

Minutes  
West Virginia University Faculty Senate  
Monday, December 6, 2021

1. Ashley Martucci, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in the Event Hall at the College of Law. Senators also participated by videoconference.

Members Present:

Anderson, K.	Dickman, B.	Hines, S.	Miltenberger, M.	Sherlock, L.
Armour-Gemmen, M.	Dilcher, B.	Hodge, J.	Momen, J.	Sims, J.
Barnes, E.	Donley, D.	Holbein, M.	Morgan, J.	Singh-Corcoran, N.
Bastress, R.	Downes, M.	Honaker, L.	Mucino, V.	Sizemore, J.
Battistella, L.	Eades, D.	Hood, C.	Murphy, R.	Smith, D.
Bhandari, R.	Elliott, E.	Huber, S.	Murray, A.	Soccorsi, A.
Billings, H.	Ellis, E.	Hudgins, C.	Myers, S.	Sofka, S.
Bolyard, J.	Ellison, M.	Jaczynski, J.	Nguyen, Y.	Sowards, A.
Bonner, D.	Elswick, D.	John, C.	Nix, A.	Staniscia, S.
Bragg, R.	Evans, K.	Kearns, J.	Olfert, M.	Swager, L.
Bresock, K.	Famouri, P.	Kelly, K.	Orr, E.	Tack, F.
Bruyaka, O.	Feaster, K.	Kitchen, S.	Peckens, S.	ter Haseborg, H.
Bryner, R.	Frazier, V.	Knuckles, T.	Petrone, A.	Titolo, M.
Burke, R.	Fullen, M.	Kupec, J.	Phillips, T.	Toppe, M.
Burnside, J.	Galvez-Peralta	LaRue, R.	Reece, J.	Utzman, R.
Butina, M.	Geldenhuys, W.	Law, K.	Reece, R.	Vercelli, M.
Casey, R.	Gilleland, D.	Leary, M.	Rice, T.	Waggy, C.
Chantler, P.	Graziani, G.	Leight, M	Rinehart, L.	Watson, J.
Cohen, S.	Gross, J.	Li, B.	Roberts, D.	Wayne, S.
Costas, M.	Grushecky, S.	Li, H.	Rogers, T.	Welsh, A.
Cottrell, L.	Hamrick, A.	Lorenz, S.	Rota, C.	Williams, D.
Crichlow, S.	Hatipoglu, K.	Lupo, J.	Sabolsky, E.	Woloshuk, J.
Crosno, J.	Hauser, D.	Marra, A.	Sakhuja, A.	Woods, S.
Cui, A.	Heady, M.	Martucci, A.	Samuels, H.	Wuest, T.
Davari, A.	Hessl, A.	McCroory, J.	Schaefer, G.	Young, S.
Davis, D.	Hibbert, A.	McCusker, B.	Schimmel, C.	Zegre, N.
Dey, K.	Hileman, S.	McGinnis, R.	Sealey, V.	Zeni, T.
DiBartolomeo, L.				

Members Excused:

Bravo, G.	Celikbas, E.	Hissam, R.
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Members Absent:

Cronin, A.	Hornsby, G.	Klein, A.	Shrader, C.	Willard, M.
Duenas, O.				

Faculty Senate Officers Present:

Elliott, E.	Hauser, D.	Hileman, S.	Martucci, A.	Wayne, S.
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2. Chair Martucci presented for approval the minutes from the Monday, November 8, 2021 meeting. Motion carried by unanimous consent.
3. Lori Ogden, Chair-Elect of the Senate Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 74-2.

Annex I, New Courses Report  
Annex II, Course Changes Report  
Annex III, Capstone Courses Report

The following reports were submitted for information. Reports filed.

