

Minutes
West Virginia University Faculty Senate
Monday, February 11, 2019

1. David Hauser, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Costas, M.	Germana, M.	Martucci, A.	Schaeffer, P.
Andress, L.	Crichlow, R.	Goff, N.	McCombie, R.	Schimmel, C.
Atkins, C.	Criser, A.	Goodykoontz, E.	McCrary, J.	Scott, D.
Ballard, D.	Cronin, A.	Haines, K.	Miller, D.	Singh-Corcoran, N.
Bastress, R.	Cui, P.	Hardy, S.	Morris, A.	Smith, M.
Benedito, V.	Dibartolomeo, L.	Harrison, N.	Morris, M.	Soccorsi, A.
Bernardes, E.	Dickman, B.	Hartnett, H.	Morris, T.	Swager, L.
Bilgesu, H.	Dietz, M.	Hauser, D.	Mucino, V.	Thomas, J.
Blobaum, R.	Donley, D.	Hessl, A.	Murphy, E.	Tu, S.
Bowman, N.	Eades, D.	Hibbert, A.	Murray, J.	Valenti, M.
Bravo, G.	Eschen, E.	Hildebrand, L.	Myers, M.	Valentine, K.
Brock, R.	Estep, C.	Hornsby, W.	Nutter, R.	Vanderhoff, J.
Brooks, R.	Eubank, T.	Jacobson, G.	Ogden, L.	Vona-Davis, L.
Burnside, J.	Evans, J.	Kiefer, C.	Olfert, I.	Walter, S.
Burt, A.	Feaster, K.	Kitchen, S.	Olson, K.	Wayne, W.
Casey, F.	Fleming, A.	Krause, K.	Reddy, Y.	Welsh, A.
Clemmer, M.	Fraustino, J.	Li, B.	Reymond, R.	Woloshuk, J.
Collins, A.	Galvez, P.	Lockman, J.	Ryan, E.	Yocke, R.
Corio, E.	Garofoli, G.	Mallow, J.	Scaife, B.	Yu, H.
Cossman, J.				

Members Excused:

Anderson, K.	Elliott, E.	Matak, K.	Prucz, J.	Sowards, A.
Bishop, J.	Floyd, K.	McMillen, J.	Pyzdrowski, L.	Toppe, M.
Bonner, D.	Hutson, Z.	Montgomery-Downs, H.	Rice, T.	Utzman, R.
Chisholm, S.	Knox, S.	Ponte, C.	Sand-Jecklin, K.	Woods, S.
Cohen, S.	Kolar, M.			

Members Absent:

Angeline, M.	Hileman, S.	Miltenberger, M.	Pradhan, T.	Shapiro, R.
Barko, C.	Holbein, M.	Myers, S.	Rakes, P.	Tobin, G.
Connors, J.	Law, K.	Patel, R.	Rowlands, A.	Tudorascu, A.
Flanigan, M.	Mbayo, T.	Plein, L.	Sedney, C.	Ueno, C.

Faculty Senate Officers Present:

Hauser, D.	Murphy, E.	Nutter, R.	Valenti, M.
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2. Chair Hauser moved for approval of the minutes from the Monday, January 14, 2019 meeting.
Motion carried.
3. Vice Provost John Campbell reported the following:
 - James Wood, interim director of the Energy Institute, was part of a panel reporting on energy innovation to the U.S. Senate Committee on Energy and Natural Resources. In his testimony,

he outlined several research projects going on at WVU, including improving existing coal-fired power generation and advanced storage and production of natural gas.

- Fanny Ye, assistant professor of computer science and electrical engineering, was awarded a \$1 million grant from the National Institute of Justice to help develop artificial intelligence techniques to combat the opioid epidemic and trafficking.
 - Our graduate business programs in data analytics, the online MBA, and forensic accounting and fraud examination, as well as our graduate engineering program in software engineering were ranked in the top 50 of the U.S. News & World Report Best Online Programs. The graduate program in education was ranked in the top 100.
 - The deadline for nominations for the new Graduate Research Mentoring Award is February 12. Four finalists will be selected, with one of the four receiving \$5000.
 - The Board of Governors approved the new no smoking/no vaping policy. The emphasis now switches to enforcement, education, and communication.
 - The University has decided to withdraw from the Academic Common Market. The program allowed students in certain programs from certain states to receive in-state tuition at WVU. We decided to withdraw for several reasons, including a cumbersome application process and the belief that we could use the money we were spending on that program to attract higher-caliber students. We intend to apply the \$2.8 million spent on ACM students to other merit-based programs directed at all majors.
 - HB 2519, The Campus Self Defense Act, includes exemptions for areas where student misconduct and disciplinary hearings are being conducted, in nursery and daycare facilities, in venues of greater than 1000 people, and in facilities leased to another organization. The current legislation does not include exemptions for laboratories or residence halls. Campus Conversations on campus carry will be held on February 14 and 15.
4. Chair Hauser presented Annex VIII, Faculty Senate Letter to West Virginia Legislature. A motion was made and duly seconded to adopt the resolution contained in Annex VIII. Motion carried.
5. Chair Hauser reported the following:
- We will conduct another working group session at the March 4 Senate meeting focused on “what does a healthy and/or successful department look like?” There are no problems now, and none are anticipated in the near term, but this is an exercise that lets us get ahead of future potential issues.
 - Responses to the poll about the December working group are included in Annex IA. There were good suggestions, and he will try to implement those.
 - Nominations for open Senate seats have closed. The election ballot will go out on or about February 28 and will remain open through March 8. Nominations for Faculty Senate Chair-Elect are open and will remain open through the end of the March Senate meeting. Those who accept nomination will speak at the April Senate meeting, with voting to immediately follow. This election is for a non-BOG Senate Chair. A survey will soon go out asking for committee volunteers for the 2019-2020 academic year. He strongly encourages Senators to serve on committees. The bulk of the work of the Senate happens on committees, which is where Senators can make the greatest difference to governance at WVU.
 - Some faculty members have reported that their eSEIs contain offensive comments by students. They requested some form of redress, such as having the comments removed and/or the students appropriately punished for violations of campus codes. He has referred the matter to the

Teaching and Assessment Committee (TACO) to work through the various legal, policy, Title IX, and assessment-related issues to come up with a policy recommendation. There seems to be some momentum towards allowing faculty to have offensive comments redacted from the eSEIs. TACO's recommendations will be presented at a future Faculty Senate meeting.

6. Ednilson Bernardes, Chair, Curriculum Committee, moved for approval of the following reports. Motion carried.

Annex I, New Courses Report.

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

Annex III, Capstone Courses Report.

Changes to the Major in Applied and Environmental Biology.

Change AOE to Major in Forensic Biology.

Change AOE to Major in Forensic Examiner.

The following report was submitted for information:

New Minor in Finance. Report filed.

7. Robert Brock, Chair, General Education Foundations Committee, submitted the following report for information:

Annex IV, GEF Transition Review. Report filed.

8. Ashley Martucci, Chair, Teaching and Assessment Committee, moved for approval of the following:

Annex V, Recording Mid-Semester Grades in Digital Measures. Motion carried.

9. Carolyn Atkins, Chair, Committee on Committees, Membership and Constituencies, moved for approval of the following:

Annex VI, Standing Committee Membership Changes. Motion carried.

The following report was submitted for information:

Annex VIA, Populating Senate Committees. Report filed. Annex VIA modifies the committee charge as it will appear on the Faculty Senate web site to conform with language in the faculty constitution. Procedures for populating committees will also be posted to the web site.

10. Scott Wayne, Chair, Faculty Welfare Committee, reported that the committee was asked to review the section of BOG Governance Rule 1.6 (Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships) that addresses relationships involving faculty or staff and students. The committee also compared our rule to peer institutions in the Big 12. The committee recommended that a statement be added to Section 4.2 to explain the consequences of violating the provision. He also noted that pre-existing consensual relationships involving faculty or staff and students must be reported to the appropriate supervisor or dean.
11. Chair Hauser presented Annex VII, Proposal to Establish Faculty Senate and Diversity Committee. The proposal grew out of several concerns: he was approached by faculty earlier this year asking why Senate does not have a committee to think through diversity and inclusion issues; faculty requested greater emphasis on diversity in the Festival of Ideas lecture series; and he is aware that

faculty would like some assistance in thinking through issues of diversity and inclusion as part of their classroom work. Since these issues do not fit into the purview of established committees, he is proposing a new standing committee. He is soliciting comments on this proposal and intends to present a formal proposal for approval at the March Senate meeting.

