

Minutes  
West Virginia University Faculty Senate  
Monday, January 14, 2019

1. David Hauser, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cossman, J.	Hardy, S.	Montgomery-Downs, H.	Smith, M.
Anderson, K.	Crichlow, R.	Harrison, N.	Morris, A.	Soccorsi, A.
Angeline, M.	Cronin, A.	Hartnett, H.	Morris, M.	Swager, L.
Atkins, C.	Cui, P.	Hauser, D.	Mucino, V.	Thomas, J.
Ballard, D.	Dickman, B.	Hibbert, A.	Murphy, E.	Toppe, M.
Barko, C.	Donley, D.	Hildebrand, L.	Murray, J.	Tu, S.
Benedito, V.	Eades, D.	Hileman, S.	Nutter, R.	Tudorascu, A.
Bernardes, E.	Elliott, E.	Hutson, Z.	Ogden, L.	Utzman, R.
Bilgesu, H.	Estep, C.	Kitchen, S.	Olson, K.	Valenti, M.
Bishop, J.	Eubank, T.	Krause, K.	Ponte, C.	Valentine, K.
Bowman, N.	Evans, J.	Li, B.	Pradhan, T.	Vanderhoff, J.
Bravo, G.	Feaster, K.	Lockman, J.	Pyzdrowski, L.	Walter, S.
Brock, R.	Fleming, A.	Martucci, A.	Reymond, R.	Wayne, W.
Burnside, J.	Galvez P.	Mbayo, T.	Rice, T.	Welsh, A.
Burt, A.	Garofoli, G.	McCombie, R.	Rowlands, A.	Woloshuk, J.
Chisholm, S.	Germana, M.	McCorry, Jean	Ryan, E.	Yocke, R.
Clemmer, M.	Goff, N.	McMillen, J.	Scott, D.	Yu, H.
Collins, A.	Goodykoontz, E.	Miller, D.	Shapiro, R.	
Corio, E.	Haines, K.	Miltenberger, M.	Singh-Corcoran, N.	

Members Excused:

Blobaum, R.	Dietz, M.	Knox, S.	Myers, M.	Scaife, B.
Bonner, D.	Eschen, E.	Kolar, M.	Myers, S.	Schimmel, C.
Brooks, R.	Floyd, K.	Law, K.	Olfert, I.	Sowards, A.
Cohen, S.	Hessl, A.	Mallow, J.	Plein, L.	Ueno, C.
Costas, M.	Hornsby, W.	Matak, K.	Rakes, P.	Vona-Davis, L.
Dibartolomeo, L.	Jacobson, G.	Morris, T.	Sand-Jecklin, K.	Woods, S.

Members Absent:

Andress, L.	Connors, J.	Fraustino, J.	Patel, R.	Schaeffer, P.
Bastress, R.	Criser, A.	Holbein, M.	Prucz, J.	Sedney, C.
Casey, F.	Flanigan, M.	Kiefer, C.	Reddy, Y.	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, December 10, 2018 meeting.  
Motion carried.
3. Provost Joyce McConnell reported the following:
  - Governor Justice presented the State of the State Address on January 9. He stressed the importance of education to the state. He called for education to be the centerpiece of our future, adding that it represents the hot spot that can really change our image. If we could

escalate the number of people who graduate from four-year programs and begin to diversify the economy, we could start to turn things around. Additionally:

- We have had a surge in state revenue this year. The governor proposed adding \$150 million in new revenue to PEIA.
- The governor also proposed expanding the PROMISE scholarship program to include vocational education.
- The governor intends to increase salaries for public school teachers, especially in math, science, special education, and other areas in which the state is having trouble filling vacancies.

We will have a better idea of how the governor's proposals unfold when the 60-day legislative session concludes in March.

- The NRA and the Citizens Defense League have said, as they do every year, that they have the votes to pass campus carry legislation. Speaker of the House Roger Hanshaw, who is a WVU alum and former Extension Service employee, will be helpful to us. As he was last year, John Shott, chair of the House Judiciary Committee, will also be helpful. We continue to talk to our many supporters in the legislature.
- We were classified by the Carnegie Foundation as a "very high research activity" institution, meaning that we retained what used to be called R1 status. Only 120 of the nation's colleges and universities attain this ranking. The next review process will not begin for another two years, the results of which will be published in three years. In addition to funded research, the number PhDs we award is important.
- We are putting a package together on the Carnegie classification for a community engaged university. We have held that designation, and she is confident we will be able to attain it again, as long as the review criteria do not change.
- Demitrus Jones, a junior majoring in entrepreneurship and innovation in the Chambers College, has been awarded a Gilman Scholarship. He will attend Hong Kong Baptist University in the spring semester. Jones is a first-generation college student.
- Doctoral candidate Claudia Flore-Saviaga has won a 2019 Facebook Emerging Scholar Fellowship. She will work with Facebook Research to help them limit the spread of false information.
- Provost Joan Neff is serving as interim president at WVU-Tech following Gerald Lang's retirement. President Carolyn Long is currently serving as Chancellor of the Higher Education Policy Commission.
- The Blue Ribbon Commission has completed the initial phase of its work. It has drafted legislation to transform the Higher Education Policy Commission from a policy body into a service organization that can provide smaller institutions with legal, human resources, and other services. The new organization would continue to funnel some federal funds and to provide services such as processing PROMISE scholarships.
- WVU Parkersburg, which was once part of WVU, has reached out to us to discuss collaboration opportunities.
- WVU's Intensive English Program will move back to World Languages, Literatures and Linguistics in the Eberly College.
- The Provost's Office will be announcing a new series of digital learning awards, as well as awards programs for undergraduate research mentoring and graduate research mentoring.
- The IDEA Hub is seeking new fellows for its next series of programs.

- Research Week has expanded from focusing on long-form scholarship to focusing on all types of research that are done at WVU. The Fulbright Scholar Program will be featured during one day of Research Week to encourage faculty to take advantage of the program.
- Two of our history faculty, Katherine Aaslestad and Tamba M'bayo, have received the top fellowship from the National Endowment for the Humanities. Each will receive \$60,000 for the 2019-2020 academic year to conduct research for their respective book projects.

