

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

1. Emily Murphy, Faculty Senate Chair, called the meeting to order at 4:26 p.m. in the Event Hall of the Law Center.

Members Present:

| | | | | |
|---------------|------------------|-----------------|----------------|--------------------|
| Anderson, K. | Corio, E. | Goodykoontz, E. | Mallow, J. | Ryan, E. |
| Andress, L. | Costas, M. | Haines, K. | Martucci, A. | Sand-Jecklin, K. |
| Angeline, M. | Crichlow, R. | Hambrick, G. | Matak, K. | Scaife, B. |
| Ballard, D. | Cronin, A. | Hardy, S. | McCrary, J. | Schaeffer, P. |
| Bastress, R. | Cui, P. | Harrison, N. | McCusker, B. | Sealey, V. |
| Benedito, V. | Dibartolomeo, L. | Hartnett, H. | Morris, A. | Sims, J. |
| Bernardes, E. | Donley, D. | Hauser, D. | Morris, T. | Singh-Corcoran, N. |
| Bhandari, R. | Downes, M. | Hessl, A. | Mucino, V. | Soccorsi, A. |
| Billings, H. | Elliott, E. | Hibbert, A. | Murphy, E. | Sowards, A. |
| Bishop, J. | Elswick, D. | Hildebrand, L. | Nix, A. | Swager, L. |
| Bonner, D. | Eubank, T. | Hileman, S. | Nutter, R. | Tu, S. |
| Bravo, G. | Evans, J. | Holbein, M. | Ogden, L. | Utzman, R. |
| Bryner, R. | Famouri, P. | Hornsby, W. | Olson, K. | Valentine, K. |
| Burnside, J. | Feaster, K. | Hudgins, C. | Perhinschi, M. | Watson, J. |
| Burt, A. | Fleming, A. | Kitchen, S. | Phillips, T. | Wayne, W. |
| Butina, M. | Galvan T. | Kupec, J. | Plein, L. | Welsh, A. |
| Chantler, P. | Galvez P. | Li, H. | Pyzdrowski, L. | Woods, S. |
| Chisholm, S. | Goldenhuy, W. | Lockman, J. | Reddy, Y. | Young, S. |

Members Excused:

| | | | | |
|---------------|---------------|--------------|------------------|----------------|
| Arthurs, J. | Davis, D. | Hutson, Z. | McMillen, J. | Toppe, M. |
| Bailey, K. | Eades, D. | Jacobson, G. | Miltenberger, M. | Vanderhoff, J. |
| Bernstein, M. | Fraustino, J. | Kolar, M. | Olfert, I. | Vercelli, M. |
| Clemmer, M. | Garofoli, G. | McCombie, R. | Schimmel, C. | Vona-Davis, L. |
| Cohen, S. | Germana, M. | McKibben, J. | Smith, M. | Woloshuk, J. |
| Cottrell, L. | Gilleland, D. | | | |

Members Absent:

| | | | | |
|-------------|-------------|-------------|--------------|-------------|
| Bragg, R. | Law, K. | Pradhan, T. | Rowlands, A. | Sedney, C. |
| Dickman, B. | Lieving, G. | Rakes, P. | Schaefer, G. | Shapiro, R. |
| Dietz, M. | Mbayo, T. | Rice, T. | Scott, D. | Zegre, N. |
| Estep, C. | | | | |

Faculty Senate Officers Present:

| | | | | |
|------------|-------------|------------|------------|--------------------|
| Hauser, D. | Hileman, S. | Murphy, E. | Nutter, R. | Singh-Corcoran, N. |
|------------|-------------|------------|------------|--------------------|

2. Chair Murphy moved for approval of the minutes from the Monday, September 9, 2019 meeting.
Motion carried.
3. Chair Murphy reported the following:
 - Gretchen Garofoli has organized a flu clinic to be held in conjunction with the November 11 Faculty Senate meeting. The clinic will be set up in the O'Farrell Conference Room in the Law Center starting at about 2:00 p.m. and will continue after the meeting. If you bring your PEIA or Health Plan card, the flu shot will be free.

