seeking to update the course title

IMMB 301	Credit Hours	4	3
	Catalog Description	Combined lectures and laboratory exercises on the study of pathogenic microorganisms and clinical laboratoy techniques.	Lectures exercises on the study of pathogenic microorganisms and clinical laboratory techniques.
	Justification for Course Change	A second prerequisite has been added to the course.	A new lab course (IMMB 301L) is also in CIM, with a separate instructor. Since the lab will be removed from this course, we will need to reduce the credit hours to 3. A revised syllabus is attached, reflecting this.

	Catalog Prerequisites	IMMB 410 with a minimum grade of C	IMMB 410 with a minimum grade of CMinimum requirement of General Microbiology (IMMB301) or equivalent Microbiology/Bacteriology course as determined by course coordinator.
IMMB 310	Credit Hours	4	3
	Justification for Course Change	A prerequisite is necessary for this course and was not added in initially.	A new lab course (IMMB 310L) is also in CIM prerequisite is necessary for approval for 1 credit hour, with a separate instructor. Since the lab will be removed from this course, we will need to reduce the credit hours to 3. A revised syllabus is attached, reflecting this.

Course	Field	Old	New
	Credit Hours	5	3
IMMB 420	Justification for Course Change	A prerequisite is necessary for this course and was not added in initially.	A new lab course (IMMB 420L) is also in CIM for approval for 2 credit hour, with a separate instructor. Since the lab will be removed from this course, we will need to reduce the credit hours to 3. A revised syllabus is attached, reflecting this.

IMMB 484	Justification for Course Change	A prerequisite is necessary for this course, but was not added in initially.	We added the additional Capstone Form information for Degreeworks. This was not showing up in the Capstone section of Degreeworks.
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	Full Title	Numerical and Symbolic Methods in Mathematics and Statistics	Introduction to Programming and Computational Mathematics
	Transcript Title	Numercl/Symbolc Meth-Math/Stat	Intro to Computational Math
	Catalog Description	Data manipulation, data visualization in two and three dimensions including animation, scientific programming using a high level language, symbolic manipulators and other packages. Applications to problems in mathematics and statistics. (Equivalent to STAT 222.)	An introduction to programming and computation in the Matlab environment with applications to the mathematical sciences.
MATH 322	Course Code	MATH 222	MATH 322
	Catalog Prerequisites	MATH 156 with a minimum grade of C	MATH 251 with a minimum grade of C
	Justification for Course Change		The change in the Math 222 course is being requested for the following reasons:1) to update the prerequisite from only Math 156 to Math 2512) The course will be part of the Area of Emphasis in Mathematics Education and other area of emphases3) Help bring the new Bachelor of Science and Mathematics Education Area of Emphasis in compliance with over 50% of the degree at or above the 300 level.

Course	Field	Old	New
	Full Title	Health Policy, Finance, Ethics	Leadership/Policy/Ethics
	Catalog Description	Study of how health policy, the organization and financing of health care, and ethical principles shape professional practice.	An exploration of the concept of leadership in the advanced practice role and application of these leadership behaviors to health care policy and ethical decision making.
	Catalog Prerequisites	NSG 622.	NSG 627.
NSG 628	Justification for Course Change		This course was previously used in a stand alone MSN program that was not offered for a few years when the program was changed to a BSN to DNP program. The BSN to DNP program was recently differentiated, and are now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.

SM 370	Justification for Course Change		Just adding the Web-based option for summer classes in addition to the lecture-based (spring semester).(the class will be offered via web in summer: It has been offered via web in summer before)
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Course Deavtications

BIOS 602	Applied Biostatistics Lab
CPE 434	Computer and Data Networks
EE 225	Circuits 2
GEOL 284	Mineralogy
GEOL 285	Introductory Petrology
JRL 235	Electronic Media and Society
JRL 472	Advanced Interactive Design
PROS 689	Advanced Prosthodontics Theory

From: Ednilson Bernardes, Chair, Senate Curriculum Committee

Date: April 27, 2020

Re: Course Changes, Administrative Approvals, Course Adoptions, and Deactivations Report

Code	Field	Old	New
ACE 475	Catalog Prerequisites	ACE 371 and ACE 372.	ACE 469 and ACE 473 and ACE 487 and HNF 200 with a minimum grade of C- in all.
	Justification		The course is designed to be a senior level practical experience for majors in the new Strength Conditioning AOE.