12. Roy Nutter, Faculty Representative to State Government, reported that ACF set up meetings on January 28 with our legislative representatives. They met with Eric Householder, chair of the House Finance committee, and Paul Espinoza, House majority whip. ACF met on February 8. There is a group of students, led by a Marshal student, who are looking at reducing student costs. They are seeking faculty volunteers to join that effort. Bills of interest that are before the legislature include SB 2519 (The Campus Self Defense Act), SB 386 (Funding of Public Employees Health Insurance Program), SB 451 (Comprehensive education reform), SB 1 (Increasing access to career education and workforce training). The Blue Ribbon Commission has completed its work and a bill has been written but has yet to be introduced into committee.
13. Matthew Valent, BOG Representative, reported the following:
 - The Board met on February 8 with committee meetings on February 7.
 - Three rules were adopted: Rule 1.4 (Ethics, Conflict of Interest, and Outside Consulting Arrangements), Rule 1.11 (Information Technology Resources and Governance), and Rule 5.6 (Tobacco and Smoke Free Campus). The ethics rule received about 50 comments, which have been incorporated. The tobacco rule received a similar number of comments, but they were either strongly in support of the policy or skeptical about the potential for a lack of enforcement. In the end, no edits were made and the version of the tobacco rule that was out for review was passed.
 - Rule 5.9 (Procurement and Purchasing) was released for comment.
 - Rule 5.8 (Travel) was discussed but was withdrawn for further discussion and revision. The main concern is that, as written, the rule requires that all travel expenses must be paid by p-card. The other concern is that it requires almost all reservations to be made through the university's travel management system.
 - The next two meetings are April 12 and June 21. The June 21 meeting will be held in Beckley at WVU Tech, with the June 20 committee meeting to be held at the Bechtel Summit. The faculty presentation to the board was scheduled for June, but may be moved to the April meeting to allow for greater local participation. Staff and student presentations are scheduled for April 12.
14. New Business – None.
15. The meeting adjourned at 4:07 p.m. to reconvene on Monday, March 4, 2019.

Judy Hamilton
Office Administrator

Participant	Q1: Was the alternative Senate program and working group (December 10th) worthwhile, in your opinion?	Q2: Was there enough time for discussion?	Q3: What did you like most about the session?	Q4: How do you think this session could have been improved?	Q5: Do you think it is worth doing something similar again, if there are questions that Senate should think about developing?	Q6: Do you have any suggestions for future sessions?
Participant 1	No	Yes	There was no point to the session.	Ask us questions that really have a need to be addressed.	No	
Participant 2	Yes	Yes	interaction...felt like I was contributing	N/A	Yes	N/A
Participant 3	Yes	Yes	It was fun to do something interactive and meet and work with other faculty	I am from the health sciences campus. I don't know anything about the general education requirements and so a little more background on the reason and purpose for the exercise would have helped. I didn't understand what we were doing at all.	Yes	Just a better framework for the reason and purpose so some faculty who might not know a thing about the general education credits. Only about half of my group understood what we were doing and why. They spent so much time educating the rest of us on all the back story it was hard to know if we accomplished what we are doing. I really did enjoy the interaction though to work and meet people for all different parts of the university. That was very beneficial and much less isolating for a new member
Participant 4	Yes	Yes	group discussion	Many senators may not be working directly with undergraduate students and coursework. It would have been helpful to have some background information that sets the stage for the discussion and give context.	Yes	
Participant 5	Yes	Yes	That we actually discussed something	Not sure	Yes	
Participant 6	Yes	No	Brainstorming Opportunity to engage in discussion with other members	Either more time, or debrief where every table share their thoughts. Perhaps there were common issues.	Yes	Academic integrity Improving faculty development/ PT process
Participant 7	Yes	Yes	Interaction rather than being talked to	Some tables needed MUCH longer than other tables... we spent a lot of time waiting	Yes	
Participant 8	Yes	No	The camaraderie and the opportunity to discuss ideas. In my humble opinion, we have far too many speakers (not all of them very good) that take up far too much time. The break out sessions were effective; it would have been great to actually discuss the results.	More time for discussion.	Yes	More sessions like the last. Eliminate the conference style set-up and have the room set up banquet style to encourage a more democratic discussion process.
Participant 9	Yes	Yes	it was just the right amount of time for academicians to discuss but reach a conclusion without going round and round as we tend to do when talking	rules go around the table twice each person gets to comment then again for each person to add on and respond and this is for each question asked if you have a question for the person that speaks write it down and have a short q&a session at each table or group.	Yes	try this and see how it works - may be too complicated rules go around the table twice each person gets to comment then again for each person to add on and respond and this is for each question asked if you have a question for the person that speaks write it down and have a short q&a session at each table or group.
Participant 10	Yes	No	I enjoyed meeting and working with other members, especially on considering values, such as what is important in terms of undergraduate education across campus.	The faculty senate seems to have a large representation of folks from mathematics. While this is not inherently good or bad, I do feel like there is less representation (and voice) from more social science/humanitarian fields (at least in the 3-4 versions of the chart paper I saw).	Yes	Maybe be more purposeful in mixing up the groups as faculty from similar disciplines seem to congregate.
Participant 11	Yes	Yes	I enjoyed talking with colleagues that I didn't know very well and getting to hear their perspective. It was refreshing that we all seem to have similar thoughts on the subject even though the demographics of our students can be quite different.		Yes	

Participant	Q1: Was the alternative Senate program and working group (December 10th) worthwhile, in your opinion?	Q2: Was there enough time for discussion?	Q3: What did you like most about the session?	Q4: How do you think this session could have been improved?	Q5: Do you think it is worth doing something similar again, if there are questions that Senate should think about developing?	Q6: Do you have any suggestions for future sessions?
Participant 12	Yes	Yes	Many groups had common findings. That was interesting. I also enjoyed meeting Faculty Senators from other programs.	Some of the group recommendations were on items that cannot be taught in one or two classes, but rather come from a curriculum of rigorous classes, or even just from maturity. (e.g. how to make good decisions). Perhaps we could be instructed that recommendations should be focused on curriculum or at least academia. It just seemed that some of the recommendations were focused on the intangible rather than on the possible.	Yes	
Participant 13	Yes	Yes	Getting to have a voice (and hear others' voices) in an otherwise crowded Faculty Senate schedule.	More follow up, so it was clear what ended up happening with all of the work/content.	Yes	Possibly, but it's tough to answer any of these questions because I don't yet know what the outcomes are/were.
Participant 14	Yes	No	Interacting with other disciplines/departments	More time	Yes	
Participant 15	Yes	Yes	Mixture of backgrounds.		Yes	
Participant 16	Yes	Yes	The opportunity to discuss the issue as part of a group.	Inform senators of the topic to be discussed ahead of the session.	Yes	
Participant 17	Yes	Yes	I liked meeting other senators and getting to work together.	The timing could have been sped up as we were waiting awhile to trade papers each session.	Yes	
Participant 18	Yes	No	Coming up with ideas on how to improve the undergraduate schedule.		Yes	Have it as a separate session independent of the Faculty Senate Meeting.
Participant 19	Yes	Yes	Meet other colleagues, the opportunity to feel that we can add something to the University and the rotation of our comments amongst the diverse tables.	More time for wrap up in the end	Yes	
Participant 20	Yes	No	Being able to share thoughts with each other and listen to senators from other academic units.	Have more time for discussion.	Yes	
Participant 21	No	Yes	If gave faculty an opportunity to hear from their colleagues from other academic units.	The session should not be part of a full length Senate meeting. If it is, it should be the primary agenda item (not the last of 10). Or re-configured as a focus group (sample of Senators representing a variety of academic units). While I "like" the idea of this type of brainstorming, I will be interested to see what the actual outcome is before others are scheduled.	No	
Participant 22	Yes	Yes	I liked having an interactive session where we can talk and learn from our fellow faculty members.	not sure	Yes	discussion of upcoming legislation affecting WVU