- At our November meeting, Dean Diaz from Libraries will be presenting and leading us in roundtable discussion to get faculty perspectives on issues that the library faces with respect to which journals the library subscribes to, access to journals, and so forth.
 - At our December meeting, a representative from the Education Advisory Board (EAB) will address the Faculty Senate regarding national and regional trends universities face that will affect recruitment, enrollment, and other issues. We have reserved a large portion of the December meeting for this presentation. While this presentation will be taking place as part of our Faculty Senate meeting, she encourages everyone to invite faculty and staff colleagues to come and hear the presentation as well.
4. 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, Administrative Course Review and Approval.
 - Program Changes to the Certificate in Biomedical Engineering.
5. Lisa Di Bartolomeo, on behalf of the General Education Foundations Committee, submitted the following report for information.
- Annex IV, GEF Transition Review. Report filed.
6. Emily Murphy, on behalf of the Committee on Committees, Membership and Constituencies, moved for approval of the following annexes. Motion carried.
- Annex V, Standing Committee Membership Changes.
 - Annex VI, Special Committee Membership Changes.
7. Teaching and Assessment Committee – no report.
8. Roy Nutter, Faculty Representative to State Government, reported that he attended the September 27, 2019 HEPC meeting. The following items were discussed:
- A representative from the census indicated that the key date for the census is April 1, 2020. Everyone, including our students, are counted according to where they live and sleep on April 1, not according to where they vote.
 - During the summer, the legislature passed Senate Bill 1009, regarding the Choose West Virginia Practice Program. The program provides for in-state tuition rates to out-of-state medical students who agree to practice for a specific time within West Virginia. Students must agree to practice at an eligible service site one year for every year they receive the award, up to a maximum of four years.
 - The governor asked state directors to consider a 4.6 percent budget take back by January 1.
- He also attended the ACF meeting on September 27, where it was reported that the average age of students in 2-year state colleges is 29 years old. The average age of students in 4-year institutions is 25 years old. By 2025, the number of 18-year-olds in the United States will decrease dramatically. New college students are expected to be older and in need of child care and night classes; demand will be more toward certificates as a way of progressing through college.

9. Stan Hileman, BOG Representative, reported that he attended the September 13, 2019 Board of Governors meeting. The Board received an update from WVU Foundation President Cindi Roth and a WVU Foundation investment report. Much of the previous day was spent with EAB talking about areas of focus for the University from the standpoint of academics, health and well-being, and partnerships.
10. New Business – none.
11. The meeting adjourned at 4:40 p.m. to reconvene on Monday, November 11, 2019.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Faculty Senate Curriculum
 Committee Date: September 23, 2019
 Re: New Courses Report