4. Chair Hauser reported the following:

- He noted the passing of Alan Stolzenberg, a towering figure in the WVU Faculty Senate. Dr. Stolzenberg was instrumental in assisting the Senate as both a Chair and as Faculty Secretary. We would not be where we are today without his help. He asked everyone to join him in sending condolences to Dr. Stolzenberg's family.
- The Board of Governance is still working on BOG Governance Rule 1.4 (Ethics, Conflicts of Interest, and Outside Consulting Arrangements). What is believed to be the final iteration of those rules was sent to all Senators via email and incorporates comments that faculty had made in December. He recommends that anyone who does outside consulting take another look at the rule. Comments may be sent to David Hauser, Matthew Valenti, or Stan Hileman until January 10.
- He thanked everyone for participating in the "working group" session conducted as part of the December Senate meeting. The GEF Committee received valuable information from that session. He asked everyone to take the time to complete the poll that was distributed asking for comments on that session. He would like to conduct another "working group" session for the March or April meeting.
- Nomination ballots will be sent out within the week for the next class of Faculty Senators. Please think about nominating colleagues who are engaged in the university community and would successfully represent their school or college.

5. 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.  
New Degree Program in Health Sciences for Potomac State College.  
Annex IV, Meaningful Mid-Term Grades.

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

Annex V, GEF Actions. Motion carried.

The following reports were submitted for information. Reports filed.

Annex VI, GEF Transition Review.  
Annex VII, Working Group Results.

7. Ashley Martucci, Chair, Teaching and Assessment Committee, reported that the committee will meet on January 16. They are in contact with engineering and child development to report on the initial stage of syllabus review.
8. Roy Nutter, Faculty Representative to State Government, reported that four bills have been introduced that may be of interest: HB 2032 (Permitting the carrying of concealed weapons on the campus of a state institution of higher education), HB 2059 (Expanding the amount of PROMISE scholarship funds awarded to persons majoring in science, technology, engineering and mathematics), HB 2065 (Expiring the PROMISE Scholarship Program, and establishing the Promise for All Scholarship Program), and HB 2146 (Creating a loan tuition forgiveness program to encourage students in selected and necessary fields to remain in the state). He will attend Higher Education Day at the Legislature on January 28. He also reported that the main concerns of ACF members at this time have to do with the status of the Blue Ribbon Commission's recommendations.
9. Stan Hileman, BOG Representative, reported that the Board met on December 14. Two proposed rules were released for comment: Governance Rule 1.11 (Information Technology Resources and Governance) and Administration and Finance Rule 5.6 (Tobacco and Smoke Free Campus). The Board also approved a new graduate certificate in leadership and a new doctoral degree in learning sciences and human development. The next meeting will be on February 8, 2019.
10. New Business – None.
11. The meeting adjourned at 3:54 p.m. to reconvene on Monday, February 11, 2019.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee

From: Kimberly Floyd

Date: December 17, 2018

Re: New Courses Report

Title	College	Credits	Prerequisites	Catalog Description	Expected Learning Outcomes
HIST 707: War and Society in a Transnational Context	AS	3		The course examines the broad theme of War and Society in a transnational context from the late 1600s to Cold War. The course is designed to help graduate students establish a foundation for further research, to provide opportunities to strengthen their command of European history as a teaching field and to enhance their ability to think comparatively about historical topics.	<ul style="list-style-type: none"> <li>• Assess and evaluate important historiographical interpretations of War and Society as a category of historical inquiry in different historical and geographical settings.</li> <li>• Identify and recognize methodology of traditional and new military history, commemorative and memory studies, transnationalism and internationalism, and case studies in understanding the scholarship on War and Society.</li> <li>• Discover and interpret how wars have influenced society over time and the transformation in civil-military relations.</li> <li>• Formulate and produce improved writing and research skills and synthesize information from secondary sources in course papers.</li> <li>• Investigate and research a topic that reflects the themes in the course and write a historiography paper on that topic.</li> </ul>
HONR 245: Service in Tutoring	AS	3		An introduction to the basic principles, practices, and current theory of peer tutoring. This course will provide Honors students the opportunity to tutor in local high schools while learning about topics of interest in education. Students will engage in reflection and critical inquiry that link service learning to academic learning.	<ul style="list-style-type: none"> <li>• Articulate the basic principles, practices, and current theory of peer tutoring and put them into practice through tutoring at local high schools.</li> <li>• Identify their strengths and growth areas as tutors, set goals to improve their tutoring practice, and reflect upon their tutoring experiences through the lenses of service-learning, an awareness of the backgrounds of the students they tutor, and the current state of education in their service schools, in West Virginia, and in the United States.</li> <li>• Think critically and communicate verbally and in writing about issues and special topics in education.</li> <li>• Achieve the service-learning objectives listed below:               <ol style="list-style-type: none"> <li>a) Connect leadership to organizational service through service-learning and civic engagement focused in higher education, public service, and advocacy</li> <li>b) Summarize why service, leadership, and civic engagement are important for students and universities and how these concepts intersect</li> <li>c) Justify the use of service and civic engagement by their student organizations as a means of achieving their organization's mission and goals</li> <li>d) Illustrate the impact of service-learning by completing placement</li> <li>e) Demonstrate critical thinking through understanding developed during service, including the identification, framing, resolving, and readdressing of social issues or problems</li> <li>f) Assess connection to academic study, lessons learned, and interpersonal value of service-learning experience.</li> </ol> </li> </ul>