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Participant 23	Yes	Yes	I felt as if I was being engaged in the process of making a change. Some of the items that are progressing through (midterm-syllabus requirements) could benefit from taking input of faculty in this manner. It is a non-threatening and basically anonymous way to collect the thoughts and impressions from the senators.	Allow for some brief input again now that we can see the results from the groups. This could be done via working groups in face-to-face or via a survey form such as this.	Yes	Midterm syllabus policy Consulting documents I am a new senator, but I was wondering who my thought could be shared. This seems like a good strategy.
Participant 24	Yes	Yes	I enjoyed discussing the questions with colleagues from various colleges. It was nice not to be just a passive listener.		Yes	
Participant 25	No	Yes		By having it be more concretely focused and a bit more structured, it would have worked better.	Yes	It needs to be much more tightly focused and structured, with clearer goals and instructions.
Participant 26	Yes	No	Ideas were generated across faculty from different colleges with different perspectives	with these types of brainstorming sessions, if there is no deliberate follow-up, any ideas derived are lost	Yes	Present definite follow-up plans to the session - how will these ideas be evaluated/used in the future.
Participant 27	No	No	I did enjoy having the opportunity to talk with other faculty members that I did not previously know.	Timing needed to be modified.	Yes	
Participant 28	No	Yes	It was enlightening to find out how many in my group did NOT, and had NEVER, taught a GEF course. Only three of eight at our table had any experience with this population. It was also good to realize that most people thought the key things we determined were important for students to learn could be learned through a wide variety of disciplines.	It would have been extremely helpful to know WHY we were doing this exercise and WHAT we wanted to learn from it were before starting the exercise. While we knew there would be a session on the GEF there was no prior information on what the perceived problem was, who identified it as such, and what we were trying to solve for so it was not possible to be prepared with any insightful information going into the sessions. For something so important this rather off-the-cuff approach didn't seem to generate significant outcomes, at least in our group.	Yes	If the problem is explained beforehand so that people could come in prepared then yes, I think it is a good exercise to sit down with colleagues to work through issues.
Participant 29	Yes	Yes		Since people tend to sit with people they know or work with, it would be great to make the groups mix up some.	Yes	
Participant 30	Yes	Yes	Getting to interact with Senators from other schools	Possibly a bit more time	Yes	No
Participant 31	Yes	Yes	The seating is a vast improvement. It helps create a group mentality, and fosters valuable connections and conversations (plus, it's simply more comfortable). The old way felt like Church - the senators were congregants, inactive apart from listening to the officiants (president, provost, senate president).	It wasn't entirely clear what this was about. After a very lengthy process General Education was just redone recently. Better understanding the purpose of the activity, what's currently being considered, and how our responses would be used would likely improve the applicability of what is discussed. It would definitely better inform the participants.	Yes	Simply learning what the senators themselves believe are the greatest challenges facing the university could be helpful.
Participant 32	Yes	Yes	interacting with my colleagues from across campus and realizing that we all have very similar ideas.	I think that it went really well. Perhaps a time for each group to briefly report out at the end of the session would have been useful.	Yes	What are the greatest needs of faculty success at WVU that are not currently being met?
Participant 33	Yes	Yes			Yes	

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Participant 34	Yes	Yes	the ability to discuss the ideas related to the GEF with people from several different colleges and disciplines	I would have liked the more rotations of the giant tablets so we could build on others ideas more	Yes	I like sitting at tables rather than in the rows.
Participant 35	Yes	Yes	It was nice to be actively involved rather than just listening to information.	I thought it was good. There were clear goals and objectives, time management was on point, and it seems as though something was accomplished.	Yes	no
Participant 36	Yes	Yes	Interaction with colleagues	Not sure	Yes	I have not really thought about this
Participant 37	Yes	Yes	Collaborating with other faculty on common goals.	What will happen to the information provided? A brief introduction to the goals of the specific questions would have been helpful and informative.	Yes	Spurring necessary change, encouraging innovation, making these things easier to implement.
Participant 38	Yes	Yes	It was great to actually work on a problem as a group, and I believe there was significant uniformity of opinion by senate members from across the university.	Maybe a little more time to discuss and brainstorm.	Yes	Not at this point.
Participant 39	Yes	No	ideas/experiences/background from various faculty members	prefer medical school problem solving format: learning from solving a case. would be better to provide a challenging case that faces the university, and see if the working group can generate tangible ideas toward improving some aspects of the challenge in our education. it takes longer time, but can be divided to session #1, #2, etc. finally, a concept (working) map is developed.	Yes	see above
Participant 40	Yes	Yes			Yes	
Participant 41	No	No	Conversing with colleagues from across the university.	1) Devote the entire session to the activity instead of putting it at the end of an already robust agenda. 2) Delegate the activity to a subcommittee before crowdsourcing ideas.	No	
Participant 42	No	No	Meeting other faculty and sharing experiences with students across our disciplines	It would have been nice to have time to share and wrap up more comprehensively at the end. The written compilation was nice in the senate meeting minutes, but it felt too far removed from the actual discussions.	Yes	
Participant 43	Yes	Yes	Discussion with colleagues from other colleges and disciplines.	Make sure senators from the same constituent are not at the same table.	Yes	

Question	Yes	No
Q1: Was the alternative Senate program and working group (December 10th) worthwhile, in your opinion?	36	7
Q2: Was there enough time for discussion?	32	11
Q5: Do you think it is worth doing something similar again, if there are questions that Senate should think about developing?	30	2

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
 Date: January 28, 2019
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description
COMM 650: Applied Communication Theory	AS	3		Introduction to major communication theories, with emphasis on the applicability of these theories in the organizational context.
COMM 651: Organizational Research and Evaluation	AS	3		Practical application of understanding and interpreting quantitative research and data collected by corporations and other organization. Students will acquire skills to be more critical and knowledgeable consumers of data and research. Students will develop data-analytic skills and propose research-based solutions to make better organizational decisions.
COMM 659: Case Studies in Communication	AS	3		This course focuses on case studies involving organizational ethics. Communication issues and situations are evaluated from various ethical perspectives. Students create their own case study
ENGL 229: Literary Contexts Abroad	AS	1 or 3	Department Approval.	Global learning experience combines travel with cultural learning and literary and film analysis with particular emphasis on cultural understanding and social traditions. Location will vary.
FLIT 226: German Fairy Tales: Nationalism and Supernaturalism during the Romantic Era	AS	3		An introduction to the German fairy tale tradition. Students apply different theoretical perspectives to the study of fairy tales collected by the Grimm Brothers, analyze variations of the same tales produced in other countries and over a span of centuries, and learn about the significance that folk and art fairy tales held for German Romanticism.
GEOG 457: Open-Source Spatial Analytics	AS	3	GEOG 350 or GEOG 300 with a minimum grade of D-.	Introduction to the free statistical software tool R and investigation of the use of this software for working with data in general and geographic data in particular.
GEOG 461: Web GIS	AS	3	Student must complete Geography 350: GIScience with a grade of D- or higher before taking this course.	The World Wide Web has become a valuable means to display, collect, and share geographic data and maps. This course will explore the use of web technologies for developing web map applications. Students will learn to produce audience appropriate maps in the web environment using a variety of technologies and methods.
GEOL 376: Research Methods	AS	3	Completion of Introductory Geology sequence, GEOL 101-104.	Research Methods is a one-semester, three-hour course in the required WVUteach sequence. It is one of several content courses specially designed to meet the needs of future teachers. WVUteach students pursuing degrees in Geology or Environmental Geoscience should register for the GEOL section of BIOL/CHEM/GEOL/PHYS 376.
HONR 450: Honors EXCEL Project Development	AS	0 to 1		This course will enable and enhance experiential learning for students in the Honors EXCEL program. Students will develop skills in leadership, project management, communication and collaborative scholarship.
HONR 451: Honors EXCEL: Summative Experience	AS	0 to 1		This course is designed to enable and enhance experiential learning for students in the Honors EXCEL program. Students will develop written and oral communication skills. Students will present their work to stakeholders on- and/or off-campus.
INTS 300: Social Inquiry in International Studies	AS	3	POLS 260.	This course is an introduction to the fundamental concepts and research methods that form the foundation of international studies. Primary focus is on research design, such as the steps and data collection techniques necessary to build and execute a plan to test an idea or hypothesis in international studies.
LDR 445: Intersections in Leadership	AS	3		The objective of this course is to examine and evaluate leadership in and among people and their environment. Topics include intersectionality, multi-cultural leadership theories, and environmental sustainability. This course serves as an elective for both the Minor in Leadership Studies and Graduate Certificate in Leadership.

