

Minutes  
West Virginia University Faculty Senate  
Monday, March 4, 2019

1. David Hauser, Faculty Senate Chair, called the meeting to order at 3:18 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Crichlow, S.	Hauser, D.	Morris, A.	Sedney, C.
Angeline, M.	Cronin, A.	Hessl, A.	Morris, M.	Singh-Corcoran, N.
Ballard, D.	Cui, A.	Hibbert, A.	Mucino, V.	Smith, M.
Barko, C.	DiBartolomeo, L.	Hildebrand, L.	Murphy, E.	Soccorsi, A.
Bastress, R.	Dickman, B.	Hileman, S.	Murray, J.	Sowards, A.
Benedito, V.	Elliott, E.	Hornsby, G.	Nutter, R.	Toppe, M.
Bernardes, E.	Estep, C.	Jacobson, G.	Ogden, L.	Tu, S.
Bilgesu, I.	Eubank, T.	Kiefer, C.	Olson, K.	Ueno, C.
Bishop, J.	Evans, J.	Kitchen, S.	Ponte, C.	Utzman, R.
Blobaum, R.	Feaster, K.	Kolar, M.	Prucz, J.	Valenti, M.
Bowman, N.	Fleming, S.	Li, B.	Pyzdrowski, L.	Valentine, K.
Bravo, G.	Garofoli, G.	Lockman, J.	Rakes, P.	Vanderhoff, J.
Brock, R.	Germana, M.	Martucci, A.	Reddy, R.	Vona-Davis, L.
Burnside, J.	Goff, N.	Mbayo, T.	Reymond, R.	Wayne, S.
Burt, A.	Goodykoontz, E.	McCombie, R.	Rice, T.	Welsh, A.
Chisholm, S.	Haines, K.	McCrory, J.	Schaeffer, P.	Yocke, R.
Clemmer, M.	Hardy, S.	McMillen, J.	Schimmel, C.	Yu, H.
Costas, M.	Harrison, N.	Miller, D.	Scott, D.	

Members Excused:

Anderson, K.	Dietz, M.	Hutson, Z.	Morris, T.	Swager, L.
Casey, F.	Eades, D.	Knox, S.	Myers, M.	Woloshuk, J.
Cohen, S.	Eschen, E.	Krause, M.	Myers, S.	Woods, S.
Collins, A.	Floyd, K.	Mallow, J.	Olfert, M.	
Criser, A.	Fraustino, J.	Matak, K.	Scaife, B.	

Members Absent:

Andress, L.	Cossman, L.	Law, K.	Rowlands, A.	Tudorascu, A.
Atkins, C.	Donley, D.	Miltenberger, M.	Ryan, E.	Walter, S.
Bonner, D.	Flanigan, M.	Montgomery-Downs, H.	Sand-Jecklin, K.	
Brooks, R.	Galvez, M.	Patel, R.	Shapiro, R.	
Connors, J.	Hartnett, H.	Plein, C.	Thomas, J.	
Corio, E.	Holbein, M.	Pradhan, T.	Tobin, G.	

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Valenti, M.
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2. Chair Hauser moved for approval of the minutes from the Monday, February 11, 2019 meeting.  
Motion carried.
3. President E. Gordon Gee gave an update on the Campus Carry bill. Although similar bills were not successful over the past three years, this year we were told that the votes were in favor of passage if it were to come up on the floors of the House and Senate, and in fact it has passed the House. This year, the University took a parallel strategy of, on the one hand, asking for local control, but on the other hand seeking exemptions in the proposed legislation that would make it

more manageable should it pass. The Senate Judiciary Committee has pulled the bill, and it is possible that it may be defeated there.

4. Associate Provost John Campbell did not have a formal report, but answered a question related to the policy for posting messages on the faculty listserv.
5. Chair Hauser requested unanimous consent to move new business next. Following an objection, the Senate voted affirmatively to make the requested change to the agenda.
6. New Business. Senator Amy Hessel provided a copy of a letter that has been distributed to at least 82 faculty senate executive officers from public institutions of higher education across the state. A motion was made and duly seconded to ask the Office of the Provost to approve the distribution of the letter via the faculty listserv. Motion carried.
7. Chair Hauser reported the following:
  - ECampus was closing down before students were able to retrieve information from it to appeal their grades. ITS is willing to keep eCampus open until the end of the grade appeal deadline. University policy states that students have “10 class days,” the meaning of which is unclear, to appeal any grade. Once the actual timeline for appeals is clarified, we will make the change. This is anticipated to go in effect for the Fall 2019 semester.
  - Chair Hauser thanked those who participated in elections for new senators. The ballots are still open. He asked current senators to vote and to remind their constituents to please vote for the next class of senators.
  - The survey asking senators their preferences for serving on Senate committees has recently closed. However, anyone who would like to serve may still email him and he will pass their information along to the Committee on Committees. He encourages all senators to serve on committees.
  - A new position announcement for the Faculty Ombuds has been opened by the Office of the Provost. This position is open to any faculty member and is a 25% FTE commitment. The position announcement and all detailed information is listed at [careers.wvu.edu](http://careers.wvu.edu). The ombuds position has been vacant for some time but it is an important position that helps faculty manage their relationship with the University. Chair Hauser encourages Senators to talk about this with their colleagues.
  - The Faculty Senate and the Teaching and Learning Commons have begun exploring moving the meetings to the Law School next year. Scheduling and technical details are being worked out and official word will be reported soon.
8. Nathalie Singh-Corcoran, Service Associate Professor of English, has been declared a candidate for Faculty Senate Chair-elect.

The chair asked for additional nominations from the floor; none were given. Hearing no objections, the nominations were closed.

The candidate will have an opportunity to speak at the April meeting, and to submit a candidate statement beforehand. The elected candidate will serve as Faculty Senate Chair during the 2020-2021 academic year.

9. Ednilson Bernardes, Chair, Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses Report. Motion carried after CHEM 111 was pulled from the report.

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

Annex III, Capstone Courses Report. Motion carried.

Changes to the Environmental Geoscience Program. Motion carried.

Changes to the Major in Biomedical Engineering. Motion carried.

Change AOE to Major in German. Motion carried.

Change AOE to Major in Chinese Studies. Motion carried.

Change AOE to Major in French. Motion carried.

Change AOE to Major in Spanish. Motion carried.

Changes to the Major in Interior Design. Motion carried.

The following reports were submitted for information:

New General Business Minor. Report filed.

New Minor in Appalachian Studies. Report filed.

10. Robert Brock, Chair, General Education Foundations Committee, moved for approval of the following report:

Annex IV, GEF Actions. Motion carried.

The following reports were submitted for information:

Annex V, GEF Transition Review. Report filed.

Annex VI, GEF Honors Foundation Courses. Report filed.

11. Ashley Martucci, Chair, Teaching and Assessment Committee, reported that the committee is currently restructuring the language for the SEIs. This will affect the instructions given to students. The committee is also working on course section review for CDFS and Engineering that will continue throughout the semester.
12. Chair David Hauser, on behalf of the Committee on Committees, Membership and Constituencies, moved for approval of the following:
- Annex VII, Standing Committee Membership Changes. Motion carried.
13. Chair David Hauser introduced Annex VIII, Proposal to Establish Faculty Senate Inclusion and Diversity Committee. A motion was made and duly seconded to establish the new committee. Motion carried.
14. Roy Nutter, Faculty Representative to State Government, reported that the ACF has been focused on the Campus Carry bill. SB 1, known as the "Community College Bill," is also a topic of conversation. The senate bill and the house bill do not agree. The pay raise may get pushed to the special session.

15. Stan Hileman, BOG Representative, reported that the Board of Governors has not met since the February Faculty Senate meeting. Rule 1.4 (Ethics, Conflict of Interest, and Outside Consulting Arrangements) is in effect as of March 1, 2019. Each college will determine their own approval workflow. Rule 1.4 does apply to 9-month faculty appointees when the consultation occurs during their appointment off time.
16. A motion was made and duly seconded to commit the group to a committee of the whole. Motion carried. The Faculty Senate split into working groups to consider metrics and data collected to populate the metrics for departmental and programmatic success and trouble.  
The working group exercise will continue during the April meeting.
17. The meeting adjourned at 4:55 p.m. to reconvene on Monday, January 14, 2019.