Title	College	Credits	Prerequisites	Catalog Description	Expected Learning Outcomes
SPAN 521: Dialectology and Sociolinguistics	AS	3		This course covers the variation of the Spanish language from geographical and social perspectives. Students will learn about variation at multiple levels of the grammar including its phonology, morphology, lexicon and syntax. The first part of the course will concentrate on the diatopic variation while the second part will look at the role of external forces and socially induced changes.	<ul style="list-style-type: none"> <li>• Detect phonological, morphological, lexical and syntactic differences between Spanish dialects and perform cross-dialectal comparisons.</li> <li>• Explain the role of social forces in the shaping of the Spanish language.</li> <li>• Critique articles on Spanish dialectology and sociolinguistics.</li> <li>• Analyze linguistic data from a sociolinguistics perspective.</li> </ul>
ECON 200: Survey of Economics	BE	3		Introduction to the analysis of the economic system, pricing system, monetary system, determination of all national income and employment.	<ul style="list-style-type: none"> <li>• Apply graphs of economic variables to produce economic analysis.</li> <li>• Explain the basic demand and supply theories in the presence of limited resources.</li> <li>• Analyze the equilibrium prices and quantities, and identify the role of prices in organizing economic activity based on the theories in (2).</li> <li>• Predict and assess the possible consequences of changes in real world economic conditions and policies, based on the theories in (2).</li> <li>• Identify different types of market competition; and apply the theory of the firm to investigate its effect on prices and production under different types of market competition.</li> <li>• State the definition of externalities and discuss the possible roles played by the government.</li> <li>• Explain how to measure GDP, the unemployment rate, interest rates, and economic growth, discuss their importance and differentiate real and nominal variables.</li> <li>• Describe the measurement and different types of inflation, and assess the consequences of high inflation.</li> <li>• Explain the roles of money, banking, and the Federal Reserve System in the economy.</li> <li>• Identify and analyze the determinants of short-run changes of economic variables over the business cycle, and that of economic growth over time.</li> <li>• Identify the factors influencing aggregate demand (AD) and aggregate supply (AS), and analyze macroeconomic conditions using the AD–AS model.</li> <li>• Identify the tools and assess the goals of monetary and fiscal policy.</li> <li>• Calling on 1 – 12 above, students will be prepared to assess economic issues and generate informed statements on related economic policies.</li> </ul>
ECON 482: Applied Economic Research	BE	3	Senior Economics Major in Final Semester	Capstone course that introduces students to applied economic research. Completion and presentation of major research project required.	<ul style="list-style-type: none"> <li>• Identify published research.</li> <li>• Summarize and contextualize available literature.</li> <li>• Critically evaluate an economics journal article.</li> <li>• Describe alternative economic research methods and their limitations.</li> <li>• Locate and organize data and empirical evidence.</li> <li>• Conduct a research study on an economic topic and present the results orally and in a written paper.</li> </ul>

Title	College	Credits	Prerequisites	Catalog Description	Expected Learning Outcomes
PHAR 807: Pharmacy Calculations	PHAR	1		Gain experience in pharmaceutical calculations that reflect activities in a variety of practice settings.	<ul style="list-style-type: none"> <li>• Accurately calculate the dosage of medications or electrolyte components needed to compound a given sterile product.</li> <li>• Gather information required to identify and solve pharmaceuticals problems.</li> <li>• Accurately calculate basic patient-specific clinical information (e.g. ideal body weight, body surface area, creatinine clearance) used in pharmacy practice.</li> <li>• Calculate individualized drug doses for specific patients using appropriate sources of drug information.</li> <li>• Recognize and use common conversion factors (e.g. pounds to kilograms, micrograms to milligrams, percent strength to milligrams per mL).</li> <li>• Accurately perform common pharmaceuticals calculations needed to provide proper pharmaceutical care and to prepare pharmaceutical products (e.g. drip rates, concentrations of products, amounts of drugs to use in preparing products, days supply).</li> </ul>
WVUE 188: Adventure West Virginia	UC	1		This course is for incoming WVU students who completed and Adventure WV First Year Trip during the summer prior to their first semester at WVU. The course serves as a complement to the student's first year experience at WVU; it encourages reflection, goal setting, and involvement in the WVU community.	<ul style="list-style-type: none"> <li>• Engage in critical self-analysis and reflection; learn about oneself through challenge, direct experience and guided reflection.</li> <li>• Build and maintain strong, positive social relationships and networks.</li> <li>• Set personal first-year goals, identify strategies for meeting these goals, and critically reflect on progress towards these goals.</li> <li>• Relate how diverse backgrounds and experiences provide for an optimal educational experience.</li> <li>• Identify personal values and analyze how actions and values align.</li> <li>• Identify and engage with resources for outside of class enrichment.</li> </ul>

To: Faculty Senate Executive Committee  
 From: Kimberly Floyd  
 Date: December 17, 2018  
 Re: Courses Changes, Deactivations, & Adoptions Report

**Course Changes**

Field	Old Value	New Value
<b>BUSA 202</b>		
Catalog Description	Overview of the accounting discipline. Utilization of accounting information for purposes of financial reporting, management control and decision making, and individual income tax reporting. (Students may not receive credit for ACCT 201 and BUSA 202.)	Overview of the accounting discipline. Utilization of accounting information for purposes of financial reporting, management control and decision making, and individual income tax reporting.
Justification for Course Change		Currently, this statement is included in the catalog description: (Students may not receive credit for ACCT 201 and BUSA 202.) This needs to be removed. If a student takes BUSA 202 and then changes his or her major in business, ACCT 201 will need to be taken. ACCT 201 and BUSA 202 are not the same course. Students should receive six hours of credit if both are taken.

**CCB 702**

Catalog Prerequisites	BMS 730 or PCOL 761 or consent.	
Expected Learning Outcomes		The mechanism of action of each of the major classes of anticancer drugs Differences in clinical pharmacology of drugs within each class Basic diagnostic/pathologic approaches used in oncology Treatment approaches for common cancers
Justification for Course Change		In order to offer the course more broadly, we would like to remove the prerequisites CCB730 and PCOL744 or PCOL801. We will be removing Dr. Petros as the course coordinator and adding 3 co-coordinators in the spring 2019.