| Title | College | Credits | Prerequisites | Catalog Description |
|---|---------|---------|---|--|
| GEOG 520: Methods for Open Science | AS | 3 | | New approaches in data science are enabling collaboration and discovery at unprecedented rates and scales. Students will learn how to rapidly download data; use the terminal to search, organize, and edit large numbers of files; develop a workflow, functions, and loops in open programming language (Unix-like and R); and use version control software (GitHub) to enable collaboration and reproducibility. |
| MATH 566: Intermediate Partial Differential Equations | AS | 3 | | The goal of this course is to study the behavior of mathematical models arising from applied sciences with known boundary and initial conditions. Basic topics include first and second order equations, well-posedness, method of characteristics, energy methods, maximum principle, Green's functions, Duhamel's principle and shock waves. Knowledge of ordinary differential equations is necessary for successful completion of this course. |
| SOCA 451: Material Culture * | AS | 3 | | Examines physical aspects of culture, including human-made and natural objects and spaces. Applies an interdisciplinary perspective that is rooted in archaeology and cultural anthropology and draws on a number of methodological and theoretical approaches. |
| LAW 704: Contracts 2 | LAW | 2 | LAW 703. | Examines express and implied conditions precedent, subsequent, and concurrent determining the order and quality of required contract performance, legal excuses for non-performance including mistake, impossibility, impracticability and frustration, and rights of third parties as contract beneficiaries or assignees. |
| MICB 721: Bacterial Pathogenesis * | MED | 4 | | Examines cellular and molecular-level strategies used by pathogens to survive and multiply in host systems, as well as modern approaches for studying these processes. |
| MICB 783: Advanced Vaccinology * | MED | 3 to 4 | | Students will explore vaccinology from theory, to models, to human uses. |
| PSIO 541: Integrative Physiology * | MED | 4 | First professional year standing in the School of Pharmacy. | A systematic examination of the homeostatic functions of the human body with emphasis on the physicochemical mechanisms involved. Pathophysiology and clinical correlations related to pharmacy are introduced in relation to normal physiology. |
| PHAR 817: Principles of Immunology and Microbiology | PHAR | 2 | First professional year standing or consent. | Introduces scientific principles of immunology as well as introduces students to the pharmacist's role as vaccination advocate, and provides the knowledge and skills required to safely administer vaccines. Lastly, it provides an introduction to microbiology and mechanisms of action of antibiotics. |
| PHAR 821: Pain | PHAR | 1 | Second professional year standing or consent. | A course in the systems-based therapy series with a focus on pain management and treatment of associated disorders, including addiction therapy. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with pain-associated disorders. |
| PHAR 837: Quality and Outcomes in Pharmacy Practice | PHAR | 2 | Second professional year standing or consent. | Emphasizes the implementation of quality improvement in pharmacy practice, monitoring outcomes of drug therapy to ensure optimal patient care, and implementation of systems to prevent and minimize patient risk. Application of pharmacoeconomic principles to daily pharmacy practice are discussed. |

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

To: Faculty Senate Executive Committee
 From: Ednilson Bernardes, Chair, Senate Curriculum Committee
 Date: September 23, 20198
 Re: Course Changes Report

| Course | Field | Old | New |
|------------------|--|--|---|
| BADM 571 | Is this course a part of a specially accredited program? | No | Yes |
| BADM 572 | Is this course a part of a specially accredited program? | No | Yes |
| BCOR 330 | Catalog Prerequisites | ACCT 202 with a minimum grade of C-. | |
| | Justification for Course Change | | The Department has determined that ACCT 201 and ACCT 202 are no longer needed as prerequisites. |
| | Full Title | Cellular Methods | Biomedical Research Methods |
| BMS 706 * | Catalog Description | A lecture-based survey of research techniques used in contemporary studies of cells, ranging from the imaging of cells and tissues by microscopy and fluorescence techniques to the purification and characterization of protein structure and function. | A lecture-based survey of research techniques used in contemporary biomedical science. The emphasis is on the theory behind techniques. Students will learn about standard techniques used in biomedical research from in vitro to in vivo including the use of humans in research. An emphasis is placed on techniques using core facilities at WVU. |
| | Transcript Title | Cellular Methods | Biomedical Research Methods |
| | Justification for Course Change | | We are only changing the title to better reflect the content. Scientific research is changing and students need to be versed in a variety of techniques from cells to humans. |
| BTEC 350 | Catalog Prerequisites | CIS 114 and CIS 116 or consent. | BTEC 113 and BTEC 120 or consent. |
| | Justification for Course Change | | Prerequisite course numbers are updated to reflect the accurate courses. CIS 114 and 116 converted to BTEC 113 and 120 several years ago. |