Morgan Boyles  
Program Assistant II

To: Faculty Senate Executive Committee

From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee

Date: February 25, 2019

Re: New Courses Report

Title	College	Credits	Prerequisites	Description
ARE 485: Economics of Water Resources and Energy	AGFOR	3	PR: Calculus with a grade of B or better or consent, introductory micro economics with a C or consent.	Allocation under scarcity, water institutions and management, risk, pricing, marketing, demand and supply estimation, interdependence between energy and water resources (Credit cannot be received for both ARE 485 and ARE 585).
ARE 585: Economics of Water Resources and Energy	AGFOR	3	PR: Calculus with a grade of B or better or consent, introductory micro economics with a C or better or consent.	Allocation under scarcity, water institutions and management, risk, pricing, marketing, demand and supply estimation, interdependence between energy and water resources (Credit can not be received for both ARE 485 and ARE 585).
DSGN 320: Design Ethics and Social Responsibility	AGFOR	3	DSGN 220 with a minimum grade of C-.	This course will introduce students to the study of both philosophical and applied ethics as they relate to daily life and design. Additionally, the course will address and define components of personal and corporate social responsibility, and explore their relationship to ethics and design at the micro and macro levels.
DSGN 420: Professional Preparation	AGFOR	1	DSGN 220 and DSGN 320 with a minimum grade of C- in each.	This course challenges students to utilize the design process to identify personal skills and characteristics relevant to their job goals, and create a coherent branded professional identity based on the expectations of their industry. Students will also analyze and synthesize business trends and forecasting predictions, applying that information to future expectations in their field of study.
ENLM 220: Energy Production Operations	AGFOR	3		Overview of energy development with a focus on oil and gas wellhead operations. Review of drilling technologies, gas extraction processes, fracturing, waste water treatment, gas transportation and other factors involved in the extraction and marketing of natural gas and oil. Class will also develop understanding of wellhead functions, surface equipment, separation and dehydration, compression, oil and gas measurement and gauging.
ENLM 390: Land and Lease Analysis	AGFOR	3	ENLM 200 with a minimum grade of C-.	Course will cover the theory and practice of real property title and genealogical research. Students will be required to complete and construct a mineral title packet; demonstrate analysis and drafting of oil gas leases; and develop a solid foundation in heirship research. Students will also develop skills managing complex land records using software systems.
ENLM 415: Midstream Energy Planning and Development	AGFOR	3	ENLM 220 with a minimum grade of C-.	The science of midstream energy with a focus on site and transportation infrastructure development and best management practices for minimizing potential surface and water impacts. Complexities of energy systems with an emphasis on agreements, regulatory framework and techniques for reducing environmental impacts of development in both traditional and renewable energy systems.
ENLM 442: GIS Skills for Energy Land Management	AGFOR	3	ENLM 200 with a minimum grade of C-.	This class will provide students with background in the use of fundamental GIS skills to solve problems directly related to Energy Land Management. GIS skills will be used to develop spatial solutions to a real-world challenge in the planning, acquisition, and development of a petroleum/natural gas resource play.
ENLM 510: Water Energy Systems	AGFOR	3		This course will cover the practice, use, and issues with water in energy systems ranging from the history of water usage to the current practices and the developing technologies for water treatment and use.
LARC 565: Sustainable Cities: Best Practices	AGFOR	3		Surveys basic concepts, theories, and metrics of measuring and evaluating the trends of urban sustainability; it profiles influential urban design and planning visionaries; and examines best practices in developing sustainable, smart, and resilient human-made space at the scale of a site, neighborhood, community, city, and region.
RPTR 225: Foundations of Facilitation	AGFOR	1		This course examines the foundations to effective group facilitation and provides practical experience putting facilitation techniques to use with ground-based initiatives and low challenge course elements.
RPTR 380 : Expedition Planning and Education in the Outdoors	AGFOR	3		This course is intended to examine and practice principles of expedition planning and education in outdoor and experiential settings. The course will focus on conceptualization, design, and implementation of two backcountry experiences, and students will practice curriculum development and educational strategies through guided lesson planning and facilitation.
BIOL 116: Principles of Biology Laboratory	AS	1	PR or CONC: BIOL 115.	BIOL 116 is the corequisite laboratory course associated with BIOL 115 lecture. This laboratory course emphasizes the proper understanding and use of the scientific method to design and perform biological experiments. Discipline-specific communication techniques, including scientific writing, are also emphasized.
BIOL 118: Introductory Physiology Laboratory	AS	1	(BIOL 115 and BIOL 116) or (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) and PR or CONC: BIOL 117.	BIOL 118 is the corequisite laboratory course associated with BIOL 117 lecture. This laboratory is a continuation of BIOL 116 and utilizes themes from plant and animal physiology to enhance student skill when applying the scientific method. Emphasis is placed on experimental design and discipline-specific communication methods.
BIOL 220: The Living Cell Laboratory	AS	1	(CHEM 115 or CHEM 117) and ((BIOL 117 and BIOL 118) or BIOL 240) and PR or CONC: BIOL 219.	BIOL220 is the laboratory that accompanies BIOL219 (The Living Cell).
BIOL 462: Ecosystem Models	AS	3	BIOL 221.	Students will gain an understanding of the theory and mechanics behind ecosystem model, including models that predict soil decomposition and photosynthesis, ecosystem and terrestrial biosphere models. Students will also learn basic coding behind these models.
CHEM 111L: Survey of Chemistry 1 - Laboratory	AS	0	PR or CONC: CHEM 111.	Survey of Chemistry 1 - CHEM 111 Laboratory

Title	College	Credits	Prerequisites	Description
CHEM 112L: Survey of Chemistry 2 - Laboratory	AS	0	PR or CONC: CHEM 112.	Survey of Chemistry 2 - CHEM 112 Laboratory
CHEM 115L: Fundamentals of Chemistry 1 - Laboratory	AS	1	PR or CONC: CHEM 115.	Fundamentals of Chemistry 1 - CHEM 115 Laboratory
CHEM 116L: Fundamentals of Chemistry 2 - Laboratory	AS	1	PR or CONC: CHEM 116 with a minimum grade of C-.	Fundamentals of Chemistry 2 - CHEM 116 Laboratory
CHEM 117L: Principles of Chemistry 1 - Laboratory	AS	0	Must be taken concurrently with CHEM 117.	Principles of Chemistry 1 - CHEM 117 Laboratory
CHEM 118L: Principles of Chemistry 2 - Laboratory	AS	0	Must be taken concurrently with CHEM 118.	Principles of Chemistry 2 - CHEM 118 Laboratory
CHEM 215L: Introductory Analytical Chemistry Laboratory	AS	1	CHEM 116 and CHEM 116L with a minimum grade of C- in each and PR or CONC: CHEM 215.	Volumetric analysis, gravimetric analysis, solution equilibria, spectrophotometry, separations, and electrochemical methods of analysis.
CHEM 231L: Organic Chemistry: Brief Course - Laboratory	AS	0	CHEM 116 and CHEM 116L with a minimum grade of C- and PR or CONC: CHEM 231.	Emphasis on biological applications for students in medical technology, agriculture, and family resources. Nomenclature, structure, reactivity, and stereochemistry are stressed.
COMM 342: Interpersonal Relationships Technology	AS	3		Interpersonal communication in mediated contexts. Emphasis on the uses, functions, and effects of social media and communication technologies in interpersonal relationships.
FCLT 322: The Vikings Early Germanic Civilization	AS	3	none	Examination of pagan culture of the former Germanic tribal areas (Scandinavia and what is known today as Germany) prior to their conversion to Christianity. Students will become acquainted with renowned warriors, kings, and queens and the spiritual and secular lives of medieval Germanic peoples through the examination of archaeological discoveries, historical texts, eyewitness documentation, sagas, and folk traditions.
FCLT 323: German Cinema	AS	3	None.	Course provides historical overview of 100 years of German cinema. Selected films shown with English subtitles. Discussions, readings, and written work in English.
FCLT 324: Weimar and the Third Reich in Literature and Film	AS	3	None	Examination of the history and culture of four vital periods in German history: the Kaiserreich, the Weimar Republic, the Third Reich, and the post-war period. Students will become acquainted with the historical and sociopolitical events that led Germany into two devastating wars in a period of less than thirty years during the twentieth century.
FCLT 425: Art and Politics in Early German Cultures	AS	3	none	Survey of German cultural history from 1500-1800. Includes an examination of selected works of art, architecture, music, and literature. Readings and discussions in English.
FLIT 426: Love and War in German Literature	AS	3	none	Survey of German literature from 1800-1960. Readings and discussions in English.
FRCH 370: French Culture in France	AS	6	(FRCH 204 or FRCH 200) or adequate score on the placement test.	Overview of French language and culture taught on location as part of the faculty-led summer program in France.
GEOL 682: Masters: Professional Studies Track Cohort Seminar	AS	1	Registered students in the Geology MS - Professional Studies Track	This seminar will provide graduate students with the information, tools and resources needed to succeed in the Masters of Geology Professional Studies Track.
HIST 478: American Immigration History	AS	3		Examines the cycles of immigration to the United states. Emphasis will be placed on the diversity of immigrant groups and their cultures, ethnic community formation, assimilation, immigration policies (especially guest worker and refugee policy), as well as anti-immigrant politics and nativism.
MATH 124S: Algebra with Applications with Support	AS	0 or 3	Satisfactory performance on departmental placement test; or satisfy the minimum ACT/SAT Math score; or a grade of C- or better in MATH 122.	Study of algebra with an emphasis on applications for science, business, technology, and social science. Topics include graphing and solving problems using linear, quadratic, square-root, logarithmic, and exponential functions, solving equations, performing operations on matrices. Support topics will also include intermediate algebra remediation, how to study mathematics, decrease math/test anxiety, and manage your time.
MATH 126S: College Algebra with Support	AS	0 or 3	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or a minimum grade of C- in MATH 122.	Introduces the foundations of analysis designed to precede the calculus sequence with emphasis on functions and graphs. Topics include properties of absolute value, polynomial, rational, exponential, logarithmic functions, and techniques for solving equations and inequalities. Support topics will also include intermediate algebra remediation, how to study mathematics, decrease math/test anxiety, and manage your time.
PUBA 651: Equitable Community Development	AS	3		Explores the meaning, contributing factors, and challenges associated with building community capacity for equitable community development processes and outcomes. Examines application to different socioeconomic contexts.
BADM 503: Financial and Managerial Accounting Bootcamp	BE	3		The course covers theory and practice with respect to accounting for liabilities and stockholder's equity; special problems peculiar to financial accounting; analysis of financial statements and changes in financial position; use of financial and managerial accounting concepts and techniques in planning, decision making, and controlling operations.
CI 625: Leadership Field Experiences and Clinical Practice	CEHS	3		Students engage in a sequence of field experiences and clinical practice. Activities emphasize school-based leadership focused experiences. Participants interview educational stakeholders and develop a data focused understanding of school improvement foci and efforts. Participants also develop, implement, and report on an inquiry project focused on the planning, enactment, and analytical reflection of an implemented professional development experience.

Title	College	Credits	Prerequisites	Description
CHE 416: Oil Gas Refining	CEMR	3	D- or better in CHE 311 and PR or CONC: CHE 325 or CHE 312.	The fundamental principles to analyze refining processes in modern petroleum refineries, chemistry and processes for the conversion of natural gas to products equivalent to those from petroleum.
CS 560: Big Data Engineering	CEMR	3	LCSEE graduate standing, or consent.	Survey of the algorithms, methods, and technologies involved in building, organizing and analyzing massive datasets. Explores the field of data science from a computational perspective.