**CHEM 110A**

Banner Prerequisites	(   MATH 122   C-   UG     Or     MATH 124   C-   UG     Or     MATH 126   C-   UG     Or     MATH 126A   C-   UG     Or     MATH 126B   C-   UG     Or     MATH 126C   C-   UG     Or     MATH 128   C-   UG     Or     MATH 129   C-   UG     Or     MATH 150   C-   UG     Or     MATH 153   C-   UG     Or     MATH 154   C-   UG     Or     MATH 155   C-   UG     Or     MATH 156   C-   UG   )   And     CHEM 110B   C-   UG   )   Yes	(   MATH 122   C-   UG     Or     MATH 124   C-   UG     Or     MATH 126   C-   UG     Or     MATH 126A   C-   UG     Or     MATH 126B   C-   UG     Or     MATH 126C   C-   UG     Or     MATH 128   C-   UG     Or     MATH 129   C-   UG     Or     MATH 150   C-   UG     Or     MATH 153   C-   UG     Or     MATH 154   C-   UG     Or     MATH 155   C-   UG     Or     MATH 156   C-   UG   )
Catalog Prerequisites	Satisfy the minimum ACT/SAT math score, or satisfactory performance on placement examination, or C- in MATH 122 or higher, Students must register for CHEM 110A and CHEM 110B in the same term.	Satisfy the minimum ACT/SAT math score, or satisfactory performance on placement examination, or C- in MATH 122 or higher, Students must register for CHEM 110A and CHEM 110B in the same term.



Field	Old Value	New Value
Expected Learning Outcomes		Perform math operations on numbers using appropriate significant figure rules. Convert decimal numbers into standard scientific notation. Demonstrate the ability to employ dimensional analysis to unit conversions between metric and English system units. Master basic quantitative problem solving skills to problems involving: mass percentage calculation; the mole concept; Avogadro's number; molar mass conversions; simple mole-to-mole stoichiometry. Accurately describe subatomic particles in atoms; atoms; ions; outer shell electrons; formula units. Correctly balance a simple chemical equation of reactants to products.
Justification for Course Change		This change is necessary because of system functions to allow students to register without an error message.

**CSAD 424**

Banner Prerequisites		CSAD 336     UG
Catalog Prerequisites	CSAD 324.	
Expected Learning Outcomes		<p>At the completion of this course, the student should:</p> <ul style="list-style-type: none"> <li>• Identify the type of language disorder present in a client based upon a case history.</li> <li>• Select appropriate language evaluation activities when provided the characteristics of the client and language theory.</li> <li>• Choose appropriate interventions to the treatment of different types of language disorders when provided the characteristics of the client and language theory.</li> <li>• Define concepts associated with evaluation of language disorders               <ul style="list-style-type: none"> <li>o Standardized Tests (norm-referenced; criterion-referenced)</li> <li>o Non-standardized activities (interviews, observations, language samples)</li> <li>o Reliability/Validity</li> <li>o Sensitivity/Specificity</li> <li>o Positive Predictive Power/Negative Predictive Power</li> </ul> </li> <li>• Formulate a language goal, identify appropriate progress monitoring, and summarize student progress using a SOAP format, when provided a case history.</li> </ul>
Justification for Course Change		Because CSAD424 addresses language disorders across the lifespan, it is important that students have completed the Language Acquisition course so as to understand development of language across the lifespan. This will provide the student the ability to select intervention targets that are developmentally and clinically appropriate and then pair them with an appropriate intervention approach.

**CSAD 426**

Catalog Prerequisites	CSAD 222.	CSAD 222. CSAD320.
Justification for Course Change		To understand how to assess and treat speech and voice disorders, students will need to have completed CSAD320: Speech Science.

**GEOL 400**

Catalog Description	Practical experience in collecting and evaluating data required to address the complex environmental issues facing environmental geoscientists. (Required field trip during spring break.)	Capstone Seminar. Students prepare for a career as Environmental Geoscientists; critically reflect on the curriculum in the major; orally present their research projects carried out in the co-requisite Research-intensive Geology and Geography course.
Catalog Prerequisites	GEOL 200.	GEOL 200 or PR or CONC: GEOL 331 or GEOL 331 or GEOL 365 or GEOL 376 or GEOL 441 or GEOL 455 or GEOL 463 or GEOL 472 or GEOL 486 or GEOL 317 or GEOL 443 or GEOL 454 or GEOL 455 or GEOL 456 or GEOL 461.
Credit Hours	4	1

Field	Old Value	New Value
Expected Learning Outcomes		Elucidate a set of career goals and action plan for your career as an Environmental Geoscientist. Encapsulate your knowledge as an Environmental Geoscientist by reflecting on your coursework and research within the co-requisite research-intensive course Engage an audience with your research, its ethical questions, and its role in your development as an Environmental Geoscientist
Justification for Course Change		The change from four credits to one credit is to create added value, flexibility, and scalability for the capstone requirement in Environmental Geoscience. To complete the research component of the capstone experience, students will use a co-requisite research intensive course in the student's chosen sub-field of environmental geoscience. The one credit seminar will bring together the cohort of students to address the critical thinking and reflection components of the capstone experience that are shared across all sub-fields of this diverse discipline. Additionally, this course will add important elements of career preparation and professionalization that were requested by previous graduates in past assessments of the major.

**GEOL 615**

Full Title	Stratigraphy of Porous Media	Advanced Stratigraphic Methods
Transcript Title	Stratigraphy of Porous Media	Advanced Stratigraphic Methods
Catalog Description	Advanced discussion of the deposition of clastic sediments, chemistry of carbonates, sequence stratigraphy, porosity development in sandstones and limestones, flow of oil through rock.	Advanced discussion of stratigraphic correlation techniques, including sequence stratigraphy, to analyze deposition of clastic and carbonate sediments, with emphasis on assessing porosity development in sandstones and limestones, organic matter deposition, and flow of fluids, such as water, gas and oil, through rock.
Catalog Prerequisites	GEOL 311.	
Expected Learning Outcomes		Interpret paleoenvironmental change from vertical succession of facies in order to correlate genetically-related strata. Infer allogenic and autogenic controls on the physical properties of sediment and stratigraphic sequences. Create 2D and 3D graphical models of stratigraphic systems from outcrop, core, well log and seismic. Evaluate heterogeneity and connectivity of the depositional products resulting from the full range of sedimentary systems and stratigraphic architectures. Evaluate limitations and uncertainty in stratigraphic framework reconstructions. Interpret stratigraphic architecture and correlation using outcrop, core, well log and seismic data.
Justification for Course Change		Title and description more accurately reflect course content