New Minor in Therapeutic Art  
Annex IV, Rubric for Evaluating a Course Proposal

4. Ann Marie Hibbert, Chair of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 73-0.

Annex V, Committee Appointments

5. Scott Crichlow moved to approve Annex VI, Resolution on Administration. The motion was duly seconded.

A motion was made and duly seconded to amend the resolution by striking the first paragraph and replacing it with the penultimate paragraph. Motion carried by a vote of 57-17.

A motion was made and duly seconded to lay the motion on the table while the Senate discussed submitting the resolution to the entire faculty assembly for consideration. Motion failed by a vote of 34-92.

The vote to approve the resolution was taken via a Qualtrics survey. Motion failed by a vote of 20-103.

6. The meeting adjourned at 5:14 p.m. to reconvene on Monday, January 10, 2022.

Judy Hamilton  
Office Administrator

To: Faculty Senate Executive Committee

From: Robin Hissam, Chair, Faculty Senate Curriculum Committee

Date: November 15, 2021

Re: New Courses Report

Title	College	Credits	Prerequisites	Catalog Description
DSCI 209: Data Science Pipelines with Python and R	AS	3	DSCI 101 with a minimum grade of C- and MATH 124 or higher (up to MATH 156) with a minimum grade of C-.	Development of workflow or computer programs to import, clean, transform, model and visualize data. Using data from different disciplines, students will program in Python and R as they develop these data science pipelines and present their results.
DSCI 301: Databases for Data Science	AS	3	DSCI 209 with a minimum grade of C-	Focuses on understanding relational or categorical data structures associated with databases in a data science pipeline and acquiring data from existing databases using R and Python.
DSCI 309: Applied Machine Learning	AS	3	DSCI 209 with a minimum grade of C-	Statistical machine learning methods for supervised and unsupervised learning will be introduced via applications. Specifically, linear regression, methods for classification, resampling, model choice, dimension reduction and clustering will be covered with a conceptual understanding and their implementation using R and Python.
DSCI 409: Advanced Case Studies in Data Science	AS	3	DSCI 309 with a minimum grade of C-	The course covers advanced methods through case studies. Four main topics will be computing and analyzing data using the high performance computing, and case studies with natural language processing, real-time streaming data and imaging data. Concurrently students will acquire data from their own major and put together a data science pipeline and analysis for their final project.
ENTR 102: Applied Innovation Clinic	BE	3	None	Students enrolled in this course will experience creativity and the applied innovation process beginning with interest and ideation and working through the concepts and activities for commercializing new ideas. Students will have hands-on experiences working in the innovation ecosystem centers throughout the university. There are no pre-requisites for this course, just an openness to creative thinking.

Title	College	Credits	Prerequisites	Catalog Description
ENTR 540: Survey of Entrepreneurship	BE	3		This course offers a study of the concepts necessary to become a successful small business entrepreneur. The course work includes practical application of marketing and management skills.
ENTR 580: Survey of Entrepreneurship and Small Business Management	BE	3	n/a	This course explores entrepreneurship and provides an in-depth understanding of issues involved in planning and creating a new venture, while highlighting the various roles of the entrepreneur. Upon successful completion of this course, students will earn 3 credit hours.
HMBA 625: Healthcare Financial Management	BE	3		Course concerns the development and use of information designed to help health services managers perform management and control functions in their organizations.
PASS 404: Enhancing Community Well-being	CPASS	3		Using concepts, theories and methods of community organizing, health advocacy and communication to promote community well-being.
MICB 522: Bioinformatics Resource for Epigenomic Data Analysis	MED	2		The course introduces basic concepts in epigenomic data analysis for several commonly used genome-wide profiling techniques, such as RNA-Seq, CHIP-seq, and DNase-seq/ATAC-seq, and offers hand-on experience for a set of frequently used standalone GUI tools, online databases, and web servers.
MICB 581: Advanced Immunology	MED	3		Students participate in a study of contemporary topics using primary literature selected from recent developments in the field of immunology.
MICB 582: Advanced Microbiology	MED	2		Current methodologies and topics in microbial pathogenesis, pathophysiology of the disease, and host-pathogen interactions. Course involves active learning techniques, including critical assessment of primary research reports, designing and presenting lectures to faculty and peers, or interacting with invited outside seminar speakers.
MICB 583: Advanced Vaccinology	MED	3 to 4		Students will explore vaccinology from theory, to models, to human uses.