C&I 662	Full Title	Hypermedia in Learning	Principles and Practices for Connected Learning
	Catalog Description	Survey of theory, research, and application of hypermedia and the authoring language - Authorware.	This course is designed as a collaborative exploration of the changing nature of teaching and learning in the digital and connected world. Students will consider how to transform existing classrooms and curriculum to support Connected Learning.
	Justification		This course is no longer part of an existing program. The revised course will be a required course in the Teacher Leadership Master's Degree in the Digital Technologies and Connected Learning major.

	Full Title	Software Development	CI 663 Media Literacy and Digital Citizenship
C&I 663	Catalog Description	Principles and models of software design and the authoring language- HyperCard.	Design K-12 curriculum materials to support media literacy and digital citizenship.
	Course is Repeatable	No	Yes
	Catalog Prerequisites		None
	Justification		Courses need for new Master of Art degree program in Digital Technologies and Connected Learning

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Field

Old

New A

	Full Title	Selective Experiences in Medicine	Career and Professional Development Experiences
- CCMD 815	Course Code	CCMD 788	CCMD 815
	Catalog Description	The fourth year offers a wide range of opportunities. A one-month rotation in critical care, surgical subspecialty either a medicine, family medicine, or a pediatric subinternship and two months of a rural primary care rotation are all required in the fourth year. The student works with an advisor to select the remainder of the individual program. This program must also be approved by the associate dean in the Office of Student and Curricular Affairs. The year is composed of ten one-month blocks, four months of which must ve spent in programs in West Virginia. Selections are available in all departments within the School of Medicine. A catalog is availabe that list the specific guidelines for the fourth-year curriculum.	Students engage in self-directed learning experiences to meet the requirements of this course. These experiences may include research experiences, clinical experiences and community service experiences. Students select which experience(s) to complete. Students must reflect on how the experience(s) may inform their career and professional interests, which must be articulated in a reflection statement and submitted in their educational portfolio.
	Credit Hours	1 to 6	6
	Catalog Prerequisites	Satisfactory completion of the first three years of meducal curriculum.	
	Justification		The curriculum committee for the MD degree ascertained that medical students were completing more experiential learning hours than previously estimated. Medical students participate in research and clinical externships for at least 40 hours a week for 6 or more weeks. Accordingly, the curriculum committee modified the credit hours from 3 to 6, which is a more accurate estimate of students' experiential learning activities.

CDES 210	luctification	This edit is in response to the TACo pilot program. The learning
CD13210	Justification	outcomes have been included.

Code	Field
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CDFS 413	Full Title	Contemporary Issues in Family Relations	Stress in Families
	Catalog Description	Study of recent research findings in the major areas of family relationships. Topics include effects of family violence, substance abuse, poverty, and health. Pre-requisite(s) and/ or co-requisite(s) may differ on regional campuses.	Study of recent research findings in the major areas of family relationships. Topics include effects of family violence, substance abuse, poverty, and health.
	Catalog Prerequisites	Senior or graduate standing or consent.	CDFS 110 and CDFS 112 and CDFS 250 with a minimum grade of C- in each and Senior or graduate standing or consent.
	Justification		The course requires a base knowledge of child development and family studies, including theory, concepts, and research methods. Therefore, CDFS 110, CDFS 112, and CDFS 250 are being added as prerequisites.2/17/2020: This edit is in response to the TACo pilot program. The learning outcomes have been included and course title changed to reflect content.

	Full Title	The Art of Leadership in Early Childhood	Leadership in Early Childhood
CDFS 420	Catalog Description	The course will prepare students to develop effective leadership skills in early childhood settings, advocate for children and families and develop collaborative partnerships	This course provides information on developing effective leadership skills in early childhood settings, advocating for children and families, and developing collaborative partnerships.
	Justification		This edit is in response to the TACo pilot program. The course title, catalog description, and learning outcomes have modified.

CDFS 421	Justification	This edit is in response to the TACo pilot program. The learning outcomes have been included.

Code	Field	Old	New Annex IV, Page 4 of 12
CIS 100	Catalog Description	Introductory survey of the needs for and roles of computer information systems in business organizations. Emphasis is hardware functions, systems development, DOS, Windows, and computer operations.	This course introduces the world of computers and Information Technology to offer students insight into college career options.
	Justification		The catalog description and course learning outcomes have been revised to better correspond with the current CIS curriculum, and to reflect new developments in the field of computer information systems.