**HTOR 376**

Catalog Prerequisites	(MATH 150 or MATH 154 or MATH 155 or MATH 156) and ((ACCT 202 and CS 101 and ECON 202 and ECON 225 and ENGL 102) with a grade of C- or better).	ACCT 201 and or BUSA 201 and (ECON 225 or STAT 211) with a minimum grade of C- in each.
Expected Learning Outcomes		<ol style="list-style-type: none"> <li>1. Identify key trends driving changes in employment opportunities in the hospitality and tourism industries.</li> <li>2. Identify and describe the key supply factors that are important to hospitality and tourism organizations.</li> <li>3. Describe how the customer, not the operator, ultimately defines a business in the hospitality and tourism field.</li> <li>4. Explain why policy development and long-range planning are important, and describe the following tools related to these activities: return on investment and cost-benefit analysis.</li> <li>5. Explain the 3P's of modern leadership and how these relate to the hospitality and tourism industry.</li> <li>6. Discuss the importance of leadership and the ability to manage change in the hospitality and tourism field.</li> </ol>
Justification for Course Change		To open up the minor to non business majors.

Field	Old Value	New Value
<b>MATH 315</b>		
Catalog Prerequisites	MATH 117 with a grade of C or better.	MATH 155
Expected Learning Outcomes		Find derivatives of trigonometric, inverse trigonometric, exponential and logarithmic functions. Integrate functions using the power rule. Integrate functions having logarithmic, exponential and trigonometric forms. Integrate certain forms of functions by the methods of integration by parts or trigonometric forms. Use a computer software package to compute all types of integrals. Compute power series expansion of given functions. Solve differential equations using separation of variables or Laplace transforms. Solve differential equations using a computer software package. Find the area between curves, volume of solids of revolution, and the work done on systems.
Justification for Course Change		Math 117 is no longer taught. This prerequisite should have been updated to require a passing grade in Math 155.

<b>MINE 306</b>		
Catalog Prerequisites	PR or CONC: STAT 211 or STAT 215.	PR or CONC: STAT 211 or STAT 215 or IENG 213.
Expected Learning Outcomes		Interpret financial and investment vocabulary to effectively communicate with business colleagues; Calculate cash flow equivalents using time value of money principles; students will use both algebraic and Excel based computational approaches; Derive fiscal models for the purpose of conducting worth evaluations and comparing various technical alternatives; Apply tax considerations and book deductions to the economic analysis of mining projects; Analyze mineral project risk by incorporating basic risk assessment tools (sensitivity analysis, probabilistic analysis, Monte Carlo simulation, etc.) into economic evaluations; Defend technical alternatives by applying economic and ethical considerations; Describe exploration techniques and the role of geologic properties in the valuation of coal and mineral projects. Understand Sustainable Development from a natural resource industry perspective Practice finding information outside of class, recognize the need for lifelong learning.
Justification for Course Change		The content of IENG 213 contains some material that is similar to MINE 306 and uses statistics that are at least as rigorous as STAT 215.

<b>MINE 425</b>		
Catalog Prerequisites	CHEM 115 and MATH 261 and PR or CONC: MINE 427 and CoReq: MINE 426.	CHEM 115 and MATH 261.
Credit Hours	3	4
Expected Learning Outcomes		Describe the significance of mineral liberation, and principles and processes of crushing, grinding, and size classification (screens, hydrocyclone, etc.) Apply mass balance principle to determine mass distribution of plant streamflows Explain the fundamentals of sampling, gravity concentration, froth flotation, and dewatering Analyze the engineering data using fundamental knowledge Design the mineral processing plant circuits that meet desired user requirements Assess the performance of the mineral processing plant circuits Solve mining and minerals related problems using various mineral processing principles and fundamentals.
Justification for Course Change		As program continues to expand into non-coal minerals, MINE 425 is being expanded to 4.0 credits, including a lab component, so that either MINE 425 Mineral Processing or MINE 427 Coal Preparation will fulfill the mining engineering degree requirement for a mineral processing course.

## Field

## Old Value

## New Value

**MINE 483**

Catalog Description	Student and instructor select a mineral or coal deposit for the capstone mine design project. Geologic, demographic, quality, and market data are integrated with computer mapping software into a map set and exploration report.	The first course in the senior capstone sequence. A mineral deposit is selected by the student and instructor and geologic, demographic, quality, and market data are integrated with computer mapping software to develop a comprehensive map set and exploration report. This report will be used in the second course to develop a pre-feasibility study for the mineral deposit selected.
Catalog Prerequisites	MATH 261 and MAE 242 and MINE 261 and MINE 306 and MINE 331 and MINE 427 and PR or CONC: MINE 411.	MATH 261 and MAE 242 and MINE 261 and MINE 306 CONC: MINE 331 and MINE 411 and (MINE 427 or MINE 425).
Expected Learning Outcomes		Secure a set of basic geologic, structural, and quality data (e.g. drillhole records, laboratory reports, published reports, surface maps, and market data) for a mineral deposit. Organize the data using computer aided drawing, geologic modeling and mine planning software. Each significant parameter will be displayed on a separate map. A common template 2 for the map boundary, title block, coordinate grid, legend and project boundary will be used. Present this information in the form of an exploration report including introduction, a set of drawings and maps, recommendations for additional exploration, a written summary of the demographic and geologic work, an in-place resource estimate and a database summary. Both a draft and final report are required.
Justification for Course Change		Faculty review of the pre-requisites for the the senior design determined that MINE 411, MINE 331, and MINE 427 or 425 were normally taken concurrently with MINE 483 and are pre-requisites for MINE 484, not MINE 483. This is residual from a realignment of senior design from years ago. MINE 306 remains a pre-requisite.