To: Faculty Senate Executive Committee  
From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee  
Date: February 25, 2019  
Re: Courses Changes and Course Deactivations Report

Course Change Report

Field	Old Value	New Value
<b>ACE 350</b>		
Course Code	ACE 450	ACE 350
Justification for Course Change		To better sequence classes, changing ACE 450 to ACE 350
<b>ACE 468</b>		
Course Code	ACE 368	ACE 468
Justification for Course Change	Only change is the pre-requisites.	Change course number from a 300 level to a 400 level to allow for program crosslisting with graduate level course. Each course will have different program level appropriate outcomes required as outlined in the syllabi
<b>ACE 469</b>		
Course Code	ACE 369	ACE 469
Justification for Course Change	Correcting an oversight in pre-req requirements when minor was created. Students must take EXPH 365 and either EXPH 364 or both PET 124 and PET 125. We also amended the pre-requirements to require a C- or better.	Change course number from a 300 level to a 400 level to allow for program crosslisting with graduate level course. Each course will have different program level appropriate outcomes required as outlined in the syllabi
<b>ACE 487</b>		
Course Code	ACE 372	ACE 487
Catalog Description	1 PR: EXPH 364 and EXPH 365 and ACE 369. Present optimal training for athletics of different sports in trained and untrained states. Specific protocols in resistance training and conditioning, correcting specific running and speed mechanics and agility movements.	Present optimal training for athletics of different sports in trained and untrained states. Specific protocols in resistance training and conditioning, correcting specific running and speed mechanics and agility movements.
Catalog Prerequisites		ACE 469 or EXPH 369 with a minimum grade of C-.
Grade Mode		Normal Grading Mode
Justification for Course Change		ACE 369 has always been a requirement for taking the ACE S&C minor. To accomodate EXPH students seeking the minor in ACE, we will accept EXPH 369 as an equivalent to ACE 369 in satisfying the pre-rec for taking ACE 372
<b>BCOR 380</b>		
Catalog Prerequisites	ACCT 202 and CS 101 and ECON 202 and (ECON 225 or STAT 211) and ENGL 102 with a C- or better, and (MATH 150 or MATH 154 or MATH 155 or MATH 156) with a D- or better.	
Justification for Course Change		Prerequisites being removed from this course, as we are opening this course up to students outside our college
<b>BIOL 115</b>		
Banner Prerequisites		BIOL 116   D-   UG     Yes Or     BIOL 116   D-   UP     Yes
Catalog Prerequisites		PR or CONC: BIOL 116.
Credit Hours	0 or 4	0 or 3



Field	Old Value	New Value
Justification for Course Change	Transitioning GEC to GEF	BIOL 115 is currently being offered as a 4 credit hour lecture and lab course. We propose to decouple the lecture and lab portions of BIOL 115 into two separate courses (lecture - BIOL 115 and lab - BIOL 116). This proposal asks that BIOL 115 be changed to a 3 credit hour course that serves as both a pre- and corequisite to the newly proposed 1 credit hour lab of BIOL 116. The decoupling of this course will better serve those students that pass one portion of current class (either lecture or lab), but not both.

**BIOL 117**

Catalog Prerequisites	BIOL 115 or BIOL 101 and BIOL 102 AND BIOL 103 AND BIOL 104.	(BIOL 115 and BIOL 116) or (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) AND PR or CONC BIOL 118.
Justification for Course Change	Transitioning GEC to GEF.	BIOL 117 is currently being offered as a 4 credit hour lecture and lab course. We propose to decouple the lecture and lab portions of BIOL 117 into two separate courses (lecture - BIOL 117 and lab - BIOL 118). This proposal asks that BIOL 117 be changed to a 3 credit hour course that serves as both a pre- and corequisite to the newly proposed 1 credit hour lab of BIOL 118. The decoupling of this course will better serve those students that pass one portion of current class (either lecture or lab), but not both.

**BIOL 219**

Catalog Description	Continuation of BIOL 117. Structure, function and diversity of cells with an emphasis on gene expression and cellular phenotype including cell chemistry, energetics, and regulation of cell activities.	This is the third course in the core curriculum required for biology-related majors. It will expand on topics from Biol 115/117, especially with regard to cell chemistry, bioenergetics, cell physiology and gene expression.
Catalog Prerequisites	(CHEM 115 or CHEM 117) and (BIOL 117 or BIOL 240).	(CHEM 115 or CHEM 117) and ((BIOL 117 and BIOL 118) or BIOL 240) AND PR or CONC BIOL 220.
Credit Hours	0 or 4	0 or 3
Justification for Course Change		BIOL 219 is currently being offered as a 4 credit hour lecture and lab course. We propose to decouple the lecture and lab portions of BIOL 219 into two separate courses (lecture - BIOL 219 and lab - BIOL 220). This proposal asks that BIOL 219 be changed to a 3 credit hour course that serves as both a pre- and corequisite to the newly proposed 1 credit hour lab of BIOL 220. The decoupling of this course will better serve those students that pass one portion of current class (either lecture or lab), but not both.

**BMEG 310**

Catalog Description	Biomedical imaging is a rapidly growing discipline within the healthcare sector. This course is an introduction to the current biomedical imaging technology, methods and applications. The course will cover human and radiation biology, image processing and vision, computer vision and pattern recognition, and imaging applications for ionizing and non-ionizing radiation.	Introduction to biomedical imaging technologies including x-ray planar radiography, computed tomography (CT), nuclear medicine, optical imaging, ultrasound (US) and magnetic resonance imaging (MRI). Focus on physical principles, instrumentation methods, and imaging-related algorithms; medical interpretation of images will also be included to give practical examples of the development and applications of medical imaging.
Catalog Prerequisites	EE 221 and EE 222.	BIOL 117 or BIOL 235. Minimum grade of D- in either course.
Justification for Course Change		After evaluation of the course content, the prerequisite requirement of EE 221 did not match the content that was needed for successfully achieving the student learning outcomes.

**BMEG 321**

Catalog Description	Development of thermodynamic principles and their application to biological and biophysical systems. Topics will include first and second law; phase and reaction equilibria, kinetic rate laws and macromolecular thermodynamics.	
Catalog Prerequisites	BMEG 201 and CHEM 116 and MATH 251.	BMEG 230 and CHEM 116 with a D- or better
Justification for Course Change		The course change is a prerequisite change replaces MATH 251 with BMEG 230, which requires the math course to be taken concurrently. Having BMEG 230 as the prereq instead ensures students have the math skills and also have learned programming that is utilized in the course.

Field	Old Value	New Value
<b>BMEG 420</b>		
Catalog Description	Fundamentals of biomedical instrumentation and devices. Clinical applications of medical instrumentation, sensors, and devices.	Fundamentals of biomedical instrumentation and devices. Clinical applications of medical instrumentation, sensors, devices, biopotential electrodes and amplifiers, measurement of blood flow, different medical imaging systems, and therapeutic and prosthetic devices.
Catalog Prerequisites	PHYS 112.	EE 221 with a D- or better
Justification for Course Change		The prerequisite change to ensure the content students need for this course better matches what was taught in the previous course. In particular, EE covers content more that is applicable to the course
<b>CHE 318</b>		
Justification for Course Change		A design component is incorporated into the class. To effectively reflect the time spent by students in and outside class an increase of credit hours from 2 to 3 is needed.
<b>CHE 357</b>		
Banner Prerequisites		CHE 316   D   UT     Yes And     CHE 320   D   UT     Yes
Justification for Course Change		A increase from 1 -credit hour to 2-credit hours effectively reflects the time students spend in and outside class for this course.
<b>CHE 358</b>		
Catalog Description	Continuation of CHE 357.	Continuation of CHE 357. Emphasis on equipment selection, equipment specification, optimization and computer-aided design.
Justification for Course Change		An increase from 1-credit hour to 2-credit hours effectively reflects the time students spend in and outside class for this course.
<b>CHE 457</b>		
Catalog Description	Continuation of CHE 358.	Continuation of CHE 358. Emphasis on project management, product design and development of manufacturing schemes for products.
Banner Prerequisites		CHE 358   D   UT
Credit Hours	2	3
Justification for Course Change		An increase from 2 credit hours to 3-credits hours effectively reflect the time students spend in and outside class for this course.
<b>CHE 458</b>		
Catalog Description	Pr:CHE 457. Continuation of CHE 457.	Continuation of CHE 457. Emphasis on a complete conceptual process design including process control strategy, safety systems, and environmental protection.
Catalog Prerequisites		CHE 457.
Justification for Course Change		An increase from 2 credit hours to 3-credits hours effectively reflect the time students spend in and outside class for this course.
<b>CHEM 111</b>		
Full Title	Survey of Chemistry	Survey of Chemistry 1
Transcript Title	Survey of Chemistry	Survey of Chemistry 1
Catalog Description	Designed primarily for students taking only one year of college chemistry. Atomic structure; chemical bonding; acids, bases, and salts; periodicity; properties of gases, liquids, and solids; stoichiometry; oxidation-reduction. (3 hr. lec., 3 hr. lab.) (Students may not receive credit for CHEM 115 or CHEM 117 and for CHEM 111.)	Designed primarily for students taking only one year of college chemistry. Atomic structure; chemical bonding; acids, bases, and salts; periodicity; properties of gases, liquids, and solids; stoichiometry; oxidation-reduction. (3 hr. lecture) (Students may not receive credit for CHEM 115 or CHEM 117 and for CHEM 111.)