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

| Course | Field | Old | New |
|------------|---------------------------------|---|--|
| CDFFS 414 | Catalog Prerequisites | | Department approval is required, Must be enrolled as one of the following classifications of Graduate or Senior. |
| | Justification for Course Change | | The course expected learning outcomes were rewritten so that they are measurable. |
| CHE 316 * | Credit Hours | 0 or 4 | 4 |
| | Catalog Prerequisites | PHYS 213 and MATH 156. | MATH 156 with a minimum grade of D and PHYS 111 with a minimum grade of D. |
| | Justification for Course Change | | One of the course prerequisites is wrongly listed in the catalog as PHYS 213. The change will list the correct prerequisites, MATH 156 and PHYS 111. |
| ENDO 683 | Total Credits: | 6 | 7 |
| | Maximum Attempts: | 5 | 7 |
| | Justification for Course Change | | Endo 683 has been added to the first year summer semester Endo curriculum. Consequently, this course needs to be changed to repeatable for a total of 7 credits. |
| ENDO 685 | Total Credits: | 7 | 8 |
| | Maximum Attempts: | 6 | 8 |
| | Justification for Course Change | | Endo 685 has been added to the first year summer semester Endo curriculum. Consequently, this course needs to be changed to repeatable for a total of 8 credits. |
| IMMB 301 | Catalog Prerequisites | IMMB 150 with a minimum grade of C-. | IMMB 150 and BIOL 219 with a minimum grade of C-. |
| | Justification for Course Change | A prerequisite is necessary for this course and was not added in initially. | A second prerequisite has been added to the course. |
| MINE 206 * | Justification for Course Change | | Basic geology can be concurrent with surface mining systems. |
| MUSC 270 | Catalog Prerequisites | MUSC 177 or MUSC 170. | MUSC 111 or MUSC 113 or MUSC 114 or MUSC 115 or MUSC 116 or MUSC 118 or MUSC 177. |
| | Justification for Course Change | Transitioning course from GEC to GEF. | Changing course pre-requisites. Transitioning course from GEC to GEF. |

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

| Course | Field | Old | New |
|----------|---------------------------------|--|--|
| MUSC 271 | Catalog Prerequisites | MUSC 270 and ENGL 102. | ENGL 102 and (MUSC 111 or MUSC 113 or MUSC 114 or MUSC 115 or MUSC 116 or MUSC 118). |
| | Justification for Course Change | Required GEC to GEF transition. | Changing pre-requisites to ENGL 102 and MUSC 111, 113, 114, 115, 116, or 118. Required GEC to GEF transition. |
| PHAR 703 | Catalog Description | Provides an overview of the roles and responsibilities of community pharmacists and provides experiential learning in a community pharmacy setting. First course in a six-semester sequence that introduces students to various pharmacy practice settings. | Introduces student to the practice of pharmacy with a focus on career exploration. Pharmacy Practice Experience (PPE) 1 is the first course in a sequence that introduces students to the roles of pharmacists in a variety of practice settings. Interprofessional education (IPE) is introduced and emphasized throughout the course. |
| | Justification for Course Change | | Change in catalog description and some change in course content. Interprofessional education (IPE) class sessions were added to the course. Greater emphasis on career exploration. This is more of a course alteration, but that did not show up as an option in the drop down box above. |
| PHAR 710 | Catalog Description | Provides an overview of the roles and responsibilities of community pharmacists and provides experiential learning in a community pharmacy setting. Second course in a six-semester sequence that introduces students to various pharmacy practice settings. | Introduces student to the practice of pharmacy with a focus on career exploration. Pharmacy Practice Experience (PPE) 2 is the second course in a sequence that introduces students to the roles of pharmacists in a variety of practice settings. Interprofessional education (IPE) is introduced and emphasized throughout the course. |
| | Justification for Course Change | | Minor change to course description and content. Will include several new topics, including SOAP notes, introduction to the electronic health records, and lab tests. |