Title	College	Credits	Prerequisites	Catalog Description
NSCI 764: Human Functional Neuroanatomy	MED	3	Graduate level only.	This course examines the basic structure of the CNS, from cellular neuroanatomy to gross anatomy of the spinal cord and brain, as well as clinically relevant CNS (dys)function as it pertains to sensorimotor systems, proprioception, memory, cognition, and neurobiological disease. A hands-on neuroanatomy lab complements the lectures throughout the semester.
OTH 708: Leadership in Occupational Therapy	MED	2	OTD Student Status.	Leadership in the profession of occupational therapy, characteristics of quality of leaders and personal characteristics that impact leadership effectiveness. Includes the doctoral comp exam which is needed to progress to the clinical component of the curriculum.
NSG 785: Qualifying Examination	NSG	1	Students must complete all courses except one cognate and NSG 781 and submit a first-authored manuscript relevant to the student's focused area of research to a peer-reviewed journal for publication prior to taking NSG 785.	The Qualifying Exam (QE) allows students to demonstrate the ability to synthesize knowledge gained in coursework in order to be able to progress to dissertation. It is comprised of written and oral components. All elements of the QE must be successfully completed no later than the first semester of the fifth year.
MDIA 472: Advanced Game Design	RCM	3	MDIA 322 and MDIA 422 with a minimum grade of C-.	This course focuses on preparing students to work within a large professional game development studio environment, similar to independent (indie) game studio companies. The theme of this studio will be to develop and publish games on meaningful, newsworthy topics in regular cycles.
PUBH 663: Dismantling Structural Racism in Public Health	SPH	3		A basic tenet of this course is that race and racism are responsible for the excess burden of morbidity and mortality for Black and Brown people in the US and are rooted in what students have historically been taught are social determinants of health. The course will cover historical events and contemporary movements.

Title	College	Credits	Prerequisites	Catalog Description
ULIB 102: Introduction to Health Sciences Library Research	ULIB	2		Focuses on the concepts and logic of information access including using the libraries' online catalog, various databases and the Internet to find quality health sciences information. Incorporates hands-on practice with electronic resources for research and synthesis of information. Students produce information products for a variety of audiences.

To: Faculty Senate Executive Committee

From: Robin Hissam, Chair, Faculty Senate Curriculum Committee

Date: November 15, 2021

Re: Course Changes, Adoptions, and Deactivations Report

Field	Old	New
<b>ACCT 586</b>		
Catalog Prerequisites	ACCT 580 or ACCT 581 with a minimum grade of B-.	PR or CONC: ACCT 580 or ACCT 581.
Justification for Course Change		Changing ACCT 580 and 581 from just pre-reqs to concurrent or pre-req requirements improves student registration. ACCT 580 is offered in the first part of the same term as ACCT 586. Adding the concurrent requirement should allow students to register for 580 and 586 at the same time, rather than making them wait to register the first day of class.

**ADPR 450**

Subject Code	ADV - Advertising	ADPR - Advertising and Public Relations
Catalog Description	This course introduces students to the audience psychology and behaviors that influence advertising and PR strategies and campaigns.	This course is designed to be an introduction to the underlying theories and research that influence strategic communication and explain how strategic communication affects audiences. The course will focus on individual-oriented theories in communication, advertising, public relations, psychology and marketing. More specifically, students will be acquainted with a variety of theoretical perspectives in audience perception, learning, memory, attitudes, and behavior.
Catalog Prerequisites	(STCM 315 or ADV 315) with a minimum grade of C-.	ADPR 215 with a minimum grade of C-.
Justification for Course Change	Updated to include new course.	Updated to include advertising and public relations (ADPR) course code.
Course Code	ADV 450	ADPR 450