**MUSC 113**

Full Title	Twentieth Century American Pop Music	American Popular Music
Transcript Title	20th Century American Pop Mus	American Popular Music
Justification for Course Change	transition from GEC to GEF	Course title change will bring the title in line with content currently taught in the course.

**MUSC 114**

Catalog Description	(Not open to music majors). A survey of American ethnic music reflecting the diversity and multicultural character of music-making, emphasizing style, cultural context, and values attached to music as part of the immigrant experience.	A survey of music in North America, reflecting the diversity and multicultural character of music-making, emphasizing style, cultural context, and values attached to music as part of the immigrant experience.
Expected Learning Outcomes	Students are expected to investigate the diversity of musical genres and styles that are part of our present-day musical experience. MUSC 114 emphasizes that music has functions beyond entertainment, and thus, students are encouraged to examine music as a cultural phenomenon and to recognize that music has a social context as well as a musical context. During the course of the semester, students will learn to listen critically and analytically to all types of American vernacular music and reflect intelligently on those musical experiences. The course seeks to promote the idea that the musics of all peoples and cultures are important and worthy of our attention and study.	Discuss key stylistic trends in key oral and written traditions of American music from the eighteenth century to the present. Discuss the relationships between musical texts and the cultural contexts in which they were created, consumed, and distributed. Develop a research question, investigate potential solutions to that question, and present the findings in written form.
Full Title	Music in the Modern Age	Music and the Immigrant Experience
Justification for Course Change		Course title and description did not reflect the kinds of material being taught in the course.
Transcript Title	Music in the Modern Age	Music Immigrant Exp

**MUSC 115**

Catalog Description	(Not open to music majors). An Introduction to jazz, its characteristics, important performers, and their music, including an historical survey with attention to the changing style of the music.	An Introduction to jazz, its characteristics, important performers, and their music, including an historical survey with attention to the changing style of the music.
Catalog Prerequisites	MUSC 111 or consent.	
Justification for Course Change	Transitioning course from GEC to GEF	To permit all WVU students, including music majors, to enroll in this course.

Field

Old Value

New Value

**MUSC 116**

Catalog Description	(Not open to music majors). Examination of music from various cultures (e.g. Native America, South India, Japan, Africa) within their cultural contexts.	Examination of music from various cultures (e.g. Native America, South India, Japan, Africa) within their cultural contexts.
Justification for Course Change	Transitioning course from GEC to GEF	To permit music majors to enroll in this course.
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3

**MUSC 434**

Catalog Description	This course is designed to give a survey of the available art song literature for the voice. The major emphasis is on the standard performing repertoire for one voice with piano accompaniment. The course will cover repertoire from the early 17th Century to the present.	Survey of solo, chamber, and when appropriate, orchestral literature, spanning the history of a single musical instrument or voice.
Credit Hours	0 to 3	1 to 2
Expected Learning Outcomes		Discuss broad range of solo, chamber, and orchestral literature as appropriate to their primary instrument. Effectively study, perform, and teach repertoire on their primary instrument at secondary and post-secondary institutions. Participate in and contribute to current discussions relating to their instrument's repertoire. Analyze characteristics of the interpretation of historic and recently recorded performances.
Justification for Course Change		Adjusted the course description to better reflect the course scope. Broadened the course content to be applicable to any primary instrument of study.

**PHAR 802**

Catalog Description	Gain experience in pharmaceutical calculations and preparing sterile and non-sterile dosage forms. Students will apply the principles of pharmaceutics to the preparation of pharmaceutical products.	Preparation of sterile and non-sterile dosage forms. Students will apply the principles of pharmaceutics to the preparation of pharmaceutical products.
Course is Variable Credit	Yes	No
Credit Hours	0 or 2	1
Expected Learning Outcomes	Interpret prescriptions that require both sterile and non-sterile compounding. Accurately compound individual or bulk medications of various dosage forms, performing any necessary calculations. Properly label the finished product, including instructions for administration, expiration date, and other stability information, as needed. Accurately calculate the dosage of medications or electrolyte components needed to compound a given sterile product. Demonstrate proper aseptic technique when compounding sterile products. Gather information required to identify and solve pharmaceutics problems Accurately calculate basic patient-specific clinical information (e.g. ideal body weight, body surface area, creatinine clearance) used in pharmacy practice Calculate individualized drug doses for specific patients using appropriate sources of drug information. Recognize and use common conversion factors (e.g. pounds to kilograms, micrograms to milligrams, percent strength to milligrams per mL) Accurately perform common pharmaceutics calculations needed to provide proper pharmaceutical care and to prepare pharmaceutical products (e.g. drip rates, concentrations of products, amounts of drugs to use in preparing products, days supply).	Interpret prescriptions that require both sterile and non-sterile compounding. Accurately compound individual or bulk medications of various dosage forms, performing any necessary calculations. Properly label the finished product, including instructions for administration, expiration date, and other stability information, as needed. Accurately calculate the dosage of medications or electrolyte components needed to compound a given sterile product. Demonstrate proper aseptic technique when compounding sterile products. Gather information required to identify and solve pharmaceutics problems Accurately calculate basic patient-specific clinical information (e.g. ideal body weight, body surface area, creatinine clearance) used in pharmacy practice Calculate individualized drug doses for specific patients using appropriate sources of drug information. Recognize and use common conversion factors (e.g. pounds to kilograms, micrograms to milligrams, percent strength to milligrams per mL) Accurately perform common pharmaceutics calculations needed to provide proper patient care and to prepare pharmaceutical products (e.g. drip rates, concentrations of products, amounts of drugs to use in preparing products, days supply). View the various processes for manufacturing medications.
Justification for Course Change		This course is being reduced from 2 hours to 1 hours. As a 2-hour course, 1 hour was devoted to calculations and 1 hour devoted to compounding. We are separating this into two separate 1-hour courses as they are taught independently of each hour and will allow us to teach the calculations component in the summer if a student were to fail the course.