CPE 421	Catalog Description	Advanced family of processors (16, 32, 64 bit) studied in depth. Design and implementation of small embedded controllers. Register level programming with assembler language and C programs that reside and execute on the microcomputer. Use peripherals including serial I/O, parallel I/O, timers and interrupts. Design of basic interface circuitry and for the microcomputer. Design of small embedded systems around microcontroller board.	Advanced family of processors (16, 32, 64 bit) studied in depth. Design and implementation of small embedded controllers. Register level programming with assembler language and C programs that reside and execute on the microcomputer. Use peripherals including serial I/O, parallel I/O, timers and interrupts. Design of basic interface circuitry and for the microcomputer. Design of small embedded systems around microcontroller
	Credit Hours	0 or 4	4
	Justification		CPE 421 Embedded Systems is a follow-on course to CPE 320 and CPE 321 Introduction to Microprocessor Systems. The material in CPE 320/321 is essential for the students taking CPE 421.

Code	Field
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	Full Title	Community Dentistry	Professional Communication in Dentistry
DENT 752	Catalog Description	Seminars, pro-seminars, and field experience in selected topics of professional communication, health education, and the sociology and psychology of community health.	Seminars on statistics and scientific writing are presented during this three semester course with exercises in the interpretation of scientific articles; emphasis is placed on research project development, implementation and presentation of findings
	Course is Repeatable	Yes	No
	Justification		This course is primarily a research course in the dental curriculum that prepares students to be able to understand professional articles, conduct research and communicate research findings in dentistry. The course is taught by faculty in the department of dental practice and rural health, but dental public health is not the focus.

	Catalog Prerequisites	Sophomore standing.	
ECON 201	Justification	Transitioning course from GEC to GEF.	Correction should have been long ago. Plan of study for College of Bus Econ students is for them to take Econ 201 during their Freshman year second semester

ECON 225	Catalog Description	Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economics examples. (Equivalent to STAT 211.) (Not open to students who have completed STAT 215.)	Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression and correlation with emphasis on business and economics examples. (Not open to students who have completed STAT 215.)
	Justification	Transitioning course from GEC to GEF.	Removing from catalog that STAT 211 is equivalent. Whereas we will accept either ECON 225 or STAT 211 to fulfill our statistics requirement, they are two different courses.

Field

Old

	Catalog Proroquisitos	EE 221 and EE 222	CPE 271 and CPE 272 with a grade of $D_{\rm c}$ or higher
	Catalog Flerequisites		CFL 271 and CFL 272 with a grade of D- of higher.
EE 311	Justification		We are making the second prerequisite the introductory course in digital logic design (CPE 271). EE 311 is primarily about Programmable Logic Controllers (PLCs) and a background in basic logic operations is helpful for the students. CPE 271 is a sophomore level course and should have been taken by students enrolled in EE 311.

	Catalog Description	All BSEE students must complete 40 hours of community service. The successful BSEE student is expected to complete and evaluate service as a citizen of the local community.	All BSEE and BSCPE students must complete 20 hours of community service. The successful BSEE and BSCPE student is expected to complete and evaluate service as a citizen of the local community.
EE 400	Justification		We are reducing the number of community service hours from 40 to 20 since that many students, especially out-of-state and international students, do not have as many opportunities to engage in community service.

	Full Title	Fashion Design Portfolio	Senior Studio
FDM 430	Catalog Description	Techniques of portfolio presentation from introductory page through development of lines that focus on target consumer. Includes development of concept plates, illustrations, flats, and presentation plates.	The development of a cohesive fashion collection supported by a strongconceptual framework that demonstrates a high level of design, complex problem solving,understanding of target markets and individual design sensibility.
	Catalog Prerequisites	FDM 330 and FDM 350.	FDM 330 and FDM 350 and PR or CONC: FDM 432 with a minimum grade of C- in all.
	Justification		This course is important because it provides the student, an opportunity to practice design in a way that parallels what will be encountered in professional practice. Students will have the opportunity to further develop and construct a cohesive fashion collection supported by a strong conceptual framework that demonstrates a high level of design, complex problem solving, understanding of target markets and individual design sensibility.

 	Course is Repeatable	Yes	No
FDST 445	Justification		To keep it consistent with other sections of the same Food Microbiology course.

	Full Title	Advanced Finance	Advanced Corporate Finance
FIN 470	Catalog Description	Integrative course in finance to be taken during the final semester before graduation.	An integrative course which implements case studies to provide a practical and deep understanding of advanced corporate finance topics. Focuses on making financial projections and analysis to assist in providing economically relevant recommendations. Finance topics related to government and non-for-profit entities are introduced.
	Justification		Title change to reflect true content within the course. Update to course description.