**ARHS 240**

Full Title	Art Theory	Research, Writing, Methods in Art History
Transcript Title	Art Theory	Research, Writing, Methods

Field	Old	New
Catalog Description	The course will examine development and tradition of the literature of art theory and its relationship to artistic practice.	This course cultivates critical research skills. It focuses on the close reading of texts and images, acquisition of effective research practices, writing within the discipline, and an introductory examination of the development and tradition of the literature of art theory and its relationship to artistic practice.
Catalog Prerequisites	ARHS 120 and ARHS 160 and ((ENGL 101 and ENGL 102) or ENGL 103).	ARHS 120 and ARHS 160 with a minimum grade of C- in each and ((ENGL 101 and ENGL 102) or ENGL 103).
Justification for Course Change		The new title and description accurately represent the way the course has been and is currently taught. This course still holds a "W" (writing-intensive) designation and continues to teach critical writing skills within the discipline, but that has never been explicitly expressed in the description. As in the past, learners use the theoretical methods introduced during the class to interpret a single work of art, looking at the same object through a variety of interpretive lenses. To do this requires the acquisition of research skills, which again are embedded in the course but have not been articulated in the title or description. In order to inculcate strong research and interpretive skills, learners must read and visually analyze images closely, which is now stated in the new course description indicating this systematic approach.

**CYBR 545**

Catalog Prerequisites	CYBR 530 and CYBR 535.	CYBR 530 and PR or CONC: CYBR 535.
Justification for Course Change		CYBR 535 and CYBR 545 are offered in the same semester and are meant to be taken at the same time. CYBR 535 must be a co-req rather than a pre-req to CYBR 545. CYBR 530 is to remain as a pre-req.

**ECON 482**

Catalog Prerequisites	Senior Economics major in final semester.	Senior standing and ECON 425 with a minimum grade of C-.
Justification for Course Change		Changing requirement of taking in the last semester to taking after reaching senior standing. This will allow them to take it either in the last or their penultimate semester.

**ENGL 288**

Full Title	Sexual Diversity in Literature and Film	Gender and Sexuality in Literature and Film
Catalog Description	Representation of lesbians, gay men, and bisexuals in literature and film.	Representations of sexual and gender diversity in literature and film, including of lesbian, gay, bisexual, transgender, queer, and intersex people.
Transcript Title	Sexual Diversity in Lit Film	Gender/Sexuality in Lit Film



Field	Old	New
Justification for Course Change		With the name change to English 288, the English Department will be aligning with current language regarding LGBTQ+ Studies and serve the general undergraduate student body. This course is designed to introduce students to the foundations of literary study and the methods of inquiry through an LGBTQ+ lens found in the humanities, while demonstrating how the study of literature and writing is relevant to a wide range of disciplines across the university.

**GEOG 102**

No substantial changes.		
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**MDIA 619**

Full Title	Coding for Newsrooms	Product Development for Newsrooms
Transcript Title	Coding for Newsrooms	Product Dev for Newsrooms
Catalog Description	Web programming and storytelling for digital audiences. Students will use HTML, CSS, PHP, and MYSQL while learning how to operate and customize content management systems for digital publishing. Students will also design, storyboard, and script an interactive storytelling project that includes incorporating text, graphics and database information into interactive products.	Product development and management for an audience-focused, digital-focused newsroom. Students will learn the best methods for managing new products and services across the organization to meet the needs of their internal and external audiences. Students will also design, storyboard, and script an interactive storytelling project that includes incorporating text, graphics and database information into interactive products.
Justification for Course Change		After the initial offering of the course, based on student feedback, the focus of the course was shifted away from coding specifically to include a wider variety of digital processes that can support newsroom growth.