Title	College	Credits	Prerequisites	Course Description
LDR 501: Advanced Leadership Theory and Practice	AS	3		The objectives of this course are to introduce, examine, critique, and apply leadership theories to workplace settings. Topics will include person-centered, group-centered, and process-centered approaches to leadership. This is the first required course for students taking the graduate certificate in leadership.
LDR 601: Applied Leadership in the Workplace	AS	3	LDR 551 with grade of C- or higher	The objective of this course is to provide a comprehensive understanding and application of the Leaders, Followers, Context framework to the professional workplace setting. Students create action projects in order to improve their workplace context.
LDR 615: Leadership in Contemporary Organizations	AS	3	LDR 501 with grade of C- or higher	The objective of this course is to facilitate workplace case studies and simulations where leaders, followers and context are all incorporated to manage conflict and change in organizations.
ACCT 200: Survey of Accounting	BE	3		This course will provide students with a general understanding of financial and managerial accounting as well as individual income tax preparation.
BADM 504: Micro/Macroeconomics Bootcamp	BE	3		In this course in economics we use the “economic way of thinking” to help us understand how human systems of producing and distributing goods and services behave at the individual and aggregate levels. While much of the course involves the development of a theoretical underpinning to understand economic behavior, a significant portion is devoted to “real world” applications.
BADM 557: Experiential 1	BE	3		The two-course cluster provides experiential learning opportunities through which students can develop and sharpen their professional skills. This is accomplished through consultative and advisory projects involving external clientele. Through client-based projects, students engage in teamwork, professional communication, and the direct application of academic knowledge, all of which is grounded in the reality of a bona fide organizational need.
FIN 422: Advanced Financial Statement Analysis	BE	3	FIN 320 with a minimum grade of B- or instructor approval.	This is an experiential learning course intended primarily for Finance and Accounting majors who wish to expand their ability to interpret financial information relating to private, public and not-for-profit entities.
FIN 465: Applied Investment Management	BE	3	FIN 310 with a minimum grade of A-.	This course is an application based investments course covering topics ranging from fundamental and technical analyses, economic fundamentals, and active portfolio management strategies and techniques. The course is designed to provide students with hand-on experience with capital markets, asset allocation, and the use of the Bloomberg terminal to make investment decisions.
HIED 658: Colleges and Communities	CEHS	3	n/a	This course provides an introduction to engagement approaches in higher education institutions, including the contexts for outreach-engagement, engaged scholarship and service learning, and the special cases of public and land-grant institutions. Students will engage in service learning as part of the course.
HIED 754: Women and Gender Issues in HIED	CEHS	3	n/a	In this course students will utilize feminist and gender theories to explore historical and contemporary women’s and gendered issues and experiences in higher education, with a focus on students, faculty, and leaders.
PNGE 472: Shale Analytics	CEMR	3	PNGE 420 and PNGE 333.	Combining domain expertise (reservoir and production engineering) with Artificial Intelligence and Machine Learning, this course introduces a new and realistic technology that avoids assumptions and interpretations in order to model the impact of completion, stimulation, and operational conditions on oil and gas production from the shale wells.
SENG 505: Programming Applications with Java	CEMR	3	Consent.	This course serves as an introduction to developing application software. It covers solving problems using the Java programming language. Topics include problem-solving, fundamentals of programming, basic algorithms and data structures, data organization, defensive programming, relational databases and creating database applications.

Title	College	Credits	Prerequisites	Course Description
BMS 701: Scientific rigor and ethics	MED	1	None. Full compliance with National Institutes of Health (NIH) policy requires that the student take both BMS 700 and BMS 701. The courses do not need to be taken in order.	This is the second half of the training in the Responsible Conduct of Research that is required by the National Institutes of Health. The course also incorporates required training in Rigor and Reproducibility.
NSG 740A: Standards of Practice, Professionalism, and Overview of the Nurse Anesthesia Role	NSG	2		This course provides information and perspectives on the Doctor of Nursing Practice (DNP) Essentials, history of the nurse anesthesia profession, professional roles, curricular standards, scope of practice, and regulatory authorities pertinent to nurse anesthetists.
NSG 740B: Professional Issues in Nurse Anesthesia	NSG	2	NSG 740A with a minimum grade of B-	This course builds upon themes related to the role of the nurse anesthetist, which were presented in NSG 740A. Topics include safety, professional interactions, added value of a nurse anesthetist in a variety of arenas, legal issues, and future trends as related to the role of the CRNA.
NSG 741: Genetics, Chemistry, and Physics of Anesthesia	NSG	3	NSG 706 with a minimum grade of C.	The student will examine science-based principles of genetics, chemistry, and physics that relate to the mechanisms and effects of anesthesia. Mathematics concepts such as converting systems of measurement and calculating drug infusion rates will be explored. Components and functions of the anesthesia gas machine will be introduced.
NSG 742A: Foundations of Anesthesia 1: Basic Principles of Safe Anesthesia Care	NSG	3	NSG 741 and PR or CONC: NSG 743 and NSG 752A with a minimum grade of B- in each.	Core anesthesia principles of preoperative assessment, monitoring, positioning, basic airway and fluid management, and administration and documentation of basic and safe anesthetics for adults are discussed in this course. Students will have the knowledge to prepare for workshops associated with NSG 743 and for clinical practicum, NSG 752A.
NSG 742B: Foundations of Anesthesia 2: Regional Anesthesia and Considerations for Common Procedures	NSG	2	NSG 742A with a minimum grade of B-	This course addresses basic anesthesia principles for safe administration of regional anesthesia. Students are introduced to anesthesia considerations for patients across the lifespan, including pediatric and geriatric patients, and will examine management fundamentals for common surgical subspecialty procedures.
NSG 743: Foundations of Anesthesia Lab	NSG	1	PR or CONC: NSG 742A and NSG 752A with a minimum grade of B- in each.	This course develops the necessary psychomotor and critical thinking skills to provide safe anesthesia care in clinical settings. Workshops include conducting a preanesthetic assessment, preparing the anesthesia workspace and gas machine, managing the airway, obtaining vascular access, monitoring, positioning, preparing anesthetic medications, and managing complications that arise during anesthetic inductions.
NSG 744A: Advanced Anatomy, Physiology, and Pathophysiology 1: Cardiac, Pulmonary, and CNS	NSG	3	NSG 742A with a minimum grade of B-.	The focus of this course is to address advanced concepts in anatomy, physiology, and pathophysiology, incorporating the effects of anesthesia, and discussing management principles for disorders associated with the cardiovascular, pulmonary, and central nervous systems.
NSG 744B: Advanced Anatomy, Physiology, and Pathophysiology 2: Hepatic, Renal, and Related Systems	NSG	2	NSG 744A with a minimum grade of B-.	The focus of this course is to continue addressing advanced concepts presented in NSG 744A. Anatomy, physiology, and pathophysiology are presented, incorporating the effects of anesthesia, and discussing management principles for disorders associated with the hepatic, renal, endocrine, gastrointestinal, immune, and related systems.
NSG 746: Advanced Pharmacology for Nurse Anesthetists	NSG	3	NSG 701 with a minimum grade of C and NSG 742A with a minimum grade of B-	This course applies principles of pharmacology to anesthesia practice. Pharmacologic properties of anesthetic agents and common adjunctive drugs are discussed to enable the student to develop advanced plans for anesthetic management.
NSG 747: Perioperative Assessment and Care	NSG	1	NSG 705 with a minimum grade of C- and NSG 742B with a minimum grade of B-.	Students in this lab course apply principles of advanced assessment to nurse anesthesia practice. Comprehensive health history, in-depth physical exam techniques, and evidence-based diagnostic skills are expanded to emphasize critical thinking and decision-making in the perioperative environment. Students will demonstrate use of advanced airway devices and ultrasound to improve patient care.