Code

Field

New

	Course Code	HIST 200	HIST 302
-	Catalog Description	Students will acquire the skills to be an effective historian, including critically reading and analyzing primary and secondary sources, learning the basics of historiography, and creating an independent research topic. Students will write an original research paper and present their findings to the class.	Acquisition of the skills necessary to be an effective historian, including critically reading and analyzing primary and secondary sources, learning the basics of historiography, and creating an independent research topic.
HIST 302	Justification		After introducing the Hist 200 Practicing History course first as a 293 in 2015-16, and then as a regular 200 course in Fall 2016, I have begun to reassess the workload of the course, and the student population the course tends to serve. We offer 3 sections of the course (2 in the fall, and 1 in the spring). In terms of the workload, Practicing History is not a gateway, entry course for the History major, as much as it is a preparatory course for the Hist 484 capstone. Because we have such a flat major, and a large body of students tend to switch into the major as Sophomores and Juniors, students often take the Practicing History course as Sophomores and Juniors. Many have already completed their 100 level History survey courses and English 101 and 102. Thus the course's goal is to develop critical thinking, deep source analysis, and primary source research and writing analysis in particular. These skills are more in line with what students do in our 300/400 level courses, and thus it is rather unclear to students when registering for Hist 200 now that the course will require such heavy amounts of original research and writing. Thus changing it to a 300 level course provides more transparency to the level of work that students should expect.Furthermore, making the course a 300 level course conforms better to the Department of History's own definitions of work at the advanced level. According to our Department's guidelines, a 300 level course includes about 12-16 pages of writing. Practicing History students write an original research project that is around 10-12 pages along with several historiographical essays that can run 5-7 pages. Unlike in 100/200 level courses, which rely on textbooks and document readers, 300/ 400 level courses rely more on monographs, journal articles, and scholarly works. This more advanced level reading tends to conform with what students are doing in Practicing History now. Finally, balancing primary source research with a deeper dive into historiographical analysis are crucial to co

Code	Field

New

LANG 322	Catalog Prerequisites	LING 101 or LING 311 or equivalent.	
LANG 522	Justification		Course was deactivated - I'm reactivating.

	Course Code	MATH 283	MATH 303
	Catalog Description	Elementary logic, basic theory, relations and functions, equivalence relations and decomposition of sets, order relations, and cardinality. Emphasis on learning to prove theorems.	Elementary logic, basic theory, relations and functions, equivalence relations and decomposition of sets, order relations, and cardinality. Emphasis on learning to prove statements and theorems.
	Catalog Prerequisites	MATH 156 or consent.	MATH 156 with a minimum grade of C- or consent.
MATH 303	Justification		The course number is being proposed to change from 283 to 303 because the content of the course is mathematical proof in the context of number theory, set theory, and other foundational mathematics area such as algebra, trigonometry, and calculus. In addition, the course integrates problem solving when students are working on proving a mathematical statement. The course covers preliminary information needed for proofs like statements, logic operators, basic set theory, logic, for all and there exists statements, negation, and properties of logic. Since students spend the majority of the time with proving statements and has a foundation based on Calculus courses, we feel the course is at the 300 level instead of the 200 level. Most students take this class either at the end of their sophomore or beginning of their junior year.

Code	Field

New

MKTG 474	Catalog Prerequisites	MKTG 380 and MKTG 389 and MKTG 475 with a minimum grade of C- in all.	(MKTG 380 and PR or CONC: MKTG 389 and MKTG 475) with a minimum grade of C- in all.
	Justification	The title and course description has been updated to better reflect the growing need of the course. In the past, students participated in outside case competitions. Now students are working with companies to prepare a complete marketing/integrated promotions campaign. An internal competition is held.	Due to the course rotations, changing MKTG 389 and MKTG 475 to be a co-req will make it easier for students to complete the AoE.