**MDS 289**

Catalog Prerequisites	MDS 199.	
Justification for Course Change		MDS 199 is no longer a requirement for the MDS 289.

**OTH 361**

Full Title	Qualitative Research in Occupational Therapy	Scientific Inquiry for OT 2
Transcript Title	Qualitative Research in OT	Scientific Inquiry OT 2

Field	Old	New
Catalog Description	This course will introduce students to qualitative research methodologies, data collection and data analysis techniques within occupational therapy.	Advances understanding of theory-based research, methodological considerations in the design of research, ways of evaluating practice, and approaches to analyzing qualitative and quantitative data. Along with Scientific Inquiry for OT 1 provides the foundation for the students to launch their scholarly projects.
Credit Hours	1	3
Catalog Prerequisites		OT Student Status
Justification for Course Change		The MOT curriculum is undergoing a redesign in response to new educational standards established by the Accreditation Council for Occupational Therapy Education, changes in the profession and integration of a new OTD degree program. This course is the 2nd in the research/scholarship sequence and moves students forward in the design of their research project. The course is positioned in the 3rd semester, after the completion of Scientific Inquiry for OT 1 and immediately before the students begin the individually mentored research project with a faculty advisor.

**OTH 631**

Course Number	605	631
Catalog Prerequisites	OTH 602 and OTD Student Status.	OTD Student Status.
Course Code	OTH 605	OTH 631
Justification for Course Change		As part of the process to integrate the MOT and new OTD educational programs several changes were requested in course numbering to meet institutional accreditation concerns. This required a re-numbering of courses to reflect the organization of tracks within the curriculum. This is a change in course number only. I have left the original syllabus attached to this record so the committee can confirm the only change made since the course was approved is the number.

**PALM 462**

Course Number	362	462
Justification for Course Change	Changes are based on recommendations from recent external academic program review and to meet accreditation standards.	Changing course level - 362 to 462 due to curricular needs and proposal of new master's degree in medical laboratory science.
Course Code	PALM 362	PALM 462

**PASS 373**

Subject Code	ACE - Athletic Coaching Education	PASS - Physical Activity and Sports Science
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Field	Old	New
Justification for Course Change	This course is changing from a 400 Senior level course to a 300 Junior level course to fit the parameters of the 4-year Fitness Track in CPASS.	This course is being moved to fall under the health and well-being program; therefore, the prefix is changing from ACE to PASS. This course will be taught only as an 8-week course.
Course Code	ACE 373	PASS 373

**PASS 375**

Subject Code	ACE - Athletic Coaching Education	PASS - Physical Activity and Sports Science
Full Title	Lifestyle and Weight Management	Methods of Health Coaching
Transcript Title	Lifestyle/Weight Management	Methods of Health Coaching
Catalog Description	Provide content knowledge and practical experience in basic nutrition, behavior change, exercise, and health psychology.	Gain knowledge and skills to assess a client's lifestyle behaviors and support them through behavior change. Health Coaches actively collaborate with clients, assisting them in unlocking their full potential to live healthy lifestyles. ACE Health Coach Certification exam.
Justification for Course Change	Due to restructuring of the Athletic Coaching Education track this course needs to be taken at the Junior level (300 level).	This course is being updated to incorporate components from the American Council on Exercise Health Coaching Certification course and to avoid redundancy with SEP 383
Course Code	ACE 375	PASS 375

**PASS 470**

Full Title	Methods of Aerobic Instruction	Methods of Group Fitness
Course Code	ACE 470	PASS 470
Subject Code	ACE - Athletic Coaching Education	PASS - Physical Activity and Sports Science
Transcript Title	Methods of Aerobic Instruction	Methods of Group Fitness
Catalog Prerequisites	ACE 460 and ACE 462.	
Justification for Course Change		Course was changed to align with the American Council on Exercise Certification