Field	Old Value	New Value
Catalog Prerequisites	WVU sections require MATH 122 with a minimum grade of C- or ALEKS Score of ML 20 or Math ACT Score of 22 or Math SAT Score of 540 or Math SAT (March 2016) Score of 570 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155, WVUIT and PSC sections require MATH 122 with a minimum grade of C- or ALEKS Score of ML 10 or Math ACT Score of 19 or Math SAT Score of 460 or Math SAT (March 2016) Score of 500 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155.	WVU sections require MATH 122 with a minimum grade of C- or ALEKS Score of ML 20 or Math ACT Score of 22 or Math SAT Score of 540 or Math SAT (March 2016) Score of 570 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155, WVUIT and PSC sections require MATH 122 with a minimum grade of C- or ALEKS Score of ML 10 or Math ACT Score of 19 or Math SAT Score of 460 or Math SAT (March 2016) Score of 500 or PR or CONC: MATH 126A or MATH 126B or MATH 126C or MATH 129 or MATH 150 or MATH 153 or MATH 155 and PR or CONC: CHEM 111L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	4
Justification for Course Change	Transitioning from GEC to GEF	There is no change to the course.

CHEM 112

Full Title	Survey of Chemistry	Survey of Chemistry 2
Transcript Title	Survey of Chemistry	Survey of Chemistry 2
Catalog Description	Continuation of CHEM 111. Nuclear chemistry; air and water pollution; useful natural materials; consumer chemistry; introduction to organic and biochemistry. (3 hr. lec., 3 hr. lab.) (Students may not receive credit for CHEM 116 or CHEM 118 and for CHEM 112.) (CHEM 111 and CHEM 112 cannot be used as pre-requisite courses for organic chemistry;).	Continuation of CHEM 111. Nuclear chemistry; air and water pollution; useful natural materials; consumer chemistry; introduction to organic and biochemistry. (3 hr. lec.) (Students may not receive credit for CHEM 116 or CHEM 118 and for CHEM 112.) (CHEM 111 and CHEM 112 cannot be used as pre-requisite courses for organic chemistry;).
Catalog Prerequisites	CHEM 111.	CHEM 111 and PR or CONC: CHEM 112L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	4
Justification for Course Change	Transitioning from GEC to GEF	There is no change to the course.

CHEM 115

Catalog Description	For students who need more than one year of college chemistry and quantitative relationships on which subsequent chemistry courses are built. (3 hr. lec. 3 hr. lab.) (Students may not receive credit for CHEM 117 and CHEM 115.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	For students who need more than one year of college chemistry and quantitative relationships on which subsequent chemistry courses are built. (3 hr. lec.) (Students may not receive credit for CHEM 117 and CHEM 115.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.
Catalog Prerequisites	Satisfactory ACT/SAT or placement exam performance, or WVU sections require CHEM 110B with a minimum grade of C- or MATH 129 or higher with a minimum grade of C-, PSC sections require MATH 124 or MATH 126 or PR or CONC: MATH 128 or higher with a minimum grade of C-, WVUIT sections require PR or CONC: MATH 126 or MATH 129.	Satisfactory ACT/SAT or placement exam performance, or WVU sections require CHEM 110B with a minimum grade of C- or MATH 129 or higher with a minimum grade of C-, PSC sections require MATH 124 or MATH 126 or PR or CONC: MATH 128 or higher with a minimum grade of C-, WVUIT sections require PR or CONC: MATH 126 or MATH 129, and PR or CONC: CHEM 115L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	3
Justification for Course Change	Transitioning course from GEC to GEF	Should only count for GEF 2B when both CHEM 115 and CHEM 115L are completed together. Completion of only CHEM 115 should count for the GEF 2A requirement.

CHEM 116

Catalog Description	Continuation of CHEM 115. (3 hr. lec., 3 hr. lab.) (Students may not receive credit for CHEM 118 and for CHEM 112 or CHEM 116.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Continuation of CHEM 115 & CHEM 115L. (3 hr. lec., 3 hr. lab.) (Students may not receive credit for CHEM 118 and for CHEM 112 or CHEM 116.) Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.
Catalog Prerequisites	CHEM 115 with a minimum grade of C-.	CHEM 115 and CHEM 115L and PR or CONC: CHEM 116L with a minimum grade of C- in all.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	3
Justification for Course Change	Transitioning from GEC to GEF	Should only count for GEF 2B when both CHEM 116 and CHEM 116L are completed together. Completion of only CHEM 116 should count for the GEF 2A requirement.

CHEM 117

Full Title	Principles of Chemistry	Principles of Chemistry 1
Transcript Title	Principles of Chemistry	Principles of Chemistry 1

Field	Old Value	New Value
Catalog Description	A more advanced treatment of the principles and theories of chemistry than offered in CHEM 115 and CHEM 116. Primarily for students specializing in chemistry. (3 hr. lec., two 3-hr. lab.) (Students may not receive credit for CHEM 117 and for CHEM 111 or CHEM 115.)	A more advanced treatment of the principles and theories of chemistry than offered in CHEM 115 and CHEM 116. Primarily for students specializing in chemistry. (Students may not receive credit for CHEM 117 and for CHEM 111 or CHEM 115.)
Catalog Prerequisites	Satisfactory ACT/SAT and placement examination performance, or a score of four or five on AP Chemistry examination.	Satisfactory ACT/SAT and placement examination performance, or a score of four or five on AP Chemistry examination. Co-req of CHEM 117L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 5	5
Justification for Course Change	transitioning course from GEC to GEF	There is no change to the course.

CHEM 118

Full Title	Principles of Chemistry	Principles of Chemistry 2
Transcript Title	Principles of Chemistry	Principles of Chemistry 2
Catalog Description	Continuation of CHEM 117. (3 hr. lec., two 3-hr. lab.) (Students may not receive credit for CHEM 118 and for CHEM 112, CHEM 116 or CHEM 215.)	Continuation of CHEM 117. (3 hr. lec. plus recitation) (Students may not receive credit for CHEM 118 and for CHEM 112, CHEM 116 or CHEM 215.)
Catalog Prerequisites	CHEM 117.	CHEM 117 and 117B. Must be taken concurrently with CHEM 118L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 5	5
Justification for Course Change	transitioning course from GEC to GEF	Learning outcomes listed for GEF and LEAP need to be updated. Will still qualify for those categories once those updates are made.

CHEM 215

Catalog Description	Volumetric analysis, gravimetric analysis, solution equilibria, spectrophotometry, separations, and electrochemical methods of analysis. (2 hr. lec., two 3 hr. labs.) (Students may not receive credit for CHEM 215 and for CHEM 117 and CHEM 118.)	Volumetric analysis, gravimetric analysis, solution equilibria, spectrophotometry, separations, and electrochemical methods of analysis. (Students may not receive credit for CHEM 215 and for CHEM 117 and CHEM 118.)
Catalog Prerequisites	CHEM 116.	CHEM 116 and CHEM 116L with a minimum grade of C- in each and PR or CONC: CHEM 215L.
Course is Variable Credit	Yes	No
Credit Hours	0 or 4	3
Justification for Course Change		We are adding a co-requisite course number. Currently the lab is taken with the same course number as the lecture. Changing the course number on the lab will improve administrative function, but has no impact on the actual course, as it is a purely administrative change.

CHEM 231

Course is Variable Credit	Yes	No
Credit Hours	0 or 4	4
Banner Prerequisites	CHEM 116   D-   UG	CHEM 116   C-   UG     And     CHEM 116L   C-   UG
Justification for Course Change		Pre-req: Most majors that require general chemistry require at least a C already. Learning in chemistry is foundational and allowing students to progress through our courses while earning D's significantly hinders their learning and ability to succeed in courses. Credit hours: We are adding a co-requisite course number. Currently the lab is taken with the same course number as the lecture. Changing the course number on the lab will improve administrative function, but has no impact on the actual course, as it is a purely administrative change

FDM 435

Will this course be taught as a Capstone?	No	Yes
Course Code	FDM 235	FDM 435
Catalog Description	Exploration of concepts and principles of apparel production and post-consumer alternatives.	This course will offer an understanding of the step by step decision making of pre-production processes involved in creating new products from design concept to the final consumer.
Catalog Prerequisites	FDM 110 and FDM 140 and MATH 124 or higher.	FDM 110 and FDM 211 with a minimum grade of C- in each and MATH 124 or higher. Senior standing required.

Field	Old Value	New Value
Does the proposed course or course change have prerequisites taught by another academic unit?	No	Yes
Credit Hours	0 or 3	3 or 3
Justification for Course Change		The course is being upgraded to a capstone course. The course syllabus is also being updated to include the latest fashion industry practices and standards into the course.

IMMB 327

Catalog Description	(For medical tehnology students; other students with consent.) Study of animal parasites and disease wectors with empasis on disease manifestations, parasite biology, and laboratory diagnosis.	Study of animal parasites and disease vectors with emphasis on disease manifestations, parasite biology, and laboratory diagnosis.
Catalog Prerequisites	IMMB 301 with a minimum grade of C-.	For medical technology students; other students with consent
Justification for Course Change	A prerequisite is necessary for this course and was not added in initially.	The course director said that the prerequisite that was originally added by another instructor is not correct and asked that it be removed below. She wants to only have major restrictions added in Banner.

JRL 431

Catalog Description	Online media storytelling/production techniques for journalists and advertising and public relations practitioners. Includes software basics and use of audio, video and still photography to engage and inform audiences. Ethical and legal issues related to visual communications also are discussed.	This capstone course explores digital narrative storytelling, employing the wide variety of media and interactive applications that online publishing makes possible. However, emphasis is on visual media. Students will learn to facilitate audience comprehension and engagement while educating and informing about contemporary societal issues.
Catalog Prerequisites	JRL 225 with a minimum grade of C-.	JRL 225 and JRL 318 or JRL 320 with a minimum grade of C-.
Will this course be taught as a Capstone?	No	Yes
Justification for Course Change	The course has relevance to students outside of our previous Visual Communication AOE, in which this course previously "resided." As such, the prior prerequisite, Intro to Photojournalism (JRL 220), is no longer needed. Instead, we are changing the prerequisite to one that all of our majors must take, Media Tools and Applications (JRL 225). The proposed new title, Multimedia Storytelling (instead of Multimedia Reporting) reflects this broader course focus.	The College of Media is making more capstone options available for students who choose to specialize in a given area of media, such as video, television, online/print, photography. We have found that the profession recently has transitioned back to a preference for specialists and away from more generally trained journalists. Therefore, we believe offering more specialized media capstone courses will help our students in their professional pursuits.