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NSG 211	Justification	add ELO's

	NSG 212	Justification		add ELO's
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NSG 250	Justification	add ELO's
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	Course Code	NSG 381	NSG 281
NSG 281	Justification		Course was offered in past as Honors 205 B GEF 5. When sent through as general elective, the course level # of 381 was used, and the obj's are 200 level. Changing course #, to meet 200 level and then resubmit for 200 level GEF approval

NSG 310	Justification	add ELO's

NSG 311	Justification	add ELO's

NSG 312	Justification	add ELO's

Code	Field	Old	New	Annex IV, Page 11 of 12
NSG 320	Justification	add ELO's		
NSG 360	Justification	add ELO's		
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NSG 411	Justification	add ELO's		
NSG 412	Justification	add ELO's		
NSG 450	lustification	add FLO's]
100 100	Justinication			
NSG 460	lustification	add ELO's]
1130 400	Justification			

	Credit Hours	2	1
	Course is Repeatable	No	Yes
	Catalog Prerequisites		Public Health major, Graduate standing.
OEHS 665	Justification		The course was 2 credits offered in one semester, the summer, when students had time to make 4 plant visits without interference from other courses. Scheduling among the plants willing to cooperate were difficult in that single 3 month period. The change to a one credit course that can be taken multiple times allows for more flexible scheduling of tours and increases the number of tours and experiences the students can receive.

add ELO's

NSG 487

Justification

Administrative Course Approvals

Course	Credit Hours	Catalog Description	
FIS 385: Professional Internship Preparation	1	Development of professionalism in forensic science. Skills for career building and professional norms and behaviors will be presented. Students learn about internship sites, protocols for application, and expectations for on-the-job roles and behavior.	
WVUE 270: Effective Public Speaking	0 to 3	Designed for improvement of the student's speech based upon theory and demonstrated performance of voice and diction skills and public-speaking skills for effective communication in a variety of speaking situations.	

Course Adoptions

Course	Course Description	Camups
WGST 250: Women in Science	History of women in science and methods of gender analysis applied to issues facing women in science in the United States.	PSC

Course Deletions

GEOG 111	Environmental Geoscience Laboratory
SENG 611	Strategies for Software Development

To: Faculty Senate Executive Committee From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee Date: March 23, 2020 Re: Capstone Courses Report

Capstone Courses

		How will students demonstrate each of the following abilities			Capstone Comments		
Title	College	1. Gather material independently, as needed:	 Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers: 	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.	
IMMB 484: Senior Thesis	MED	Students will independently analyze recent peer reviewed literature relating to the field of immunology and/or medical microbiology to identify knowledge gaps in the current research and/or important clinical problems.	Based upon their review of the literature, students will identify current knowledge gaps in the scientific literature. They will develop their own independent scientific hypothesis that will attempt to fill these gaps and propose strategies to test their hypothesis. Students will write a research proposal explaining the significance of their proposed research, the scientific premise of their hypothesis and a strategy for testing their hypothesis. This activity will required them to integration of the basic immunology and medical microbiology knowledge with the technical lab and data analyses skills they have acquired during their undergraduate careers.	Each student is responsible for including an ethical consideration section in their grant proposal. In this section, they are responsible for reflecting on ethical issues associated related to their proposed research, such topics may include, but is not limited to, the discussion of: Research misconduct, animal care and use, use of human in research, plagiarism, and conflicts of interest.	Students are responsible for writing an NIH style research grant proposal based on their hypothesis. The grant proposal will include the following sections: Abstract, Specific Aims, Research Strategies (Significance and Approach), Ethical Considerations, and Bibliography. Weekly meetings will be used to explain what should be included in each section of the grant and peer review sessions. Drafts of each is section is submitted sequentially throughout the semester for peer and faculty review. A final draft is submitted at the end of the semester. The grant proposals are required to be between 2,500 and 3,500 words.	Students are required to prepare and present a series of short informal presentations in class throughout the semester. A formal poster presentation describing the significance of their proposed research, hypothesis and experimental approach is presented to faculty, graduate and undergraduate students in the department at the end of the semester as poster presentations. In a conference/symposium-like setting, students present their poster and field questions from members of the department.	