**PASS 472**

Course Code	ACE 472	PASS 472
Subject Code	ACE - Athletic Coaching Education	PASS - Physical Activity and Sports Science
Catalog Prerequisites	ACE 460 and ACE 462.	
Justification for Course Change		Course was updated to align with the American Council on Exercise Certification

**PCOL 516**

Credit Hours	2	3
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Field	Old	New
Catalog Description	Principles of pharmacology, including drug metabolism and mechanism. Classes of drugs are introduced.	Principles of pharmacology for physician assistant students. Students will be introduced to basic pharmacological concepts and drugs commonly used in medicine.
Justification for Course Change	Course is taught by a faculty member in the Department of Physiology and Pharmacology and the efforts and resources generated should be associated with that department. Department has requested a change in course name from PA516 Pharmacology for PA to PCOL516 Pharmacology for PA. See attached request from department chair.	We are requesting two changes for Spring 2022. This course was previously changed to a PCOL number (from a PA number) and the Department of Physiology and Pharmacology will be the responsible administrative unit. As such, the point of contact is being changed to Leah Hammer, a faculty member in this department. The second requested change is from 2 to 3 credit hours. In consultation with the faculty in the Division of Physician Assistant Studies, pharmacology faculty determined that 2 credit hours of pharmacology is not adequate to cover all foundational pharmacology for PA students. Please see attached letter from Dr. Jennifer Momen, the PA program director, supporting this change.

**PE 124**

No substantial changes.		
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**PE 125**

Full Title	Aerobics	Group Fitness
Transcript Title	Aerobics	Group Fitness
Catalog Prerequisites		NA
Justification for Course Change		There was no current information or syllabi in CIM, so we wanted to input proper updates.

**PE 153**

Full Title	Yoga for Fitness	Mind-Body Fitness
Transcript Title	Yoga for Fitness	Mind-Body Fitness
Catalog Prerequisites		NA
Justification for Course Change		Nothing was in the CIM system, so we wanted to update the proper information.

**PE 229**

Catalog Prerequisites		NA
Justification for Course Change		This course has been further developed with the help of TLC. Updates needed to be reflected here.

Field	Old	New
<b>PET 488</b>		
Credit Hours	3	5
Catalog Prerequisites	PET 487 and PET 489 with a minimum grade of C- in each.	PET 487 and PET 489 with a minimum grade of C-.
Justification for Course Change	<p>Modifying title to accurately represent the denomination of exact nature of school-based teaching experience required in this course. Amendment of co-requisites and pre-requisites so they accurately reflect current Praxis test numbers (0091). Amendment to course credits from 4 to 3. There is also an additional assignment for those admitted as Masters students (via ABM) and thus enrolled in the 500-level course.</p>	<p>Modifying title to accurately represent the denomination of exact nature of school-based teaching experience required in this course. Amendment of co-requisites and pre-requisites so they accurately reflect current Praxis test numbers (0091). Amendment to course credits from 4 to 3. There is also an additional assignment for those admitted as Masters students (via ABM) and thus enrolled in the 500-level course. When modifying this course, to also align with PET 588, the number of credits wasn't changed. The correct number is 5 credits.</p>

**WGST 330**

Catalog Prerequisites		PR or CONC: WGST 200 with a minimum grade of C-.
Justification for Course Change		Undergraduate Curriculum Committee identified a need for more rigorous preparation for Feminist Theory, WGST 200 was created last year to fulfill this need. It will be taught for the first time in Spring 2021

**Adoptions**

Course	Course Title	Adopting Campus	Catalog Description
HIST 106	East Asia: An Introduction	WVUIT	Focuses on modern China, Japan, and Korea. Consideration of important problems facing each nation today together with the cultural and historical developments which help explain contemporary affairs in East Asia.
HIST 209	Twentieth Century Europe	WVUIT	Traces the major political, economic, and social developments of Europe from World War I to the present.