LARC 105

Full Title	Introduction to Landscape Architecture	Introduction to Landscape Architecture, Environmental Design and Planning
Transcript Title	Intro:Landscape Architecture	Intro:LandArch/EnvDes/Planning
Catalog Description	A general overview of the field of landscape architecture, environmental design and planning.	A general overview of the field of landscape architecture, environmental design and planning. The course reviews the practices of design and planning professionals and their connections to society. An emphasis is placed on past development traditions and current sustainable development methods, strategies, and impacts of planning and design through the review of past and current projects.
Justification for Course Change		The change in title expands the audience for the course to include Environmental and Community Planning students. The shift in course content addresses more broadly the planning and environmental design professions along with landscape architecture.

LE 603

Full Title	Literature in Elementary School	Children's Literature
Transcript Title	Literature-Elementary School	Children's Literature
Course Code	RDNG 603	LE 603
Subject Code	RDNG - Reading	LE - Literacy Education
Catalog Description	A web-based course that provides information about different aspects of children's literature and discusses classroom implementation.	This course provides information about different genres, topics, and aspects of children's literature in the elementary classroom.
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 620

Field	Old Value	New Value
Catalog Description	The Specialized Literacy Professional (SLP) course addresses history of the role of reading specialist, adult learning theory and contemporary research on the current role of the SLP/Reading Specialist.	This course investigates the history of the role of the reading specialist, adult learning theory, coaching. collaboration, professional standards, and contemporary research on specialized literacy professionals.
Course Code	RDNG 620	LE 620
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code and (2) minor catalog description revision.

LE 621

Full Title	Reading and Writing Instruction in Elementary Schools	Knowledge of Literacy Instruction
Transcript Title	Rdng & Wrtng Inst-Elem Schools	Knowledge of Literacy Instruct
Catalog Description	Examines processes of reading and writing at the elementary school level. Explores instructional practices associated with those processes.	This course targets the following aspects of the reading process: phonemic awareness, word study (phonics and vocabulary), fluency, and comprehension and develops content, pedagogical and curricular knowledge along developmental continuums of learning.
Course Code	RDNG 621	LE 621
Subject Code	RDNG - Reading	LE - Literacy Education
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 622

Full Title	Content Area Literacy Instruction	Disciplinary Literacy
Transcript Title	Content Area Literacy Inst	Disciplinary Literacy
Catalog Description	Presents essential content area literacy skills and examines ways in which they may be developed in various subject matter areas.	The course targets comprehension, vocabulary and writing instruction and examines ways in which they may be developed in the K-12 disciplines including science, social studies, math, and English language arts.
Course Code	RDNG 622	LE 622
Catalog Description	Presents essential content area literacy skills and examines ways in which they may be developed in various subject matter areas.	The course targets comprehension, vocabulary and writing instruction and examines ways in which they may be developed in the K-12 disciplines including science, social studies, math, and English language arts.
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 623

Full Title	Literacy and the Young Child	Early Literacy Instruction
Course Code	RDNG 623	LE 623
Catalog Description	Focus is on perspectives of young children's reading and writing development and approaches for fostering this development in school and home settings.	This course focuses on young learner's oral language, reading and writing development and instructional approaches for fostering growth at home and in preschool and kindergarten classrooms.
Subject Code	RDNG - Reading	LE - Literacy Education
Transcript Title	Literacy & the Young Child	Early Literacy Instruction
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 624

Course Code	RDNG 624	LE 624
Subject Code	RDNG - Reading	LE - Literacy Education
Catalog Description	Inquiry into the historical, psychological, and linguistic foundations underpinning literacy instruction. Students will also consider the interdisciplinary nature of the study of literacy.	This course explores the relationship between theoretical, conceptual, historical, contemporary and evidence-based foundations of literacy and language (reading, writing, and oral language).

Field	Old Value	New Value
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code and (2) minor catalog description revision.

LE 627

Full Title	Developing Reading Interests	Motivation and Engagement in Literacy Learning
Transcript Title	Developing Reading Interests	Motivation and Engagement Lit
Catalog Description	Emphasis on methods and techniques for developing reading habits, interests, and tastes and on motivating individuals to read. Special attention is given to instructional practices which support the pursuit of independent reading.	Reading, writing, and technology are examined through theoretical constructs of learner motivation and engagement in this course.
Course Code	RDNG 627	LE 627
Subject Code	RDNG - Reading	LE - Literacy Education
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 640

Full Title	Instructing Students Who Have Reading Difficulties	Literacy Intervention I
Transcript Title	Instructing Students-Rdng Dif	Literacy Intervention I
Catalog Description	A methods course that emphasizes ways to intervene when students face reading difficulties. Course focuses on methods that can be used by classroom teachers, reading specialists, and other special teachers of reading and language arts.	This course emphasizes a learner-centered approach to literacy instruction. It focuses on how to effectively plan for developmentally appropriate differentiated literacy instruction for all students and specifically addresses student learning needs when reading difficulties arise. Candidates provide individualized instruction to a diverse learner who struggles and have opportunities to provide peer feedback in this course.
Course Code	RDNG 640	LE 640
Subject Code	RDNG - Reading	LE - Literacy Education
Catalog Prerequisites	RDNG 621 and (RDNG 624 or RDNG 622).	LE 621 and LE 622 with a minimum grade of C-.
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes or materials The requested change is for (1) subject code (2) title change (3) minor catalog description revision and (4) prerequisite changes.

LE 682

Full Title	Assessment of Reading Ability	Literacy Assessments
Transcript Title	Assessment of Reading Ability	Literacy Assessments
Catalog Description	Focuses on methods and issues related to the assessment of reading ability. Students acquire reading specialist level knowledge and implementation skill of format and informal reading assessment and consider related issues of classroom and clinic application.	This course focuses on foundational knowledge, purposes, terminology, and analysis procedures associated with formal and informal literacy assessments.
Course Code	RDNG 682	LE 682
Subject Code	RDNG - Reading	LE - Literacy Education
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, materials or prerequisites. The requested change is for (1) subject code (2) title change and (3) minor catalog description revision.

LE 689

Full Title	Intervention for Struggling Readers	Literacy Intervention II
Transcript Title	Intervention	Literacy Intervention II
Catalog Description	This practical experience is designed to give literacy education candidates opportunities to apply the theoretical concepts from previous coursework to practical teaching contexts. The practicum is defined as fieldwork experience that combines whole group class meetings, individual intervention sessions with a K-12 student, peer-coaching sessions, and individual supervision sessions.	This practical experience provides literacy education candidates™ opportunities to apply learner-centered concepts to small group teaching contexts. Candidates plan for and provide developmentally appropriate literacy instruction with small groups of diverse students and provide instructional feedback to peers.
Catalog Prerequisites	RDNG 640.	LE 640 with a minimum grade of C- and consent.
Course Code	RDNG 689	LE 689
Subject Code	RDNG - Reading	LE - Literacy Education

Field	Old Value	New Value
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes or materials The requested change is for (1) subject code (2) title change (3) minor catalog description revision and (4) prerequisite changes (from 18 to 21 credits).

LE 726

Course Code	RDNG 726	LE 726
Subject Code	RDNG - Reading	LE - Literacy Education
Catalog Description	A. requirements. Roles, responsibilities, and practices of reading specialists, administrators, and classroom teachers in organizing literacy programs from early childhood through college.	This course analyzes the foundations of literacy leadership, school culture, professional development, policy, advocacy, and coaching. In this course, candidates will be provided with an opportunity to complete an inquiry project in a school setting designed to evaluate the school’s literacy program. Candidates will create and implement a professional learning plan for a school-wide literacy program.
Catalog Prerequisites	18 hours of M.	LE 620 with a minimum grade of C- and consent.
Justification for Course Change		The course change does not include revisions in curriculum, instruction, outcomes, or materials. The requested change is for (1) subject code and (2) prequsite revision (adding 3 more credits - from 18 to 2) and (3) minor catalog description revision.

MANG 330

Catalog Prerequisites	BCOR 370.	PR or CONC: BCOR 370.
Justification for Course Change		Changing BCOR 370 from a prerequisite to either a pre or a co-requisite allowing management majors more flexibility and enabling them to move through the major courses in fewer semesters.

MATH 122

Credit Hours	0 to 2	0 or 2
Catalog Prerequisites	Minimum HEPC-defined ACT/SAT Math or equivalent assessment score, or satisfactory performance on placement test.	Minimum ACT/SAT Math or equivalent assessment score, or satisfactory performance on placement test.
Justification for Course Change	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.	Removed " HEPC defined" Minimum ACT/SAT Math or equivalent score, from catalog prerequisites.

MATH 124

Banner Prerequisites	MATH 122   C-   UG     Or     MATH 122   C-   UP     Or     MATH 122   C-   UT     Or     A02   22       Or     S02   0540     Or     ML20   20	MATH 122   C-   UP     Or     MATH 122   C-   UT     Or     A02   22       Or     S02   0540     Or     ML20   20
Catalog Prerequisites	Satisfactory performance on departmental placement test; or satisfy the minimum ACT/SAT Math score; or a grade of C- or better in MATH 122.	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination. (prerequisites may vary on regional campuses.)
Justification for Course Change	Updating prerequisites in BANNER to match catalog prerequisites	Removing Math 122 as a prerequisite course on WVU Main Campus. Math 122 will only be a prerequisite for Math 124S - Algebra with Applications with Support or Math 126S-College Algebra with Support.