Field

Old Value

New Value

**SENG 530**

Catalog Prerequisites		SENG 510 or consent.
Expected Learning Outcomes		Demonstrate the application of verification and validation tasks and their outcomes during the software life cycle. Apply various verification and validation techniques based on various characteristics of the system/software (safety, security, risk, etc). Differentiate between the overall role of verification and validation and the specific role of software/system testing. Compare and Contrast the theoretical and practical limitations to software verification and validation analysis. Apply appropriate planning and scoping to a verification and validation effort based on the needs of the software system being developed. Develop a software verification and validation plan that reflects an understanding of verification and validation objectives, and appropriate problem/risk identification and tracking.
Full Title	Validation and Verification	Software Verification and Validation
Transcript Title	Validation and Verification	Verification and Validation
Justification for Course Change		Name of title was incorrectly reversed.

**Course Deactivations**

Course

Course Title

MINE 305	Coal Mining
RDNG 630	Teaching the Language Arts
RDNG 732	Survey of Major Problems in the Language Arts
RDNG 743	Instructional Intervention for Reading Difficulties

To: Faculty Senate Executive Committee  
 From: Kim Floyd, Chair, Faculty Senate Curriculum Committee  
 Date: December 17, 2018  
 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?
ECON 482: Applied Economic Research	BE	Through a number of writing assignments, students will demonstrate that they can: 1) generate a testable economic hypothesis 2) survey the economic literature 3) adequately summarize that literature through their memos 4) obtain data to test their hypothesis	The research topic, memos, and final paper will bring together the theoretical and practical knowledge students have acquired in the Economics major. The research question will be based on core economic theory obtained in micro or macro economic theory and their field courses. The finished paper will require demonstration of practical skills in writing, statistics, and trade-offs related to different empirical methods in economics as well as available data.	At the core of all empirical work in economics is the distinction between positive and normative economics. Positive economics describes a testable hypothesis. Normative economics is what should be done. In conducting their research projects, students will likely be driven by normative societal concerns but will need to engage in positive economic research. The Jonathan Wight book listed in the syllabus will be used to inform and highlight the ethical issues in economic research.	I am a big believer in scaffolding and revision. Students will have a number of smaller writing assignments that will flow into a big empirical research paper. After formulating a testable hypothesis and ensuring that data is available, students will seek out and summarize the literature through 4 research memos. In addition, they will obtain a book related to their topic and review it in an academic book review. These memos and reviews, following their revisions, will form the bulk of the literature review for their final paper. The final paper will combine the literature review with the student's data analysis to form a complete capstone paper.	Students will present 5 times during the course. They will present on the topics of their 4 memos and then present their final paper to the class.

## BOG Rule 2.5: mid-semester grades

In support of BOG Rule 2.5, section 3.1.4 (Posted Grades) which states that “(d)uring the regular terms (fall and spring), students who are enrolled in Undergraduate Courses have the right to, at the minimum, a full range of grades posted mid-semester and final grades,” the Faculty Senate Curriculum Committee (FSCC) and the Provost’s Office are suggesting the following language be added to the WVU Syllabus Builder, FSCC Handbook and Course Evaluation Rubric, and the course proposal website within Academic Strategies, Curriculum, and Assessment:

- 1) Each course should have at least 20% of the total grade reported for the mid-semester grade. For courses where this is not possible, a rationale must be provided in CIM (via the reference syllabus) as well as to students in course syllabi.
- 2) The syllabus should also indicate what assignments will determine the mid-semester grade and what percentage of the total course grade the mid-semester grade represents.

FSCC will use these guidelines to evaluate all new course proposals and supporting sample syllabi as well as all course changes and supporting syllabi.

The Faculty Senate Teaching and Assessment Committee will use these guidelines to evaluate section-level syllabi for the departments under review.



To: Faculty Senate Executive Committee

From: Robert Brock, Chair, GEFCO

Date: December 17, 2018

Re: GEF Actions

The General Education Foundations Committee met on December 3, 2018 and recommends the following course for Faculty Senate approval:

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundations</b>	<b>LEAP Learning Outcome</b>
HIST 375: Hollywood and History	Adding/Changing GEF on Existing Course	F6: The Arts & Creativity	2c: Written and oral communication

To: Faculty Senate Executive Committee  
From: Robert Brock, Chair, GEFCO  
Date: December 17, 2018  
Re: GEF Transition Review

The General Education Foundations Committee met on December 3 and passed the following courses for GEF transition review:

<b>Title</b>	<b>General Education Foundations</b>	<b>LEAP Learning Outcome</b>
ECON 225: Elementary Business and Economics Statistics	F3: Mathematics & Quantitative Skills	2d: Quantitative literacy
MATH 150: Applied Calculus	F3: Mathematics & Quantitative Skills	4: Integrative and applied learning

Faculty Senate Brainstorming Session - Part 1				
	Skill (Question 1)	Where Taught (Question 2)	When Taught (Question 3)	Other Comments
Group 1	1. Communication 2. Problem Solving 3. Life Long Learning 4. Dealing/Understanding Data 5. Creative Thinking 6. Cultural Awareness 7. Personal Finance - Financial Literacy	All Disciplines All Disciplines All Disciplines All Disciplines All Disciplines Humanities, Arts, Social Sciences, Foreign Language Parents, Student Life, Education Abroad	All along with increasing complexity All along with increasing complexity All along with increasing complexity All along with increasing complexity All along with increasing complexity All along with increasing complexity All along with increasing complexity	
Group 2	1. Communication Skills 2. Interpersonal Skills - Building Relationships - Group Dynamics 3. High level decision making - self-discipline - control 4. Presentation Skills 5. Wellness - Time Management - Mind & Body 6. Financial Literacy 7. Digital Literacy	English, Communications Experiential learning, PRJ 168, Leadership Studies, Athletics, Music, Adventure WV EDP, 1st year seminar, Well WVU, Human Nutrition & Foods, PRJ 168 Communications Exercise Phys, PE no answer no answer	Start early & build over time Start early & build over time Later Always Start early & refresher before graduation Start early & refresher before graduation Later	
Group 3	Table vacant during meeting			
Group 4	1. Sense of Self - time management, choice of friends and/or life partners, managing personal finances (financial literacy) 2. Sense of decision making - peer mediation 3. Community & sense of service - cultures of the world (religions, history, social & political sciences), ethics, sustainability, morality	191 courses no answer service learning courses (HSC requires service hours for students)	Early Throughout Throughout	How to generate meaningful reflection: - lack of retention of information - executive functioning not fully developed in early college career
Group 5	1. Critical Thinking - info literacy, critical reading skills, thinking critically, cause & effect vs. inference 2. Communications - effective communication - verbal, non-verbal, written, writing skills 3. Ethics & Actions - consequences of their actions, soft skills, personal communications, ethics & empathy 4. Financial/Math Application - financial literacy/financial responsibility, math 5. Technology - global awareness, technology	everyday discipline (ideally) Foundation: English, Public Speaking Discipline: Specific Foundation Discipline: Specific (Health, Business, Journalism) Experiential/Internships Math Business First Year "Success" Courses Ungergrad Graduate Engineering Computer Science Media Education Discipline: Specific	no answer no answer no answer no answer no answer	
Group 6	1. Critical Thinking 2. Analytical Reading Skills/Information Literacy 3. Written & Oral Communication Skills 4. Scientific Inquiry/Problem Solving 5. Responsible Citizenship/Ethics	no answer no answer no answer no answer no answer	Layered throughout all 4 years	To achieve Depth: 1. smaller class size. 2. everyone/Department has a role & should be teaching. 3. Have students choose a minor/track for