| Course | Field | Old | New |
|------------|---------------------------------|--|---|
| PHAR 800 * | Full Title | Pharmacy Practice and Management 1 | Introduction to Pharmacy |
| | Transcript Title | Pharmacy Practice/Management 1 | Introduction to Pharmacy |
| | Catalog Description | Introduces student to the practice of pharmacy, with a focus on community pharmacy. PPM 1 is the first course in a five-course sequence (PPM 1-5) that introduces and reinforces the distributive, clinical, and administrative roles of pharmacists in various practice settings. | Introduces students to the profession and practice of pharmacy. Students will gain an understanding of the history of pharmacy, the role of pharmacists in the US healthcare system, and the foundations of pharmacy law. Students develop hands-on skills in patient communication and drug information retrieval. |
| | Course is Variable Credit | Yes | No |
| | Credit Hours | 0 or 4 | 4 |
| | Catalog Prerequisites | | First Professional Year Standing or Consent. |
| | Justification for Course Change | | Course title was changed to better describe content. Content related to top prescription drugs, medical terms, interprofessional education, and career exploration was removed. Content related to the role of the pharmacist in the US healthcare system was expanded. |
| PHAR 810 * | Full Title | Pharmacy Practice and Management 2 | Community Pharmacy Practice |
| | Transcript Title | Pharmacy Practice/Management 2 | Community Pharmacy Practice |
| | Catalog Description | The second course in a five-course sequence (PPM 1-5). Introduces and reinforces the distributive, clinical, and administrative roles of pharmacists in various practice settings, with a focus on community pharmacy practice. | Focuses on the various roles of a pharmacist including the prescription dispensing and medication management processes in the community pharmacy setting. Legal aspects of community pharmacy practice are also discussed. |
| | Course is Variable Credit | Yes | No |
| | Credit Hours | 0 or 4 | 2 |
| | Justification for Course Change | | Content related to immunization was moved to a different course (PHAR 817: Principles of Immunology and Microbiology) and content related to management was moved to PHAR 840: Pharmacy Practice Management. As a result of those changes, total contact time is 30 hours and equivalent to a 2 credit hour course. The course title was also changed to better reflect the course content. |

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

| Course | Field | Old | New |
|----------|---------------------------------|---|--|
| PHAR 820 | Full Title | Pharmacy Practice and Management 3 | Population Health and Policy |
| | Transcript Title | Pharm Practice Management 3 | Population Health and Policy |
| | Catalog Description | The third course in a five-course sequence (PPM 1-5). Introduces the role of the pharmacist in public health initiatives, pharmacoepidemiology, and enhancing quality in the healthcare system. | Introduces the role of the pharmacist in population-based care and promoting preventative health services. Includes epidemiology and public policy in the healthcare system, and integrates content with interprofessional service outreach projects. |
| | Justification for Course Change | | The course title is being changed to better reflect the content. Other changes to the course include the addition of student-led service projects in the community. Students will participate in health fairs and will present at local middle and high schools on the neurosciences behind substances of abuse. |
| PHAR 830 | Full Title | Pharmacy Practice and Management 4 | Health Systems Pharmacy Practice |
| | Transcript Title | Pharm Practice Management 4 | Health Systems Pharmacy Pract |
| | Credit Hours | 3 | 2 |
| | Catalog Description | The fourth course in a five-course sequence (PPM 1-5). Introduces and reinforces the distributive, clinical, and administrative roles of pharmacists with a focus on health-systems pharmacy practice and highlights the pharmacist's role in financial management, pharmacoeconomics, and patient reported outcomes. | Introduces and reinforces the distributive, clinical, and administrative roles of pharmacists with a focus on health-systems pharmacy practice and management. |
| | Catalog Prerequisites | | Second professional year standing or consent. |
| | Justification for Course Change | | Course credits was reduced from 3 to 2 hours so that the course was more focused on health system pharmacy. Content related to quality, safety, and pharmacoeconomics moved to a separate course where those topics will become the focus. Title was also changed to reflect the change. |