Title	College	Credits	Prerequisites	Course Description
NSG 748A: Advanced Principles of Anesthesia 1: Cardiothoracic, Vascular, and Neuroanesthesia	NSG	3	NSG 742B and NSG 744A with a minimum grade of B- in each.	Advanced principles of anesthesia management for cardiac, thoracic, vascular, and neurosurgical procedures are presented in this course. Students examine techniques to administer anesthesia to patients undergoing procedures including coronary bypass grafting, lung resections, endovascular aortic repairs, and intracranial tumor resections.
NSG 748B: Advanced Principles of Anesthesia 2: Management Across the Lifespan	NSG	3	NSG 748A with a minimum grade of B-.	Advanced principles of anesthesia including obstetric and pediatric specialties are presented. Students examine anatomy, physiology, pathophysiology, and anesthetic management unique to the obstetric and pediatric populations. Simulations of induction and management for pediatric patients, aged from neonate to 18 years, and all levels of acuity will be conducted to reinforce didactic concepts.
NSG 748C: Advanced Principles of Anesthesia 3: Management of Special Populations	NSG	2	NSG 748B with a minimum grade of B-.	Advanced principles of anesthetic management including patients of trauma, abdominal transplant, burns, and pain management populations are presented in this course. Students will examine and apply techniques of difficult airway management, blood volume resuscitation, hemodynamic control, and acute and chronic pain management in this course.
NSG 749: Business, Management, and Finance in Nurse Anesthesia Practice	NSG	3	NSG 704 with a minimum grade of C- and NSG 740B with a minimum grade of B-.	Principles of business, management, and finance are applied to nurse anesthesia in this course. Students will analyze reimbursement and billing models, develop plans for business, and evaluate contracts for independent and hospital employment. Management relationships with staff, human resources, and other departments in a health organization will be evaluated. Health care and personal finance will be discussed.
NSG 751: Evidence-Based Anesthesia Review	NSG	2	NSG 749 and NSG 810 with a minimum grade of B- in each.	Evidence-based update and review of the body of knowledge necessary to enter nurse anesthesia practice is the focus of this course. Students will revisit basic sciences, basic and advanced principles of anesthesia, pharmacology, and age and procedure-related management concepts. Students will sit for a threshold Comprehensive Exam based on the entire curriculum of the West Virginia University Nurse Anesthesia Program.
NSG 752A: Foundations Clinical Practicum 1	NSG	1	PR or CONC: NSG 742A and NSG 743 with a minimum grade of B- in each.	This initial clinical practicum course is designed to integrate basic anesthesia principles into practice. The student will be introduced to anesthesia monitoring, procedures, technology, equipment, medications, and the perioperative clinical environment.
NSG 752B: Foundations Clinical Practicum 2	NSG	2	NSG 752A and PR or CONC: NSG 742B with a minimum grade of B- in each.	This second clinical practicum course is designed to increase the integration of basic anesthesia principles into clinical practice. The student will continue to develop skill with anesthesia monitoring, use of equipment, administration of medications, and gain greater experience in anesthesia management of uncomplicated surgical procedures and regional anesthesia in the perioperative clinical environment.
NSG 753A: Advanced Clinical Practicum 1	NSG	2	NSG 752B and PR or CONC: NSG 748A with a minimum grade of B- in each.	This third clinical practicum integrates advanced anesthesia principles into clinical practice. The student will continue to develop competency with monitoring, use of equipment, administration of medications, and gain greater experience in anesthesia management of increasingly complex cardiac, thoracic, vascular, and neurosurgical procedures.
NSG 753B: Advanced Clinical Practicum 2	NSG	2	NSG 753A and PR or CONC: NSG 748B with a minimum grade of B- in each.	This fourth clinical practicum continues the integration of advanced anesthesia principles into practice. The student will continue to develop competency with monitoring, use of equipment, administration of medications, and gain experience in anesthesia management including obstetric and pediatric patients.
NSG 753C: Advanced Clinical Practicum 3	NSG	2	NSG 753B with a minimum grade of B- and PR or CONC: NSG 748C with a minimum grade of B-.	This fifth clinical practicum is designed to integrate advanced anesthesia principles with preparation for clinical immersion. The student will continue to manage general and specialty anesthetic techniques for patients with complex comorbidities and broaden experience in care of special populations.
NSG 810: Nurse Anesthesia Clinical Immersion 1	NSG	3	NSG 753C with a minimum grade of B-.	This sixth clinical practicum is designed to immerse the student in advanced professional practice as a nurse anesthetist. Students develop clinical leadership skills in experiences ranging from a team-oriented academic trauma center to a community hospital with nurse anesthetists in independent practice.

Title	College	Credits	Prerequisites	Course Description
NSG 812: Nurse Anesthesia Clinical Immersion 2	NSG	3	NSG 810 with a minimum grade of B-.	This seventh clinical practicum is designed to conclude the student's clinical immersion and marks the transition from student to advanced professional practice as a nurse anesthetist. Clinical experiences range from team-oriented, academic trauma centers to community hospitals with independent CRNA practitioners.
JRL 236: Podcast Producing	RCM	1	Open to all College of Media majors; no course prerequisites.	Open to all College of Media majors, this one-credit-hour skills-based course involves significant reporting and production roles to teach students how to produce professional podcasts through a class podcast series as well as through reading, listening and critique assignments.
JRL 237: Adobe Video Editing	RCM	1	JRL 215	This class builds upon the basic skills of Adobe After Effects video editing. Students will use this software to create and align full-page graphics, to animate images and texts, and to render proper code, as well as other related skills.
JRL 238: Voice Performance for Broadcasting	RCM	1	College of Media major. No course prerequisites.	Open to all College of Media majors, this one-credit-hour skills-based course focuses on students' development of vocal mechanics and interpretative performance for announcers, newscasters, interviewers and narrators of various broadcasting and announcing situations. Students work on delivery, cadence, diction and on-air presence in both recorded and live situations.
JRL 240: Immersive Storytelling: AR/VR	RCM	1	College of Media majors only; no course prerequisites	Open to all College of Media majors, this one-credit-hour production-oriented course allows students to explore new forms of storytelling through immersive, interactive technologies such as virtual and augmented reality. Students use design thinking and emerging tools and platforms to create 360-degree video, 3d models, volumetric video and interactive augmented reality.
JRL 328: Media Law and Ethics	RCM	3	Grade of C- or better in JRL 215.	This course is an in-depth exploration of the complex ethical and legal media landscape, with an emphasis on key historical precedents, new cases and challenges related to emerging technology, digital disinformation, artificial intelligence, new problems in social media and other current issues in journalism, public relations and advertising.
JRL 340: Advanced Video Storytelling	RCM	3	JRL 225 or JRL 220 with a grade of at least C-	Students in this course will learn advanced video shooting and editing techniques and gain video storytelling experience. Specifically, students will learn about video composition, lighting and shot sequencing. They also will learn about video editing and production, including: digital project organization and management, and editing using various types of video software programs.
JRL 341: Data and Design	RCM	3	Students must have earned a C- or better in JRL 215 to take this course.	This course involves gaining comfort with data and spreadsheets and using them to reveal news stories that could not be fully told or grasped through traditional text alone. Students will learn basic coding to be able to collect, clean, and visualize data, as well as use coding to perform informational tasks.
MDIA 201: Media Literacy	RCM	3	None.	This course trains students in news media literacy as well as literacy for other forms of media discourse: Entertainment, sports, literature, and more. It teaches distinctions of media (print/broadcast/online) and their different structures and standards, analyzes forms of sourcing (factual, editorial, anonymous), and explores the construction of credibility, bias and truth in media.
STCM 319: Advertising and Public Relations Design	RCM	3	This course is an introduction to the Adobe Creative Suite and will cover the basics of Adobe Acrobat, InDesign, Illustrator and Photoshop software. Students will learn the vocabulary, methods, processes and necessary skills to produce professional layouts and design for advertising and public relations work in various media to reach diverse audiences.	This course is an introduction to the Adobe Creative Suite and will cover the basics of Adobe Acrobat, InDesign, Illustrator and Photoshop software. Students will learn the vocabulary, methods, processes and necessary skills to produce professional layouts and design for advertising and public relations work in various media to reach diverse audiences.

Title	College	Credits	Prerequisites	Course Description
STCM 457: Martin Hall Agency Experience	RCM	3	STCM 421 and (PR 324 or ADV 315) with a minimum grade of C- in each.	This capstone course is designed as a faculty-advised advertising and public relations agency, designed to provide a real-world professional experience in the university setting. Students manage accounts and work in interactive teams to develop integrated multi-media advertising and public relations strategies, materials and campaigns to address the strategic communication needs of real-world clients.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
 Date: January 28, 2019
 Re: Courses Changes and Course Deactivations Report

Field	Old Value	New Value
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Course Changes**ARSC 402**

Credit Hours	5	6
Justification for Course Change		credit hours should have been set at 6 and not 5, per Global Affairs office

BADM 522

By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Make data-driven, fact-based decision making using statistical techniques and principles. • Demonstrate the ability to critically evaluate research reports and studies which rely on business research. • Be proficient in performing statistical analyses in Excel Conduct empirical business research and make a recommendation based on this research.
Catalog Description	Survey of major statistical methods used in business and economic research including descriptive statistics, probability, sampling distributions, hypothesis testing, estimation, linear regression, time series, and forecasting.	The primary objective of this course is understanding how quantitative methods enable and support informed decision-making. Statistical analyses are important to businesses and provides a foundation for informed decision-making. This course will address methods of collecting data and how to derive information from data, including concepts of relationships, probability, confidence
Credit Hours	3	2
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