**Deactivations**

<b>Course</b>	<b>Course Title</b>
AGBI 411	Introductory Biochemistry Laboratory
PHY 103	Introductory Physics 1 Laboratory
PHYS 104	Introductory Physics 2 Laboratory
PHYS 114	General Physics 2 Laboratory
SEP 374	Sport Studies Research Methods

To: Faculty Senate Executive Committee  
 From: Robin Hissam, Chair, Faculty Senate Curriculum Committee  
 Date: November 15, 2021  
 Re: Capstone Courses Report

		How will students demonstrate each of the following abilities:			Capstone components:	
Title	College	Gather material independently, as needed:	Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
MDIA 472: Advanced Game Design	RCM	This course is designed to simulate a professional game design studio experience. Students will work as a large team and will be expected to gather information and produce work independently in alignment with their assigned role(s) on the game design team.	This course will serve as the culmination of the student's experience in the Interactive Design for Media program and the students will use all of the theoretical and practical knowledge gained in other courses for a professional game development project.	Well-designed games appeal to broad sections of society regardless of race, class or gender and designed with the accessibility needs of various groups in mind.	Students will write written critiques of each other's work throughout the entire game design process.	Students will frequently be asked to present their work to other members on their team as well as potential 'clients' and 'content experts' throughout the semester.



## Rubric for Evaluating a Course Proposal

A tool for Senate Curriculum Committee Members and faculty to self-check

Course number and title: \_\_\_\_\_

### Course Catalog Elements

	<b>Meets</b>	<b>Does not meet</b>
Title	The title reflects the objectives of the course and adheres to the University guidelines (see <i>Course Title Guidelines</i> )	The title is not appropriate:
Credit hours	The number of credit hours reflects the expected effort. For conventional delivery formats, this is one hour of instruction and two hours of out-of-class work per credit hour over a 15-week semester. See <i>Course Credit Hour Guidelines</i> for guidelines for non-traditional formats.	The credit hours are not appropriate for the level of effort:
Repeatability  <i>Maximum attempts in CIM refers to the maximum number of times the course can be repeated. Value should not include the initial attempt.</i>	Course is repeatable for an additional attempt to appear on the transcript (not a grade replacement)  Number of repeats is commensurate with total number of credits the course can be used for.  (4 cr.hr. course taken multiple times for 12 total credits on transcript: Initial Attempt: 1; Maximum (Repeat) Attempts: 2; Total credits = 12)	Repeatability is incorrectly selected  Attempts or Total Credits are incorrect  Maximum Attempts given are total number of times taken rather than number of repeated times.
Prerequisites	The prerequisites are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly and unambiguously stated.</li> <li><input type="checkbox"/> Letter grade required is given</li> <li><input type="checkbox"/> Backed by letter of support if offered by another unit.</li> </ul>	The prerequisites are not clear  No support letters (if offered by another unit):
Catalog Description	The catalog description clearly and succinctly describes the course.	The description is not adequate or too verbose:

**Expected Learning Outcomes**

	<b>Meets</b>	<b>Does not meet</b>
Learning Outcomes	The learning outcomes are: <ul style="list-style-type: none"> <li><input type="checkbox"/> "Action-oriented" (see Bloom's Taxonomy)</li> <li><input type="checkbox"/> Measurable</li> <li><input type="checkbox"/> Consistent with the level of the course</li> </ul>	The learning outcomes need to be revised:

**Program Learning Outcomes**

	<b>Meets</b>	<b>Does not meet</b>
Program Learning Outcomes	Program(s) being served by the course is clear. Outcomes listed are consistent with those listed on the catalog page for the program.	Program learning outcomes are a repeat of Expected Learning Outcomes.  Discussion of why course is proposed given in lieu of listing outcomes.