		How will students demonstrate each of the following abilities			Capstone Comments		
Title	College	1. Gather material independently, as needed:	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.	
RBA 401: Capstone	AS	RBA 401 is offered online and is structured in a modular format. While there is emphasis on collaboration in this capstone experience, each student is responsible for accumulating data on a area of interest on which to formulate and pursue their capstone project. There are three modules of this course specifically devoted to building independent research, analysis, and reasoning skills to specifically emphasize each student's ability to gather material independently.	RBA 401 combines experience from theoretical and practical backgrounds through a flexible capstone experience. Students from all walks of life have the ability to incorporate their academic, professional, and practical skill sets into this capstone. Additionally, each module within the capstone is designed to develop specific skills needed across disciplines and in professional environments. These specific skills include critical thinking, research, analysis, reasoning, communication and collaboration. RBA 401 also addresses higher taxonomies/theories such as perspective taking, self-reflection, and life-long learning.	RBA 401 is specifically designed to be a flexible capstone experience for non-traditional students from any academic and professional backgrounds. With the capstone experience needing flexibility and range, it was determined that the capstone projects would be formed to address broad, overarching issues which could be tailored toward specific fields. Two of these broad, overarching issues are ethics in practice and community development through service. Ethics in practice is a practical/applicable capstone project which allows students to specifically address/ resolve an ethical issue in their field of study. Community development through service is a community/service based capstone project which involves using academic and experiential knowledge to enact a change/ project within community or organization. This may also involve program evaluations and the implementation of a solution-focused project.	As RBA 401 is an online course, the written component of the capstone is completed in close collaboration with both peers and the instructor. The written component of the capstone experience may be done differently for individual students within the course. This is due to the fact RBA students have multiple different academic backgrounds and varying experience in writing. The written component of RBA 401 is meant to build on the writing skills learned in RBA 301. Research and analysis are both addressed at the beginning of the course to teach fundamental research skills while a low-risk assessment of each students ability to research independently. Within the first six modules of the course, the students begin to gather articles and develop their bibliographies. When constructing the final capstone paper, students will meet with the instructor via virtual conference every two weeks to provide feedback on the written and oral communication are also addressed within the course via the PACT framework. When writing the capstone paper, students are expected to incorporate both academic articles/resources and reflective/practical knowledge. Bridging the gap between practical and academic knowledge is the primary objective for the written component of RBA 401.	RBA 401 specifically focuses on oral communication skills and presentation skills outlined within the PACT framework. Seeing as RBA 401 is an online course, we were creative with how students would orally present the findings of their capstone projects. Throughout the course, students will build presentation skills and confidence through a series of assignments in which they must record themselves presenting information. This includes talking about their projects as well as marking themselves professionally. Within the course, there is an entire week/module devoted to oral communication and developing public speaking/presentation skills. We also plan to assess student self- efficacy in these abilities three times throughout the course. The final capstone will be presented via virtual conference or video chat and sent to the instructor and group member for review. By the time students complete the final virtual presentation of their capstone, they will have developed skills to also orally communicate/collaborate electronically.	

To: Faculty Senate Executive Committee From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee Date: April 27, 2020 Re: Capstone Courses Report

Capstone Courses

		How will students demonstrate each of the following abilities			Capstone Comments	
Title	College	1. Gather material independently, as needed:	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
NSG 411: Nursing in Complex Community Systems	NSG	identify problem, gather data in community setting, plan and provide teaching intervention to chosen community	utilize data , and learned knowledge to formulate plan of care and process of delivery of capstone project	Evaluate original data, use of interventions and learned outcomes of chosen population pre and post project delivery	Capstone paper in APA format and project presented to both chosen community and in class presentation	Oral presentation of project to chosen population and to in class peers

TO: Faculty Senate FROM: Ednilson Bernardes, Chair Faculty Senate Curriculum Committee DATE: April 27, 2020 RE: Graduate program reviews from Graduate Council February 20, 2020

- 1. Program proposals
 - a. <u>New intent to plan Certificate</u> in Adult Gerontology Acute Care NP (1221)
 - Graduate Council action: Approved
 - b. <u>New Certificate</u> in Health Data Science (1143)
 - Graduate Council action: Approved
 - c. Program changes in MS Chemistry (207)
 - Graduate Council action: Approved
- 2. New business: Graduate Council terms, Dual Degree Policy
 - Graduate Council action: Approved

To: Faculty Senate Executive Committee From: Lesley Cottrell, Chair, GEFCO Date: March 23, 2020 Re: GEF Actions

The General Education Foundations Committee met on March 2, 2020 and recommends the following course for Faculty Senate approval:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
MATH 154: Calculus 1b with Precalculus	New GEF	F2A: Science & Technology (no lab)	2d: Quantitative Literacey

Last Name	First Name	Constituency	Current Senator	Committee
Castro Gregory	Lidiane	Center for Service and Learning	no	Service (ex officio)
Fleming	Scott	Chambers College	yes	Research & Scholarship

Standing Committee Membership Changes 2019-2020

Changes to CIM Programs

Rationale

The following changes to CIM are being proposed in order to:

- increase the rigor of reviewing the viability and curriculum of proposed new programs
- establish a parallel process for both graduate and undergraduate programs.

To accomplish these goals, the approval workflow in CIM will be changed so that Intents to Plan will go to the Department Chair (with an fyi email notification to the AA Deans), College or School Dean, and relevant Associate Provost, and the Vice Provost.