BADM 523

Catalog Description	Quantitative course utilizing and building upon applied mathematical skills in solving managerial business problems and decision-making situations.	We all encounter multiple decisions in life and business. Decision analysis may help determine the outcomes of different alternatives. This course will use decision analysis, mathematical decision model building, and spreadsheet modeling to solve real-world business problems.
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Be equipped with skills to make better and more informed business decisions. • Understand the theoretical foundations of different techniques business decision-making. • Know when to apply different decision-making techniques to different scenarios. • Be proficient in performing decision analyses in Excel and awareness of other common tools (e.g., statistical packages and simulation software).
Credit Hours	3	2
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

Field	Old Value	New Value
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BADM 535

Catalog Description	Provides students with an understanding of the behavior of individuals, groups, and formal organizations. Emphasis in employee performance satisfaction and in applying theories of human behavior to solving problems in organizational administration.	This course focuses on understanding human behavior, primarily in an organizational context, with the applied purpose of helping the student to become a more effective manager, leader, team member, and organizational member. The course will examine basic theories of human behavior and individual differences as a foundation for a study of the process of energizing and directing behavior (of both
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Explain the basics of behavioral processes within an organizational context at the individual, group, and organizational levels of analysis. • Apply basic theories of human behavior and individual differences to the process of energizing and directing behavior (of both self and others). • Distinguish theoretical and practical perspectives on behavior, personality, motivation, teamwork and leadership and their application in organizational contexts. • Demonstrate effective management, leadership, teamwork skills.
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

BADM 551

By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Integrate and apply the functional areas of business to experiential business problems. • Integrate and apply the functional areas of business to experiential business problems. • Articulate a succinct business analysis and make recommendations. • Make management decisions in an ethically sensitive and socially responsible manner. • Effectively manage teams and work units and implement strategies to achieve organizational goals.
Catalog Description	Designed to give insight into the current economic, business and political issues, challenges, and opportunities facing the world - to acquaint students with strategies, trends, and forces that shape the 21st century.	This course explores the various strategic options available to companies in order to compete in the global marketplace. The course places emphasis on vision/mission identification and objective setting, business creation, global strategic development, business plan creation, venture capital financing, conducting operations, doing so successfully in face of competition from other firms, all in an effort to earn a profit for
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

Field	Old Value	New Value
BADM 571		
By the end of the course, students will be able to:		Prepare a professional resume and cover letter Utilize an array of career development tools and resources, including social media, to conduct an effective job search Develop and present a career brand management plan Demonstrate successful interviewing and personal networking skills
Catalog Description	This course is one of a two-course sequence that offers practicum experiences that provide professional and career development opportunities. The course is designed to build career management skill sets that will assist the student in obtaining a professional position. Particular emphasis is placed on the development of a resume, job search skills and a career brand management plan.	BADM 571 is a one credit hour course in a three-course sequence. The course offers practicum experiences that provide professional and career development opportunities. Most individual seminars carry 3 contact hours per session. The course is designed to build career management skill sets that will assist the student not only in obtaining a professional position upon graduation, but will be
Does the proposed course or course change increase the number of hours required for students to graduate?		No
Does the proposed course or program require acquisition of new resources such as books, equipment or other appropriate resources to achieve the objective(s) of the course or program?		No
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

BADM 572

By the end of the course, students will be able to:		Prepare a professional resume and cover letter Utilize an array of career development tools and resources, including social media, to conduct an effective job search Develop and present a career brand management plan Demonstrate successful interviewing and personal networking skills
Catalog Description	This is the second course in a two-course sequence. The course offers additional practicum experiences that provide professional and career development opportunities that are designed to build career management skills that will assist the student in obtaining a professional position and be utilized throughout the student's career. Particular emphasis is placed on resume refinement and interviewing and networking skill development.	This is the second course in a three-course sequence. The course offers additional practicum experiences that provide professional and career development opportunities that are designed to build career management skills that will assist the student in obtaining a professional position and be utilized throughout the student's career. Particular emphasis is placed on resume refinement and interviewing and networking skill development.
Does the proposed course or course change increase the number of hours required for students to graduate?		No
Does the proposed course or program require acquisition of new resources such as books, equipment or other appropriate resources to achieve the objective(s) of the course or program?		No
Justification for Course Change		The course is being condensed in time and scope on the essential learning outcomes aligned with the new program goals. Some of the removed content will be captured in either the required boot camp/prerequisite coursework. If the student meets the prerequisite course work, the boot camp will not be required.

Field	Old Value	New Value
CHEM 233		
allcodes		CHEM 233
Banner Prerequisites	(CHEM 116 D- UG Or CHEM 118 D- UG) And CHEM 235 D- UG Yes	(CHEM 116 C- UG Or CHEM 118 C- UG) And CHEM 235 C- UG Yes
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Explain and illustrate the principles of organic structure, hybridization, molecular representations, and reactivity trends. • Classify organic acids and bases and predict their trends. • Identify the differences among the various organic functional groups and predict trends in their physical and chemical properties. • Systematically name organic molecules including: alkanes, cycloalkanes, alkenes, alkynes, and organohalides. • Perform conformational analysis on alkanes and cycloalkanes. • Examine and diagram three-dimensional nature of organic molecules, stereochemical relationships, and explain how specific reactions affect the stereochemical outcomes of the reaction products. • Distinguish the types of reactions that organic compounds undergo and predict the outcome of these chemical reactions. This includes the reactions of alkanes, alkenes, alkynes, and organohalides. • Compare and contrast substitution and elimination reactions and determine the products from competition between the SN1, SN2, E1, and E2 mechanisms. • Formulate and draw reaction mechanisms using the curved arrow formalism to depict electron flow. • Determine and predict molecular stability, analyze reactive intermediates, and illustrate reaction thermodynamics using energy diagrams. • Apply retrosynthetic analysis and formulate syntheses for small molecules using the reactions discussed in the course. • Elucidate organic structural information using instrumental methods including: mass spectrometry, infrared spectroscopy, and NMR spectroscopy.
Justification for Course Change		Most majors that require general/organic 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.

Field	Old Value	New Value
CHEM 234		
allcodes		CHEM 234
Banner Prerequisites	CHEM 233 D- UG And CHEM 235 D- UG And CHEM 236 D- UG Yes	CHEM 233 C- UG And CHEM 235 C- UG And CHEM 236 C- UG Yes
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Explain and differentiate the physical and chemical properties of the different classes of organic compounds. • Distinguish between conjugated and non-conjugated systems and aromatic, anti-aromatic, and nonaromatic system, using an understanding of delocalized electrons and resonance to explain the stability differences in these systems. • Predict the products for a variety of reactions including those of: alcohols, ethers, epoxides, aromatic rings, amines, and carbonyl compounds. • Demonstrate an understanding of the aforementioned reactions and electron by drawing mechanisms using the curved arrow formalism. • Name various mono- and polyfunctional organic compounds including. • Elucidate structural information from NMR, IR, and Mass Spec. data, building upon these techniques discussed in Chem 233. • Demonstrate an understanding and utility of organometallic compounds including Grignard reagents, organocuprates, and palladium catalyzed coupling reactions. • Demonstrate problem solving ability by applying retrosynthetic analysis and using the reactions discussed in class to develop reasonable syntheses of small organic molecules. • Explain the fundamental concepts, structural features, and reactivity of bioorganic compounds including: carbohydrates, amino acids, proteins, and lipids.
Catalog Description	Continuation of CHEM 233. (3 hr. lec.)	Continuation of CHEM 233 and its study of basic principles of organic chemistry. Modern structural concepts, the effect of structure on physical and chemical properties, reactions and their mechanisms and application to syntheses. (3 hr. lec.)
Justification for Course Change		Most majors that require general/organic 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.

CHEM 235

allcodes		CHEM 235
Banner Prerequisites	CHEM 233 D- UG Yes	CHEM 233 C- UG Yes
By the end of the course, students will be able to:		Demonstrate effective Scientific Communication Skills Demonstrate an understanding of Laboratory Safety Explain synthesis of Molecules Operate Scientific Equipment
Justification for Course Change		Most majors that require general/organic 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.

CHEM 236

allcodes		CHEM 236
Banner Prerequisites	(CHEM 233 D- UG And CHEM 235 D- UG) And CHEM 234 D- UG Yes	(CHEM 233 C- UG And CHEM 235 C- UG) And CHEM 234 C- UG Yes
By the end of the course, students will be able to:		Demonstrate Effective Scientific Communication Skills Demonstrate An Understanding Laboratory Safety Explain the Synthesis of Molecules Operate Scientific Equipment
Catalog Description	Continuation of CHEM 235. (3 hr. lab.)	Continuation of CHEM 235 and its study of fundamental organic reactions and the preparation of organic compounds. (3 hr. lab.)
Justification for Course Change		Most majors that require general/organic 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.