MATH 126

Banner Prerequisites	MATH 122   C-   UG     Or     MATH 122   C-   UP     Or     MATH 122   C-   UT     Or     ML20   20	MATH 122   C-   UP     Or     MATH 122   C-   UT     Or     ML20   20
Catalog Prerequisites	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination, or a minimum grade of C- in MATH 122.	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement examination. (Prerequisites may vary on regional campuses.)
Justification for Course Change		Math 122 will no longer be a prerequisite course for Math 126. Students who successfully complete Math 122 will qualify for Math 124S (College Algebra Applications with Support) or Math 126S (College Algebra with Support).



Field	Old Value	New Value
<b>MINE 331</b>		
Catalog Prerequisites	MINE 205 and (MAE 331 or CE 321).	MINE 205 with a minimum grade of C- and CONC: MAE 331 or CE 321.
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3
Justification for Course Change		The only knowledge from the course of fluid mechanics is the General Bernoulli Equation which is covered adequately in the class. Therefore, a co-requisite of MAE 331 (Fluid Mechanics - MAE) for students majoring mining engineering only or CE 321 (Fluid Mechanics-Civil Engr) for dual mining/civil engineering students is sufficient for the students to gain other knowledge about fluid mechanics.
<b>MIST 320</b>		
Catalog Prerequisites	Admission into the College of Business and Economics.	
Justification for Course Change		With the implementation of of the Business Data Analytics minor, students from outside of B&E need to be able to take this class.
<b>PET 369</b>		
Catalog Prerequisites		PET 228 and PET 233 and PET 349 and PR or CONC: PET 350 and PET 379 with a minimum grade of C- in all.
Justification for Course Change		There are no substantive changes being made to the course. The only change is altering the prerequisites and corequisites for the class. The change is being made to help solidify how students advance through the curriculum.
<b>PET 379</b>		
Catalog Prerequisites		PET 228 and PET 233 and PET 349 and PR or CONC: PET 350 and PET 369 with a minimum grade of C- in all.
Justification for Course Change		The addition of pre-requisite courses is intended to make the required curricular sequence more evident for majors in Physical Education/Kinesiology. There are no major changes to course content.
<b>PSYC 367</b>		
Catalog Prerequisites	PSYC 202 or PSYC 204 and junior or senior standing.	(PSYC 202 or PSYC 204) and PSYC 281 and junior or senior standing.
Justification for Course Change	Updated prerequisites.	Students will be more prepared for the course with this additional prerequisite.
<b>PUBA 600</b>		
Full Title	Scope and Practice	Democratic Context of Public Administration
Catalog Description	Orientation to the field of public administration, ethics and professional standards and professional skills. Review of foundations, theories, scope and methods. Study of public management heritage and exploration of current trends and issues.	Orientation to the field of public administration and its role in democratic governance in the United States. Review of the historical, philosophical, Constitutional, and intellectual foundations of administrative theory and public service values, with application to current trends and issues.
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.
<b>PUBA 610</b>		
Full Title	Public Management Theory and Practice	Public and Nonprofit Management
Transcript Title	Public Mangmnt Theory/Practice	Public and Nonprofit Managment
Catalog Description	Graduate-level introduction to management theory and practice in the public sector, including contextual influences, administrative behavior and motivation, decision-making, leadership, organizational design, communication, and evaluation.	Introduction to public and nonprofit management, including assessing organizational contexts, structures, and systems. Explores diverse strategies for managing programs, projects, people, and resources in public service organizations.

Field	Old Value	New Value
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

PUBA 620

Full Title	Public Financial Management	Public and Nonprofit Financial Management
Transcript Title	Public Financial Management	Public & Nonprofit Financial
Catalog Description	Principles and practices of public sector financial management including management control concepts, governmental financial accounting and reporting, analytical and managerial techniques, and microcomputer applications to public financial management.	Graduate level introduction to the principles, practices, participants, and policies involved in public and nonprofit financial management, including fiscal resource management, financial reporting, and performance analysis.
Catalog Prerequisites	Consent.	
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

PUBA 630

Full Title	Research Methods	Public Service Research
Transcript Title	Research Methods	Public Service Research
Catalog Description	Introduction to the foundations and processes of applied research applicable to public administration, with emphasis upon data collection and analysis, statistical modeling and research design.	Foundations and processes of applied research to inform public and nonprofit organizations, with an emphasis on research design, data collection and analysis, and presentation of findings and recommendations.
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

PUBA 645

Full Title	Public Administration and Policy Development	Public Policy and Administration
Transcript Title	Pub Adm & Policy Development	Public Policy and Admin
Catalog Description	Policy development examined in terms of values, process, specific policy cases, alternative futures analyses, and policy science.	Examines the administrative role throughout the democratic public policy process, focusing on ethical implications and associated technical skills.
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

PUBA 710

Full Title	Administrative Behavior in Public Organizations	Public Service Leadership
Transcript Title	Admin Behavior-Public Organztn	Public Service Leadership
Catalog Description	Introduces and familiarizes the student with the nature of individual and group behavior in public organizations and bureaucratic settings.	Prepares students to exercise leadership in public and nonprofit organizations in response to changing social, economic, and environmental challenges. Examines various approaches to leadership and innovation, including strategic, communicative, and reflective practice.

Field	Old Value	New Value
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

**PUBA 712**

Full Title	Administrative Ethics and Justice	Administrative Ethics
Transcript Title	Administrative Ethics/Justice	Administrative Ethics
Catalog Description	Analysis of ethical issues in public administration. Study of the concepts of distributive and procedural justice and their applications to administrative decision-making.	Exploration of the foundations of ethical principles and practices in the public and nonprofit sectors. Application of principles through analysis of ethical dilemmas in serving the public.
Catalog Prerequisites	PUBA 610 or consent.	
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

**PUBA 720**

Full Title	Public Budgeting	Public and Nonprofit Budgeting
Transcript Title	Public Budgeting	Public and Nonprofit Budgeting
Catalog Description	Advanced study of public budgeting at the federal, state, and local levels of government. Emphasis is placed on principles of public finance, budgeting processes and approaches; revenue sources and tax structures; and budget preparation and analysis.	Graduate level study of public budgeting principles and political processes in government and nonprofit organizations. Emphasis is placed on understanding revenue sources and tax structures, while developing the skills to craft, analyze, and revise budgets and performance measures.
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

**PUBA 730**

Full Title	Applied Research in Public Administration	Advanced Public Service Research
Transcript Title	Applied Research-Public Admin	Adv Public Service Research
Catalog Description	Completion of an original, quantitative, applied research project dealing with issues and/or problems in the public sector.	Methodological foundations, methods, and research design for public policy analysis and evaluation or program assessment and evaluation.
Catalog Prerequisites	PUBA 630.	Consent
Justification for Course Change		This course is being altered to reflect the recent redesign of the Master of Public Administration (MPA) degree program which was completed in response to feedback during its last reaccreditation, in addition to subsequent strategic planning to realign the program with current best practices. All the required and some elective MPA courses are being altered according to that strategic plan and program redesign to better meet the field’s current expectations and to prepare for the next round of reaccreditation.

**PUBH 353**

Full Title	Disease Across the Life Span	Mastering Health and Wellness
Transcript Title	Disease Across the Life Span	Mastering Health and Wellness

Field	Old Value	New Value
Catalog Description	Students will identify causative factors, treatment, prevention, and educational implications for disease across the life span.	This course will provide students with information about current health and wellness issues, diseases and disorders across the lifespan and how to prevent them and improve their health outcomes. Students will examine biological, psychological, and social aspects that affect and can assist in achievement of optimal health. Lecture, discussion, films, and experimental learning activities will be utilized.
Course Code	CHPR 305	PUBH 353
Subject Code	CHPR - Community Health Promotion	PUBH - Public Health
Catalog Prerequisites	CHPR 170.	
Justification for Course Change		This course was previously part of the undergraduate school health education curriculum. Now that it is solely in the public health major, it was time to some updating and to bring it current with 2018 standards of practice.

**SPAN 331**

Catalog Prerequisites	SPAN 304.	Two 300-level SPAN courses.
Justification for Course Change		There are no changes in course. There was a mistake in pre-req, it was requiring as a pre-req a course (span 304) which does not exist anymore.

**SPAN 332**

Catalog Prerequisites	SPAN 304.	Two 300-level SPAN courses.
Justification for Course Change		Update of pre-requisites. SPAN 304 is not offered anymore; the proposed pre-requisites will align the course with other literature courses in the program.

**STCM 438**

Catalog Description	An introduction to how the role of content is evolving in the modern marketing landscape and how to apply different types of content generation to new and traditional marketing channels. Additional topics cover the pros and cons of content marketing vs. traditional marketing as well as an introduction to the processes and tactics to create and implement content marketing strategies.	This course provides an introduction into how the role of content is evolving in the modern marketing communications landscape and how to apply different types of content generation to new and traditional channels. Additional topics cover the pros and cons of content marketing vs. traditional marketing communication strategies.
Justification for Course Change		Changes to course description were made so word choice was more clear and to better reflect course content.

**STCM 439**

Catalog Description	This online majors only, course is an accelerated examination of the social media landscape with a focus on crafting messages and successful case studies.	This online majors-only course is an accelerated examination of the social media landscape with a focus on crafting messages and successful case studies related to how social media channels can be strategically used to meet the goals of corporate, non-profit, political and issue-based outreach messaging.
Catalog Prerequisites	JRL 101 and (PR 215 or ADV 201 or ADV 215).	JRL 101 and (PR 215 or ADV 201 or ADV 215 or STCM 215) with a minimum grade of C- in each.
Justification for Course Change		Required prereq grades have been changed to C- to conform with college requirements and edits made per Faculty Senate Curriculum Committee.