The workflow for program proposals will remain as is with Faculty Senate approval required for final approval all undergraduate program proposals and Graduate Council providing final approval for all graduate and professional program proposals.

The changes to the process detailed below will be discussed with Faculty Senate's leadership, the Faculty Senate Curriculum Committee, the Provost's Council, the Graduate Council, and the Graduate and Undergraduate Assistant and Associate Deans. All relevant groups will be asked to provide input.

The proposed changes preserve the integrity and rigor of the current process while allowing for the addition of several new fields in CIM.

Intent to Plan

- 1. How does the proposed program align with the mission of the university?
- 2. Provide a concise and specific summary of the course content and potential learning outcomes for the proposed program.
- 3. Provide a draft of the proposed curriculum which indicates how many existing courses will be used as well as the number of new courses that will be needed for the new program.
- 4. Provide the proposed admission standards for the new program.
- 5. Provide a target enrollment number that the program expects to reach by the end of the third full academic year of having had students enrolled.
- 6. Using data from JobsEQ, Hanover, and/or a similar *external* data source, provide a summary and analysis of other institutions within WVU's main recruiting region (as determined by Enrollment Management) that offer similar degree programs, how many degrees are being awarded, and at what level (associates, bachelors, and post-grad) and if there is an award gap or surplus. If a program wishes to use a custom recruiting region that can be discussed with the Provost's Office.
- 7. Using data from JobsEQ, Hanover, and/or a similar *external* data source, provide a summary and analysis of what occupational opportunities there are for program graduates within WVU's main recruiting region, what the past growth in those occupations has been, what the predicted future growth for those occupations is, and what the number of current open jobs ads is. If a program wishes to use a custom recruiting region that can be discussed with the Provost's Office.
- 8. Upload the report used for questions 6 and 7.

- a. You may contact the Provost's Office, Teaching and Learning Commons (Office of Assessment Support), WVU Online (for online programs) or JobsEQ license holders within the college for assistance in obtaining this report.
- 9. NOTE: New programs typically involve the deployment of resources in the form of, for example, funds, personnel (faculty and staff), facilities, equipment, library resources, support services, and other operational costs. Those resources can come from a combination of new resources or redeployed resources. In proposing a new program, academic units should consider the viability of existing programs and the resources dedicated to them, with consideration given to the potential redeployment (both immediate and over time) of resources from less viable programs to the proposed new program. NO RESPONSE FIELD SIMPLY A TEXT NOTE
- 10. Please provide a staffing chart showing staffing for the courses in the major during a regular rotation.
- 11. Based on the staffing chart above, what specific *new* personnel (faculty and/or staff) will be needed to deliver the proposed program?
- 12. Based on the staffing chart above, what specific personnel (faculty and/or staff) from what specific programs and at what timeframe will be reallocated from existing programs to support the proposed program?
- 13. What specific new facilities and equipment will be needed to deliver the proposed program?
- 14. What specific facilities and equipment from what specific programs and at what timeframe will be reallocated from existing programs to support the proposed program?
- 15. What specific new library resources will be needed to deliver the proposed program?
- 16. What specific library resources from what specific programs and at what timeframe will be reallocated from existing programs to support the proposed program?
- 17. What specific *new* support services will be needed to deliver the proposed program?
- 18. What specific support services from what specific programs and at what timeframe will be reallocated from existing programs to support the proposed program?
- 19. Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional organization. Specifically address who will direct the program, who will provide academic advising, and who will provide administrative support.
- 20. What is the marketing plan for the new program?
- 21. Will this program have any special tuition or fee requests?
- 22. As appropriate, indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the cost of each stage of the process. If accreditation is an option but there are no plans to seek accreditation, explain why accreditation will not be sought.
- 23. Does the proposed program have content that could potentially overlap with another existing degree programs at WVU?
 - a. If so, which program(s)?
 - b. Have those programs been approached and provided letters of support?
- 24. Describe any cooperative arrangements that have been explored.
- 25. In what modality will this program be delivered? DROPDOWN OF MODALITIES FROM CATALOG

Program Proposal

Justification and Support

- 1. Referencing Questions 10 through 18 in the Intent to Plan, what resources have been allocated or reallocated to this program to date? What is the timeline and plan to acquire the other resources not yet allocated?
- Does the proposed curriculum include course prerequisites or required courses taught by another academic unit? If so, attach a letter of support from all affected units below. OPEN ENDED
- 3. Attach letters of support here
- 4. Describe the impact on existing academic programs and/or units that will support this program or that will be supported by it.
- 5. Will this program be offered at another WVU location (Morgantown, Beckley, Keyser) or are there plans to offer it at an additional location in the future?
- 6. Describe any alternative ways to meet the goals of this program that have been considered, and why they were rejected. For example, could the goals instead be met through revision of an existing program? What opportunities would be lost if this program were not created?