| Course | Field | Old | New |
|----------|---------------------------------|--|--|
| PHAR 840 | Full Title | Pharmacy Practice and Management 5 | Pharmacy Practice Management |
| | Transcript Title | Pharm Practice Management 5 | Pharmacy Practice Management |
| | Catalog Description | The fifth course in a five-course sequence (PPM 1-5). This course focuses on pharmacy management related to financial and operational management of pharmacies, marketing of pharmacy services, health and pharmacy policy and advocacy, and human resources management. | Focuses on pharmacy management related to financial and operational management of pharmacies, marketing of pharmacy services, and human resources management. |
| | Catalog Prerequisites | | Third professional year standing or consent. |
| | Justification for Course Change | | This is a minor change in that the title has been adjusted, and content related to health care policy and advocacy has been removed from the course. |
| PHAR 853 | Credit Hours | 4 | 3 |
| | Catalog Description | Tenth course in the systems-based therapy series with a focus on hematology-oncology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with hematological diseases and cancer. | A course in the systems-based therapy series with a focus on hematology-oncology. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with hematological diseases and cancer. |
| | Catalog Prerequisites | | Third professional year standing or consent. |
| | Justification for Course Change | | The course is being decreased from 4 to 3 credit hours. Some of the content that had been previously taught in the 4 credit hour course was deemed to be too specialized. Thus, the new course reflects content and outcomes that is expected of graduates. |

| Course | Field | Old | New |
|----------|---------------------------------|--|---|
| PSYC 301 | Justification for Course Change | PSYC 204 will eventually replace PSYC 202. | <p>Currently, PSYC 301 meets three times per week (M,W,F) for a total of 150 minutes of class time. Lecture is held on M and W, lab is held on F. For the past couple of semesters the instructor (Kris Martens) has had problems getting through the lecture material having only 100 minutes a week to do so. This requires quicker-paced lectures and exams that contain a lot of material. Evaluations of the class agree that this format is problematic (many like the course, but wish lectures were longer or lab would be converted into lecture time). By converting PSYC 301 to a 4-credit class it would (1) match the format of the other lab-based PSYC class (PSYC 302), (2) allow for a better learning environment by giving more time for lectures, discussing lecture assignments, and allowing for an additional exam to help spread out the material of the class (and allow for more questions on each chapter), (3) and allow the department to separate the lab section from the lecture (similar to the way other lab-based courses do it) for the new neuroscience major so we can have 4 dedicated lab sections for psychology majors and 2 dedicated for neuroscience majors.</p> |
| | Credit Hours | 0 or 3 | 0 or 4 |

* Proposal referred to Teaching and Assessment Committee for further review of syllabus.

Office of the Registrar Administrative Course Review and Approval

OUR

Course point of contact

Subject code

Repeatability

Transcript title

Grade mode

Course requirements for special formats

Other administratively required changes

To: Faculty Senate Office
From: Lesley Cottrell, Chair, GEFCO
Date: September 23, 2019
Re: GEF Transition Review

The General Education Foundations Committee met on September 16, 2019 and passed the following course for GEF Transition Review:

| Title | General Education Foundations | LEAP Learning Outcomes |
|------------------------------------|------------------------------------|---|
| GEN 101: Beginner's Guide-Genetics | F2A. Science & Technology (no lab) | 1: Knowledge of human cultures and the physical and natural world |

Standing Committee Membership Changes 2019-2020

| Last Name | First Name | Constituency | Current Senator | Committee |
|------------------|-------------------|---------------------|------------------------|-------------------------|
| Floyd | Kim | CEHS | no | Teaching and Assessment |
| Wilson | Christina | School of Medicine | no | Inclusion and Diversity |

Special Committee Membership Changes 2019-2020

| Last Name | First Name | Constituency | Current Senator | Committee |
|------------------|-------------------|---------------------|------------------------|------------------|
| Li | Hailin | Statler College | yes | Sustainability |