Field	Old Value	New Value
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CIS 245

Banner Prerequisites	CIS 235 D- UG	
By the end of the course, students will be able to:		<ol style="list-style-type: none"> 1. Write pseudo code and create flow charts demonstrating the required outputs of a program. 2. Correct written code to run correctly. 3. Write program solutions based on the pseudo code and flow charts created addressing the requirements of the lab or problem. 4. Create program solutions using loops, structures, case statements, arrays, Boolean logic constant variables and comments. 5. Create test plans which provide feedback on the correctness of the program and the outputs. 6. Create a running application.
Catalog Description		This course will provide students a comprehensive understanding and application of programming methods through practical projects.
Catalog Prerequisites	CIS 235 This course will provide students a comprehensive understanding and application of programming methods through practical projects.	
Justification for Course Change		CIS 235 has been deactivated and is no longer a prerequisite for this course.

EE 200

By the end of the course, students will be able to:		Simulate a circuit using PSpice. Use MATLAB and Simulink to solve a variety of math problems relevant to electrical and computer engineering.
Catalog Description	Introduction to the principal software tools used by electrical and computer engineers, including Excel, PowerPoint, Pspicey and Matlab. Students will solve real-world problems using simulation tools and report their results.	Introduction to the principal software tools used by electrical and computer engineers, including Pspice and Matlab. Students will solve real-world problems using simulation tools and report their results.
Catalog Prerequisites	MATH 155.	
Justification for Course Change		Not directly related to EE and CpE students

FIN 370

Banner Prerequisites	BUSA 340 B- UG	BCOR 340 B- UG
Catalog Prerequisites	BUSA 340 with a minimum grade of B-.	BCOR 340 with a minimum grade of B-.
Justification for Course Change	This name change is to better reflect the objectives of the course.	BUSA 340 is being replaced with BCOR 340.

Field	Old Value	New Value
FIS 602		
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Demonstrate basic competence in data processing techniques. • Become familiar with the basic concepts and approaches to pattern recognition and analysis. • Demonstrate the ability to formulate a mathematical approach to data analysis. • Become familiar with the use of databases in both research and casework examples. • Increase their proficiency in oral and written communications. • Demonstrate the ability to work both independently and as part of a team. • Become proficient in forensic documentation policies and procedures.
Catalog Description	This course will cover data management in forensic laboratories (procedural and scientific). Topics such as quality, legal environment, laboratory information systems, and forensic intelligence will be developed. This course includes a laboratory component.	This course will introduce the student to mathematical methods of forensic data analysis, including (1) digital imaging theory, (2) data pre-processing and exploitation methodologies (e.g., principle component analysis, frequency filtering, etc.) and (3) classical and post classical decision metrics. Theoretical concepts will be supplemented by practical laboratory exercises. Basic algorithm development will also be discussed.
Justification for Course Change		The requested change is to the course description; the existing online catalog description is outdated and vague, while the requested update is meant to be more transparent to prospective students (at least within the confines of the permitted word count). Former description: This course will cover data management in forensic laboratories (procedural and scientific). Topics such as quality, legal environment, laboratory information systems, and forensic intelligence will be developed. This course includes a laboratory component.

GEOL 404

Catalog Prerequisites	GEOL 285 and GEOL 341 and GEOL 311 and Consent.	GEOL 341 and GEOL 311 and Consent.
Banner Prerequisites		GEOL 341 D- UG And GEOL 311 D- UG
Justification for Course Change		to enforce the catalog prerequisites. Geol285 is no longer taught, it has been replaced by Geol286 which is a prerequisite for Geol 311 and 341, so it is not necessary to list it explicitly.
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Describe and log stratigraphic sequences of sedimentary rocks. • Construct geologic maps of areas comprising several square miles. <p>Students use topographic base maps, aerial photos, GPS units, and Silva compasses to map two separate areas that have a variety of folded and faulted sedimentary rocks as well as some igneous rocks.</p> <ul style="list-style-type: none"> • Identify, map and describe surficial deposits. • Students will prepare a detailed map of a relatively small area by mapping on aerial photographs and enlarged topographic base maps. • Synthesize observations concerning regional geology, including changes in sedimentary facies, structural deformation, tectonics, and geologic history. • Ancillary goals include: gaining confidence in making geologic observations and interpretations; learning to communicate these observations in written and graphical form to other geologists; broadening of geologic experience beyond the classroom; learning to deal with incomplete or apparently contradictory geologic data; and learning to cooperate and work in the field with fellow geologists. • Geology 404 is a capstone experience that requires students to demonstrate mastery of the concepts and skills acquired during their undergraduate years.

JRL 380

Banner Prerequisites	JRL 330 C- UG	(JRL 330 C- UG Or JRL 335 C- UG) And JRL 488 C- UG Yes
Catalog Prerequisites	JRL 330 with a minimum grade of C-.	(JRL 330 or JRL 335) and PR or CONC: JRL 488 with a minimum grade of C- in each.
Justification for Course Change		We are adding a concurrent prerequisite, JRL 488, to ensure students have the video editing software skills to succeed in this course.

Field	Old Value	New Value
JRL 386		
Banner Prerequisites	JRL 335 D- UG Or TVJ 319 D- UG	JRL 335 C- UG And JRL 488 C- UG Yes
By the end of the course, students will be able to:		<ul style="list-style-type: none"> Analyze information when researching and producing stories and prioritize reporting topics and the details to include in final stories. Demonstrate news judgment skills when selecting stories. Apply ethical decision making when reporting. Develop understanding of diversity in reporting, including who to interview and what topics to cover. Develop the skills needed to conduct effective interviews. Demonstrate the ability to shoot and edit video, including the "say it, see it" concept. Produce video stories that engage the audience on topics that they need to know and that impact them. Create a narrative in your feature story, stories that are "nice to know". Demonstrate the ability to use social media and blogging in a professional manner for reporting and story promotion. Articulate appropriate broadcast voice techniques in your delivery.
Catalog Description	Reporting, writing and producing stories for television news using digital video technology; emphasis on visual storytelling, editorial decision making, and ethical and legal considerations.	Reporting, writing and producing sports stories for television using digital video technology; emphasis on sports writing, visual storytelling, editorial decision making, and ethical and legal considerations.
Catalog Prerequisites	JRL 335 or TVJ 319.	JRL 335 and PR or CONC: JRL 488 with a minimum grade of C- in each.
Justification for Course Change	removing statement that lab fess are assessed	Video editing software skills learned in JRL 488 will be heavily relied upon in JRL 386. JRL 330 used to be an optional prerequisite (in lieu of JRL 335); however, with our new sports and adventure media major, we have dropped the more general news-oriented JRL 330 as a prerequisite option. Also, prerequisite course grades have been changed to C- from D- to conform with college requirements.

MDIA 441

By the end of the course, students will be able to:	<p>Integrate information from prior learning with out-of-classroom learning. Develop work competencies in the sports, sports media, adventure sports, adventure sports media or outdoor recreation industries. Articulate career and major choices based on assessment of interests, values, skills and abilities. Develop self-understanding, self-confidence and interpersonal skills that are critical for future success. Demonstrate critical self-reflection of the internship experience to help guide personal decision-making.</p>	<ul style="list-style-type: none"> Integrate information from prior learning with out-of-classroom learning. Develop work competencies in the sports, sports media, adventure sports, adventure sports media or outdoor recreation industries. Articulate career and major choices based on assessment of interests, values, skills and abilities. Develop self-understanding, self-confidence and interpersonal skills that are critical for future success. Demonstrate critical self-reflection of the internship experience to help guide personal decision-making. Build a portfolio of professional-quality work product, which will help the student in pursuing her/his career goals in sports/adventure media.
Course is Repeatable	No	Yes
Justification for Course Change		Internship hours worked per credit hour earned for MDIA 441 needs to align with the College of Media's other internship course.
Maximum Attempts:		3
Total Credits:		3

Field	Old Value	New Value
MINE 471		
Banner Prerequisites	MINE 205 D- UG And MINE 206 D- UG	MINE 205 D- UG And MINE 206 D- UG And (STAT 211 D- UG Or STAT 215 D- UG Or IENG 213 D- UG)
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Explain the roles of Federal and State regulatory agencies with regard to mining regulations. • Demonstrate mine management and leadership skills, on an individual and group basis, while analyzing problems focusing on labor relations, occupational health and safety, ethics, and environmental considerations. • Apply mathematics and statistics to solve qualitative / technical management assignments. • Analyze accident and injury statistics. • Explain the application of loss control techniques in mining. • Prepare oral presentations, using Microsoft PowerPoint or other appropriate means, depending upon topic (handouts, exhibits, etc.). • List basic guidelines for conduct during a legal deposition. • Weigh the significant factors in an engineering scenario with ethical considerations.
Catalog Description	The nature of federal and state laws pertaining to coal mine and safety; emphasis on achieving compliance through effective mine planning, design, statistical quality control, and mine health and safety management.	Application of established management theories and statistical quality control to mining operations, Federal and state regulations, employee and contractor relations, loss prevention, industrial hygiene, legal considerations, engineering ethics.
Catalog Prerequisites	MINE 205 and MINE 206.	MINE 205 and MINE 206, and (STAT 211 or STAT 215 or IENG 213).
Justification for Course Change		Update of catalog description to remove reference solely to coal mine regulations as the subject material.