Program and Curricular Information

- 1. What will the program's admission standards be and how will they relate to the program's objectives? **OUR, OGAR TO HELP WITH THIS QUESTION AND STANDARDS**
- 2. What will the program's performance standards be and how will they relate to the program's objective? (Include GPA standards, benchmarks in the course program of study, integrity standards, etc.) **OUR TO HELP WITH THIS QUESTION AND STANDARDS**
- 3. Attach an assessment plan for the proposed program.
 - a. You may contact the Teaching and Learning Commons (Office of Assessment Support) for help in completing an appropriate assessment plan.
- 4. If the proposed program is to be offered at the undergraduate level then attach a curriculum map that shows how the learning outcomes will be met. **May be CIM standard by then.**
 - a. You may contact the Teaching and Learning Commons (Office of Assessment Support) for help in completing an appropriate curriculum map.
- 5. Describe the pattern of availability (the schedule of course offerings) during the academic year for all required prerequisites and courses.
- 6. Degree requirements and Catalog Information
- 7. Program learning outcomes
- 8. Supporting documents

Program Deactivation

- 1. Provide the rationale for deactivating the program.
- 2. Describe the plan for notifying and reassigning the positions and workload of faculty who are currently assigned to the program.
- 3. Describe the plan for providing equitable treatment of currently enrolled students in the program to complete the educational program within a reasonable period of time.
- 4. Describe the plan for prompt notification of students including the notification of any additional charges.

2020 Faculty Senate Election Results Senate Term Ends June 30, 2023 (Unless Otherwise Noted)

<u>Chambers College of Business & Economics</u> Cui, Annie Hibbert, Ann Marie

<u>College of Creative Arts</u> Morgan, Jessica

Davis College of Agriculture, Natural Resources and Design Grushecky, Shawn Orr, Lisa

<u>School of Dentistry</u> Funk, Amy (2021) Graziani, Gina

Eberly College of Arts and Sciences Bresock, Krista Casey, Rose Celikbas, Ela (2021) Hessl, Amy Hodge, Joseph Myers, Scott Soccorsi, Andrea Squire, Douglas (2022) Ter Haseborg, Heiko

<u>College of Education and Human Services</u> Tack, Frankie

<u>University Extension</u> Fullen, Mark Honaker, Lewis

College of Law No election

<u>University Librarians</u> Harmon, Ian

School of Medicine Bonner, Dan Cronin, Anne Dilcher, Brian Dotson, Sarah Ellison, Matthew Evans, Kimeran John, Collin School of Medicine (continued) Klein, Adam Law, Kari Leary, Miriam McGinnis, Renee (2022) Momen, Jennifer Olfert, Mark Peckens, Shaylee Petrone, Ashley Reece, Rebecca Renzelli-Cain, Roberta (2021) Shrader, Carl Willard, Megan (2022) Williams, Dorian

<u>School of Nursing</u> Rogers, Tanya

<u>School of Pharmacy</u> Kelly, Kimberly

<u>College of Physical Activity and Sport Sciences</u> Elliott, Eloise

Potomac State College Samuels, Heidi

<u>School of Public Health</u> Hamrick, Audra

<u>Reed College of Media</u> Marra, Ashton

<u>Statler College of Engineering and Mineral</u> <u>Resources</u> Gross, Jason Mucino, Victor Sabolsky, Ed

WVU Institute of Technology Davari, Asad Hatipoglu, Kenan

Resolution to Renew Faculty Senate Special Committees

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

WHEREAS, the Constitution mandates that any established special committees may only continue for a maximum of one year unless specifically renewed by the Faculty Senate, and

WHEREAS, the Faculty Senate Sustainability Committee was established as a special committee for the 2019-2020 academic year and the Faculty Senate Shared Governance Committee was established as a special committee for the period of June 10, 2019 – May 1, 2020, therefore be it

RESOLVED, that the Sustainability Committee and the Shared Governance Committee, along with their subject matter jurisdictions, are hereby renewed for the 2020-2021 academic year unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED, that each special committee renewed in this resolution shall present a report to the Faculty Senate no less than annually.