**Course Deactivations**

ECON 453	Economic Transition in Europe
ECON 453A	Economic Transition in Europe - Travel
MATH 123	Finite Mathematics 1

To: Faculty Senate Executive Committee  
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee  
 Date: February 25, 2019  
 Re: Capstone Courses Report

How will students demonstrate each of the following abilities:					Capstone Components:	
Title	College	Gather material independently, as needed	Think critically about and 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 their project's design	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
FDM 435: Product Development	AGFOR	The students will need to source academic and physical resources independently to complete the mini-project and the final project for the class	The projects are set up in a way for them to apply the knowledge learned through the merchandising curriculum. They analyze a fashion product and develop a fashion product which will require them to think critically and integrate the theoretical and practical knowledge learned in merchandising curriculum.	The project will be focused on them creating sustainable fashion products and understanding their impact on the society and environment. The students will be able to understand how do all the components come together to form the product and its relevance to local and global communities.	The students are required to complete a mini-project and final project and submit the reports.	The students present their projects to the students.
ID 465: Advanced Architectural Interior Design 4	AGFOR	Students will complete independent research, design, and reflection associated with a single design project for a building program type with social and/or cultural relevance (e.g. a public healthcare clinic, a support center for young adults with autism spectrum disorder, an off-campus service learning center, a community library, etc.). Students will conduct independent primary and secondary research in order to understand general human needs and aspirations associated with the building program type. Students will draw from interior architecture case studies and ergonomics, anthropometry, and proxemics references to allocate appropriate areas for the program elements. They will also utilize technical references for selecting and applying appropriate technical and regulatory responses to the building program as they design the architectural interior. Students will demonstrate their abilities to gather material independently through oral, written, and graphic communication associated with the design of an architectural interior.	The interior design curriculum is centered in design laboratories that explore issues associated with building programs that increasingly become more real and complex as students move through the curriculum. Design complexity is primarily driven by the amount of information the student is asked to integrate into a single design. In the beginning of the curriculum, students are learning to apply basic, general design principles, elements, and theories to projects in two and three dimensions before moving into the design of a small, simple, interior installation informed by historical and theoretical precedents. As students move further through the design lab course sequence, they are asked to address a growing number of design parameters associated with human comfort, construction, environmental systems, sustainable design, building codes, accessibility and universal design, etc. Students who successfully complete ID 465 will demonstrate professional entry-level competence in integrating the major theoretical and practical design parameters associated with the particular building program for their project.	Based on their independent research associated with their building program type, each student will develop "terms of criticism" that they will use as criteria for self-evaluating the relevancy to the building program (and consequences to the building occupants and society as a whole) of their design decisions. These terms of criticism will also structure student reflection about how their individual design decisions impact the human experience from the micro scale of the building interior and its occupants to the macro scale of issues such as the economy, public health, environmental sustainability, cultural criticism, etc. Finally, at the end of the semester, each student will present their research and project to a panel of guest reviewers. This student presentation and subsequent critique by the review panel will provide further opportunities for reflection on the implicit and explicit ethical and societal positions embedded by the student in their work.	Students will initiate their ID 465 capstone experience with an intensive, independent research assignment associated with their building program type. The findings of this research will inform a design project. prior to beginning project design. As they complete the research assignment, they will develop "terms of criticism" that will frame their self-evaluation and reflection that they will conduct following the completion of their design project. Following presentation of their completed research and interior design projects, students will complete a self-evaluation and reflection. These three components (research; terms of criticism; and evaluation/reflection) will be written and submitted with the graphic design presentation.	Each student will present a 20 minute oral synopsis of their written research and outline its relationship to their completed design as part of an end of semester final presentation to a group of guest reviewers from the academic and professional design communities. Students will subsequently engage the review panel in questions and answers and in critical conversation. The oral component will complement the graphic presentation of the student's interior design project (that will include three dimensional drawings, floor plans, etc.).

Title	College	Gather material independently, as needed	Think critically about and 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 their project's design	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
JRL 431: Multimedia Storytelling	RCM	Students in this course are producing issue-based packages of information for the purpose of informing an audience. They are responsible for finding credible sources of information, which can include official government websites, scientific data, experts and other human sources. Students will have to collect this information to produce and package stories.	This course challenges students to produce information in a variety of ways, including text reporting, visual reporting, interactive data visualization and social media reporting. The Reed College of Media offers individual courses at lower levels in each of these skills, but in this course students will be expected to pull together those skills and put them into practice with the end goal of publishing their work on the EyesOnWV.com website. EyesonWV.com is an online multimedia journalism magazine focused on West Virginia community issues. As part of that work, students will critique their own and peers' work, as well as that of working professionals, as they look for best practices from a technical perspective and also as it pertains to sourcing and audience engagement.	Each student will propose a final project package based on an issue they have identified that has relevance to the city of Morgantown or state of West Virginia. They will have to discuss their proposal in class and present their work to their colleagues multiple times throughout the semester. In the course of their presentations, the ethical and legal considerations of gathering and publishing information is always discussed.	This course has a number of written requirements including an initial project proposal and justification, an annotated social media source list, a final text story and various text summaries for promoting and cataloging each student's work.	Students regularly present their work to and discuss it with their teams and/or the class at large and professor for feedback. Students basically "pitch" their ideas, much as they would in a professional media outlet/environment. Additionally, all students are expected to offer sound, succinct verbal critique and constructive feedback to their student colleagues.

To: Faculty Senate Executive Committee

From: Robert Brock, Chair, GEFCO

Date: February 25, 2019

Re: GEF Actions

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundations</b>	<b>LEAP Learning Outcome</b>
BIOL 116: Principles of Biology Laboratory	New GEF	F2B: Science & Technology (with lab)	2b: Critical and creative thinking
BIOL 118: Introductory Physiology Laboratory	New GEF	F2B: Science & Technology (with lab)	2c: Written and oral communicaion

To: Faculty Senate Office  
From: Robert Brock, Chair, GEFCO  
Date: February 25, 2019  
Re: GEF Transition Review

The General Education Foundations Committee met on February 4, 2019 and passed the following courses for GEF Transition Review:

<b>Title</b>	<b>General Education Foundations</b>	<b>LEAP Learning Outcomes</b>
DSGN 140: Sustainable Living	F7: Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
GER 101: Introduction to German Language and Culture 1	F7: Global Studies & Diversity	2c: Written and oral communication
GER 102: Introduction to German Language and Culture 2	F7: Global Studies & Diversity	2c: Written and oral communication
RESM 140: Sustainable Living	F7: Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world



Honors Foundation Courses: 2019-2020

## **HONR 204 - Families in America**

Dr. Jessica Troilo, Learning Sciences and Human Development, College of Education and Human Services

**Section Description:** What does it mean to be in a family? How has this meaning changed over time in the U.S.? Families in America will provide an opportunity to explore, discuss, and discover families in the United States. Sociologist Andrew Cherlin noted how difficult it was to study families, not because of the complexity of the material but because it is difficult to detach ourselves from our own families to understand others. This class will require students to think critically about families – how “family” has (and is) been defined, how families have (and do) lived, what roles families and family members occupy and how this has changed over time.

### **GEF Course Learning Goals:**

Consistent with the HONR 204 foundation outcome and WVU LEAP Learning Outcome 3:

- Students will “make connections between the human behavior...and today’s world” in each of their required assignments, both the smaller, weekly assignments and their major papers. When reading about how families have existed and experienced change, students will be drawing comparisons from the past to today and the future.
- Second, students will “employ intellectual and practical skills of employing social...systems relevant to modern life.” Again, these skills will be accomplished in both minor and major assignments. They will be reading about the family, a social system, and how it exists in the US.
- Third, students will “exercise both personal or social responsibility through the application of civic knowledge...” most directly in how they address myths involving families. We have a responsibility, once we learn facts, to no longer perpetuate myths and incorrect assumptions. The concepts they learn will be directly applied to current issues surrounding families.
- Fourth, students will be required to “integrate and synthesize knowledge...across disciplines...” in each assignment and in each class period. Students will be provided numerous opportunities to think critically of what they are reading, and I will encourage those skills through discussion and evaluating their weekly responses.
- Finally, students will have opportunities to present and work with classmates to further strengthen their leadership and collaboration skills. We know that in whatever profession students pursue, collaboration with others will be necessary. Thus, they will learn how to work with others, how to discuss topics with peers, how to present in front of peers, how to lead, and how to accept and use feedback.

### Section-Specific Learning Goals:

In this section, students will:

1. Analyze how family roles have changed in response to cultural shifts.
  - Students will analyze the intersection between family, the economy, politics, and society. This will occur throughout the semester and in a variety of assignments. This goal directly ties into the HONR 204 learning outcomes, as listed above.
2. Identify and explain incorrect myths regarding family life.
  - This outcome specifically addresses LEAP Essential Learning Outcome 3: Personal and Social Responsibility. Identifying myths can better help students understand that families respond to the needs and demands of the culture instead of the notion that a certain family type is “best.” Identifying and addressing myths engages in LEAP outcomes, such as: intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.
3. Synthesize the varied family forms that exist within America.
  - Students will synthesize similarities and differences among families and discuss the reciprocal relationship between private lives and public policy. In students’ writings, they will be asked to expand their thinking beyond individual families to consider how cultural differences (e.g., availability of birth control) influences family formations (e.g., smaller families, later age of marriage). Finally, this goal directly relates to the LEAP Learning Outcome of Civic Knowledge and Engagement. As students learn more about families and culture, they will increase their civic knowledge.
4. Improve their writing skills by reflecting on and discussing their readings.
  - Students will engage in both shorter (1-2 pages) and longer (6-8 pages) writing. Shorter writings and students will be provided feedback graded weekly. This allows students to improve their writing skills over the course of the semester.
5. Strengthen their presentation and class leadership skills.
  - Students will lead discussion once during the semester. Students will receive the discussion questions written by their classmates for the course readings. They will then need to organize those questions into themes to prepare to lead discussion for “their” class period. I realize students may not have had this responsibility before, so I will supplement as necessary so as to scaffold (i.e., the process of modeling or demonstrating, then stepping back but offering support as needed) students’ leadership development.