Faculty Senate Brainstorming Session - Part 1				
	Skill (Question 1)	Where Taught (Question 2)	When Taught (Question 3)	Other Comments
Group 7	1. How to "learn", critical thinking 2. Effective communication both oral & written 3. Resilience, mental health, self help/care 4. Data analytics vs "math" (algebra) Computer Information Literacy (excel) Electronic resource literacy & plagiarism - ethics (library resources) 5. Basic civics (cause & effect) government	"We don't think it's discipline specific. Some need to be multi-disciplinary, experiential learning, and/or co-curricular."	Freshman, Sophomore, Upper Level Freshman & reinforced thereafter Freshman - Senior Subject/Dicipline Specific Upper level	
Group 8	A. Communicate effectively - support arguments, write effectively. B. Solve real world problems (apply scientific method to life) C. Work collaboratively with diverse perspectives D. Consider/have awareness of multiple perspectives E. Achieve basic literacy with core areas (qualitative, digital, critical thinking ie fact vs. opinion, civics - place in democracy) F. Contribute rather than simply consume ideas	Core across WVU - writing center - service learning STEM for scientific method Humanities for application to life (pair courses) Core across WVU - enrollment - retention Core across WVU - enrollment - retention STEM for scientific method Humanities for application to life (pair courses) STEM for scientific method Humanities for application to life (pair courses)	Communications All along/Late College Early College Late college Early College All along	
Group 9	<ul style="list-style-type: none"> <li>Effective oral &amp; written communication</li> <li>Problem solving/Critical thinking/quantitative reasoning</li> <li>Professionalism/Cultural competencies/Team work/Leadership/Polite/Empathy</li> <li>Wellness/Work-Life balance/Financial Literacy/Be healthy</li> <li>Life-long Learning</li> </ul>	Core courses to "Devlop a Common Perspectives" (values & respect) English/Communication/Writing Requirements/Social Programs: engineering, health sciences, business (probably most majors) Math/Engineering/Sciences/Accounting-Business/Health Sciences innovation/Entrepreneur/Peer mentoring/health sciences/interprofessional education add PE requirements back into the curriculum no answer	Teach early but reinforce throughout for all	
Group 10	1. Communication <ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> </ul> 2. Problem Solving <ul style="list-style-type: none"> <li>Conduct Research</li> <li>Info Literacy</li> </ul> 3. Literacy <ul style="list-style-type: none"> <li>Wellness</li> <li>Health</li> <li>Financial</li> </ul> 4. Civic Engagement 5. Cultural Awareness	<ul style="list-style-type: none"> <li>across curriculum</li> <li>within discipline</li> <li>Comm, Lit, English</li> <li>Philosophy</li> <li>S/B component in most courses</li> <li>Freshman Orientation</li> <li>B&amp;E</li> <li>Clubs &amp; Activites</li> <li>Travel/Study Abroad</li> <li>Literature</li> <li>Regional/Special Need/Volunteerism</li> </ul>	Taught Throughout Taught Throughout Early & Throughout Taught Throughout Early & Throughout	Needed: <ul style="list-style-type: none"> <li>Job skills course</li> <li>Interpersonal Comm through student life, activitie, clubs (eg. Debate, Toastmaster)</li> </ul> Question 3 extras: <ul style="list-style-type: none"> <li>Some need to be taught early for student success</li> <li>Others needs to be built upon throughout student's whole college experience.</li> </ul>

Faculty Senate Brainstorming Session - Part 1					
	Skill (Question 1)	Where Taught (Question 2)	When Taught (Question 3)	Other Comments	
Group 11	<u>How to Learn</u> Critical Consumption Synthesis Innovation	<u>Why to Learn</u> Ethical Thinking Social Values Discovery Communicating Completely	"Freshman Academy" - how to learn, ecampus, expanded "University 101" (public speaking, ethics, plagarsm, data analytics ?team teach by different disciplines? ?pre-college admission? -> partner with pre k-12 -> content vs process/outcome	How to Learn: Freshman yr, ongoing reinforcement Why to Learn: all the time, every year	
	1. Written & oral communication  2. Think & Read critically/problem solving (critical evaluation of info)  3. Math Literacy  4. Teamwork/interpersonal skills  5. Interstellar Space Travel	All Disciplines  All Disciplines  • Math • Statistics • Sciences • Athletics • Study Abroad • Academics - all disciplines • Phys Ed • Engineering • Astronomy • Study Abroad	First year on to graduation, Continuing Education (Check throughout career career), intake/HS partnerships First year on to graduation, Continuing Education (Check throughout career career), intake/HS partnerships  First year on to graduation  First year on to graduation  After passing 1st year	Let's ask ourselves "why are kids in college"	