SEP 474

allcodes		SEP 474
Banner Prerequisites		SEP 210 B- UG Yes And SEP 271 B- UG Yes And SEP 272 B- UG Yes
By the end of the course, students will be able to:		<ul style="list-style-type: none"> • Describe the roles of descriptive and experimental research in building the foundations of sport and exercise psychology. • Organize and write an integrative research report in a specific topic of their choosing. • Summarize and critique data-based journal articles. • Prepare a manuscript and reference list consistent with the guidelines established within the Publication Manual of the American Psychological Association (6th edition). • Orally present summaries of scientific research to lay and research audiences.
Catalog Description		PR or CONC: SEP 210 and SEP 271 and SEP 272 with a minimum grade of B- and senior standing.
Justification for Course Change		We have to establish benchmarks that need to be achieved to take upper level classes that are not in the SEP Minor. These benchmarks include earning a B- or better in three 200-level classes. These standards were part of our Pre-Major and we are carrying over these standards into classes that will not affect our SEP minor students.

Course Deactivations

ARE 421	Rural Enterprise Development
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To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum Committee
 Date: January 28, 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 to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
STCM 457: Martin Hall Agency Experience	RCM	Both primary and secondary research are components of this agency-oriented Advertising and Public Relations campaigns course. Students will work individually and report out to their respective teams and "clients," as well as work collaboratively with them.	Students will use information gathered from their undergraduate courses to create strategy, interpret data, make oral and written presentations, justify their choices, apply theoretical and design principles, apply professional legal and ethical concepts,	Diverse audiences and ethical professional values will be key in students' interactions with real-world professionals. They will have to complete work promised and be forthcoming regarding problems, limitations or caveats.	Written proposals, reports and communications planning documents (e.g. client briefs) and materials (e.g. design, promotional and multimedia work) will be part of the course.	Students will communicate directly with and present to class clients during the semester. They will make campaign or project "pitches" to clients and obtain and incorporate their feedback into project planning and development. In addition, students will report out to the professor and classmates progress and concerns/challenges.

To: Faculty Senate Executive Committee

From: Robert Brock, Chair, GEFCO

Date: January 28, 2019

Re: GEF Transition Review

The General Education Foundations Committee met on January 7 and passed the following course for GEF transition review:

Title	General Education Foundation	LEAP Learning Outcome
COMM 315: American Diversity in Film	F7: Global Studies and Diversity	3b: Intercultural knowledge and competence

In AY 2016-17, the Board of Governor's passed Rule 2.5 (Student Rights and Responsibilities) which includes the following section:

*3.1.4 Posted Grades. **During regular terms (fall and spring), undergraduate students have the right to, at the minimum, posted mid-semester and final grades.** During all other terms, undergraduate students have the right to, at the minimum, a posted final grade. Graduate students have the right to a posted final grade. The instructor of each course is responsible for assigning grades to students enrolled in the course, consistent with the academic rights set out in the preceding sections.*

In support of this new BOG-level policy, the Teaching and Assessment Committee took up consideration any faculty-centered issues with the policy, specifically whether or not Digital Measures might be used to record adherence with the policy. Administrators, Deans, and Chairs would already be able to know whether faculty reported mid-semester grades (through an existing Argos report) and reporting a measure in Digital Measures would ensure transparency and allow the faculty to have access to the same data *as well as present it in such a way that faculty themselves had determined as most meaningful.*

TACO debated these issues and settled on recording the percentage of mid-semester grades reported for each undergraduate course in fall and spring 16-week courses into Digital Measures; this is to be a recording tool, not an evaluative one. The Teaching and Assessment Committee has carefully considered this request and unanimously approved it.

Last Name	First Name	Appointment	Committee
M'bayo	Tamba	Eberly	Research and Scholarship
Li	Bingyun	Medicine	Research and Scholarship
Burt	Amy	Medicine	Service
Hartnett	Helen	Eberly	TACO

Committee on Committees, Membership and Constituencies

1. Replace current CoC charge (<https://facultysenate.wvu.edu/committees/committee-on-committees>) with wording below:

According to the WVU Faculty Constitution, 358-368:

The Committee on Committees, Membership and Constituencies is a constitutional committee. Its size and membership shall be determined by the Senate Executive Committee subject to the approval of the Senate. It shall be the duty of the Committee on Committees, Membership and Constituencies to:

- a. Annually review and report to the Senate upon the constituencies to be represented within the University Assembly per Article II, Sections 2 and 3, and to recommend such changes as it deems necessary; and
- b. Secure capable committee members and committee chairs who have experience on their respective committees and to achieve a balance between senior and junior faculty members and among various schools and colleges as much as possible.

2. Include Procedure for Populating Committees on Senate website (<https://facultysenate.wvu.edu/committees/committee-on-committees>)

- During the spring semester, the Senate office will send a list of Senate Committees to the Faculty Assembly.
- Interested members of the Faculty Assembly will volunteer for committees in which they are interested and return their responses to the Senate office Secretary by a designated date.
- The Senate office will compose a spreadsheet that lists the faculty volunteer's name, email address, faculty rank, primary constituency, senator/non-senator status, and term end date. It also will include number of senators/non-senators for each committee.
- Using the spreadsheet provided by the Senate office, members of the Committee on Committees, Membership and Constituencies will populate the Senate Committees.
- The following criteria will be incorporated on designated committees:
 - Outgoing committee chair's feedback and chair-elect's feedback regarding the re-appointment of current committee members;
 - Specific number of senators/non-senators required as designated by the Senate;
 - Balance between junior and senior faculty;
 - Balance among the various schools and colleges.
- In the event that a membership change occurs or a committee chair feels the need for additional members, the following procedure should be followed.

- The designated committee chair shall report the information to the officers of the Senate and/or to the Chair of the Committee on Committees, Membership and Constituencies.
- The Chair and/or members of the Committee on Committees, Membership and Constituencies will:
 - Review the original spreadsheet listing faculty volunteers for possible appointment;
 - Discuss possible appointments with the Chair of the designated committee;
 - Contact the prospective faculty member to confirm interest in serving on the designated committee via email;
 - Send the prospective committee member's name to the Faculty Secretary for inclusion in the Senate Executive Committee agenda and subsequent approval.
- The Senate office will confirm approval by emailing the new member and the Chair of the designated committee as well as the Chair of the Committee on Committees, Membership and Constituencies.

Note: Add wording (or similar wording) to the email that accompanies the volunteer survey in the spring:

You are expected to attend meetings if you are selected to be a member of a Senate committee. If your schedule prevents you from attending, you should contact the chair of the committee.

Proposal: New Standing Senate Committee

The **Faculty Senate Inclusion and Diversity Committee (FSID)** 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.

To honor this commitment the committee will:

- (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.

Text of the WVU Faculty Senate letter sent to the West Virginia Legislature in January 2018 regarding legislation related to “campus carry:”

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

Proposed text of the WVU Faculty Senate letter for the upcoming 2019 Legislative session relating to “campus carry:”

“Be it resolved by the Faculty Senate of West Virginia University that the Legislature of West Virginia is hereby requested to consider the full potential impact of Campus Carry on the faculty, staff, students, visitors, and communities around our campuses. Specifically, we are concerned about the impact of:

A) The public health and safety issues for students, faculty, staff, and visitors associated with increased access to firearms in a densely populated environment like a University or College campus.

B) The harm to recruiting and retention of both students and faculty. Many students and faculty (and potential students and faculty) come from other parts of the country that do not have the same outdoors and hunting culture that is local to us here;

C) The costs of compliance, as Colleges and Universities will need to spend additional monies to ensure that students, faculty, staff, and visitors are in compliance with the legislation.

Should the West Virginia Legislature consider such legislation, we would ask that issues such as the ones above be strongly considered and influence the Legislature’s decision.”