## **HONR 205 - A Short History of Money**

Matthew Titolo, College of Law

**Section Description:** This section will use historical analysis to understand how money has shaped political sovereignty since the early modern period. Students will learn to read legal cases, political treatises and cultural texts with an eye to understanding their place in the political history of money. Both primary and secondary sources will set the stage for our deep study of money's entanglements with politics and society. Students will work on projects dedicated to understanding the role of money and debt in the modern world. They will research news accounts to understand current controversies over Brexit, the EU and the Euro; the size of the US budget, proposals for a job guarantee and many other issues related to money's place in the modern political and legal order.

### **GEF Course Learning Goals**

Students in this course will:

- Make connections between the humanistic practices of philosophical, spiritual, and historical inquiry and today's world - *A Short History of Money* will teach students to read contemporary events historically, bringing knowledge of money's complicated history to a host of contemporary issues.
- Employ intellectual and practical skills of researching and analyzing ideas, texts, practices, and artifacts of the recent and distant past in a way that is relevant to modern life - The course will have a research component, and students will explore how the course themes play out across contemporary media.
- Exercise both personal or social responsibility through inquiry into the ideas, texts, practices, and artifacts of the recent and distant past, and by applying the results of that inquiry to personal, local, national, and/or international situations and problems - Students will learn to think and talk about modern political debates surrounding money, finance and debt in innovative ways that tap into deep historical understanding of money's politics.
- Integrate and synthesize knowledge gleaned from philosophical, spiritual, and historical inquiry across disciplines including, but not limited to, the traditional humanities - Students will learn to see the big historical and cultural picture behind policy debates surrounding money and debt in the modern world.

### **Section-Specific Learning Goals**

Students in this section will engage the above learning goals in the following ways specific to this section. In this section, students will:

1. Develop an ability to think historically about contemporary social and political issues
2. Analyze historical and literary texts with an eye to understanding their place in the political history of money.
3. Apply historical reasoning and methods to research contemporary social political issues.

### **HONR 206—Allegories for Boldness**

Dr. Christine Hoffmann, English, Eberly College of Arts and Sciences

**Section Description:** This section will conduct a literary investigation of boldness, primarily through a survey of the Bluebeard folktale as variously translated in fiction, poetry, music and film. The Bluebeard myth, in which a young bride discovers her husband's former wives dead behind the locked door of a chamber he has forbidden her to enter, has been retold by dozens of poets, novelists, composers and artists, from the fifteenth century to the twenty-first. Each variation revisits or revises the fable's original moral, which perplexingly warns women that "Curiosity, in spite of its appeal, often leads to deep regret." "Be bold, be bold ... be not *too* bold" is the similarly confusing refrain encountered by the heroine in a version of the story from England. Boldness is framed in these variants as both intuitive and extreme, as what saves characters from danger and as what endangers them. This course's focus on the popularity of the Bluebeard myth will enable broader conversations about the entanglements of folklore and history; the cultural appetite for art that is at once formulaic and experimental; and the function of mythmaking in times of political crisis. Students can expect an equal emphasis on inquiry and invention, given that assignments will ask them to analyze the Bluebeard myth across time, place and genre and to compose their own adaptation(s) of the tale.

### **GEF Course Learning Goals**

Students in this course will:

- Make connections between the arts—through analysis and/or practice—and today's world.
- Employ intellectual and practical skills of analyzing and/or producing artwork in a way that is relevant to modern life.
- Exercise both personal or social responsibility through the analysis and practice of art, and by discussing personal, local, national, and/or international situations and problems.
- Integrate and synthesize knowledge of artistic expression across disciplines including, but not limited to, the arts and humanities.

### **Section-Specific Learning Goals**

Students in this section will engage the above learning goals in the following ways specific to this section. In this section, students will:

1. Explore a diverse selection of literary and nonliterary genres (novels, short stories, poems, plays, film, music, fine art, advertisements, news media) and authors from nearly every continent.
2. Practice creative and analytical skills through assignments that combine research, analysis, invention and revision.
3. Learn about and participate responsibly in pressingly relevant conversations on modern situations and matters of concern, including violence against women, toxic masculinity, class discrimination, ethical brand marketing, gaslighting and tone policing.
4. Consider the artistic and rhetorical interconnections between materials produced by a variety of discourse communities from social media, political campaigns, university marketing, news broadcasters, social etiquette watchdogs, and true crime podcasts.

## **HONR 207: Global Politics Through Film**

Dr. Christina Fattore, Political Science, Eberly College of Arts and Sciences

**Section Description:** Film transports us to another place and time that we have not been able to experience on our own. It also allows us to empathize with those who have experienced what we have not. As a scholar of international relations, I recognize that it is sometimes difficult for students to perceive the importance of certain events through traditional means such as textbooks and lectures. Therefore, this course will use film and their stories to make major events in global politics accessible to students. In this course, we will explore events that have had a major effect on international relations in the 20<sup>th</sup> and 21<sup>st</sup> centuries. We will study these events by watching films and reading supplemental material to aid in our discussions. This is an innovative way to not only discuss the core issues of global politics, but also to see how they are interpreted visually and via storytelling.

### **GEF Course Learning Goals:**

The world is more than our familiar neighborhoods and people who share our individual beliefs and traditions. We can come to appreciate our global society when we consider other ways of life, experiences, means of expression, histories, and modes of being. As we seek to expand our knowledge beyond the confines of our own experiences, we open up our minds and our worlds. Embracing human diversity enriches our understanding, including the understanding of what we have in common. Students will apply methods and principles of critical inquiry to explore global issues and cultural, linguistic, or experiential diversity.

### **Section-Specific Learning Goals**

Students in this section will engage the above learning goals in the following ways specific to this section. After completing this class, students should be able to:

- Discuss current global issues and their impact on world politics
- Understand the way in which entertainment products impact political behavior and opinions.
- Identify and explain the major events in the 20<sup>th</sup> and 21<sup>st</sup> century that shaped current global politics.

- Recognize when satire, comedy or drama is used to make politics more accessible to the everyday citizen
- Utilize qualitative research methods (specifically content analysis) in order to understand the connection between various pieces of media and politics.

## **HONR 207 - Global Development in a Changing World**

Dr. Brent McCusker, Geology and Geography, Eberly College of Arts and Sciences

**Section Description:** This section will begin with an exploration of the topic of international development, posing key challenges to conventional ways of thinking. After the theoretical overview, the course will move into examples of applied development. The second module will expose students to the development policy cycle. The final component of the course will expose students to data management and manipulation. Students will learn Tableau data software and will be required to use this visualization software for their final project.

### **GEF Course Learning Goals**

Students in this course will:

1. Make connections between diverse cultures, groups of people, and experiences and the ways that diversity affects today's world
2. Employ intellectual and practical skills of analyzing global culture and other modes of diversity in a way that is relevant to modern life.
3. Exercise both personal and social responsibility by engaging other ways of life, experiences, means of expression, histories, and modes of being and by putting those into conversation with personal, local, national, and/or international situations and problems.
4. Integrate and synthesize knowledge of global cultures and diverse experiences across disciplines including the arts, humanities, and social sciences.

### **Section-Specific Learning Goals**

Students will:

1. Critically assess evidence of cultural interaction in the field of international development using both the literature and evidence gathered by the lecturer in a field setting.
2. Collect and analyze large development datasets to support or refute hypotheses linked to real-world development questions.
3. Employ evidence to address the policy cycle at major international aid do not agencies.
4. Create written work reflecting the critical thinking, data collection, and analysis conducted throughout the course.

Last Name	First Name	Appointment	Committee
Estep	Clarissa	Eberly	General Education Foundations

## Resolution to Create Faculty Senate Inclusion and Diversity Committee (IDC)

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

WHEREAS, issues of diversity, community, and inclusion are important to the overall success of West Virginia University and the faculty thereof, and

WHEREAS, the Faculty Senate seeks to assist the University in creating a system in which equity and inclusion are woven into all we do and in how we welcome and include diversity in our work places and our classrooms, therefore be it

RESOLVED, that the Faculty Senate Inclusion and Diversity Committee (IDC) is created as a standing committee for the 2020-2021, 2021-2022, and 2022-2023 academic years unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED that the Faculty Senate Inclusion and Diversity Committee (IDC) shall present a report to the Faculty Senate no less than annually, and be it

FURTHER RESOLVED that the Faculty Senate Inclusion and Diversity Committee (IDC) be charged with undertaking the following set of actions

- (1) Assess and issue a university wide report on the campus culture of inclusion, equity, and diversity to be carried out according to best practices but not less than every five years.
- (2) Provide material, curricular support, and guidance, including an online toolkit, for faculty teaching and service related to diversity, equity, and inclusion.
- (3) Establish and hold ongoing conversations with key units and stakeholders including but not limited to the Division of Diversity, Equity, and Inclusion, the office of Equal Opportunity and Affirmative Action, the Center for Excellence in Disabilities, the Center for Black Culture and Research, the ADVANCE program, the LGBTQ+ Center, the Office of Multicultural Affairs and external community leaders and stake holder groups that work to further social justice and inclusion in West Virginia.
- (4) Evaluate periodically national trends and report on best practices related to diversity and inclusion, and make recommendations to appropriate University bodies including the Office of the Provost, the Teaching and Learning Commons, and other Centers, Colleges, Schools and programs affiliated with the University;



- (5) Report on systems and mechanism that provide support to faculty who engage in research and scholarship on issues related to social status including but not limited to race, ethnicity, income, gender, sexuality, and religion;
- (6) Address in a timely fashion other issues pertinent to the charge of the committee.