**Syllabus Sections for Review**

	<b>Meets</b>	<b>Does not meet</b>
Course Number and Title	Matches the information in CIM	One or both in syllabus do not match CIM entry
<i>Assessment</i>		
Short Descriptions of and Grading Criteria for Major Assignments or Assessments	The assessments to be used for grading are listed with a brief explanation.  The grading criteria are presented, either fully (e.g., a rubric is included) or more generally (i.e., "Your project will be evaluated on content, organization, and clarity)	Assessments not described fully when more information should be provided. (More explanations may not be needed for things like exams or common types of assessment)
Distribution of Course Points	Points or percentages are clear, logical, and consistent	The points or percentages are not clear, logical, and correct:

Mid-semester Grade (undergraduate courses only)	At least 20% of the courses total grade is identified to be used in calculating the midterm grade.  Assessments to be used for calculation are clearly stated.	No statement given  Less than 20% of total grade listed  Timeline does not support assessments being done before midsemester.
Topics Covered (formerly schedule)	Topics to be covered are listed. This could be in a schedule format or just a list.	Topics to be covered are not given
Final Grading Scale	The final grading scale is included The grade type is clear; e.g., standard letter grades, pass/fail or satisfactory/unsatisfactory	Final Grading scale is not given or is incorrect based on other information in syllabus

**Academic Technology**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Megan	Leight	mleight@mail.wvu.edu	Teaching Assistant Professor	Creative Arts	No	Chair
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes (2022)	Member
Megan	Heady	Megan.Heady@mail.wvu.edu	Assistant University Librarian	Libraries	Yes (2023)	Member
Diana	Davis	dmdavis@hsc.wvu.edu	Associate Professor	Medicine	Yes (2024)	Member
Yenmula	Reddy	ramana.reddy@mail.wvu.edu	Professor	Statler	No	Member
Mark	Fullen	m.fullen@mail.wvu.edu	Director Safety & Health Professor	Extension	Yes (2023)	Member
Jane	Ruseski	jane.ruseski@mail.wvu.edu	Associate Professor	Chambers	No	Member
Werner	Geldenhuys	werner.geldenhuys@hsc.wvu.edu	Associate Professor	Pharmacy	Yes (2022)	Member
Erin	Kelley	erin.kelley@mail.wvu.edu	Director Academic Innovation	TLC	No	Ex officio
Erin	Bunner	ebunner@hsc.wvu.edu	Director of Application and Web Support	HSC ITS	No	Ex officio
Sucharitha	Bachanna	sucharitha.bachanna@mail.wvu.edu	Assistant Director	ITS	No	Ex officio

\* Replace Ian Harmon

**Sustainability**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Andrea	Soccorsi	andrea.soccorsi@mail.wvu.edu	Teaching Instructor	Eberly	Yes (2023)	Chair
Daniel	Grossman	Daniel.Grossman@mail.wvu.edu	Assistant Professor	Chambers	No	Chair-Elect
Amy	Hessl	amy.hessl@mail.wvu.edu	Professor	Eberly	Yes (2023)	Member
Shawn	Grushecky	Shawn.Grushecky@mail.wvu.edu	Assistant Professor	Davis	Yes (2023)	Member
Kirsten	Stephan	kirsten.stephan@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Member
Oishi	Sanyal	oishi.sanyal@mail.wvu.edu	Assistant Professor	Statler	No	Member
Paolo	Farah	pdfarah@mail.wvu.edu	Associate Professor	Eberly College of Art	No	Member

WHEREAS the Gee-Reed administration has exhibited a pattern of failing to respect shared governance and working outside of professional norms that has broad implications for campus climate, the reputation of the university, and the university's commitment both to providing a high-quality education and to carrying out first-rate scholarship

WHEREAS the Gee-Reed administration has refused to engage in open, inclusive, systematic practices for hiring qualified candidates for its senior administrative team, including in units and positions that are as crucial for ensuring safe, respectful, and inclusive workplaces as the Provost's Office, the Division of Diversity, Equity, and Inclusion, and campus president

WHEREAS the Gee-Reed administration has failed to carry out a transparent Academic Transformation process that avails itself of the expertise of the faculty, Chairs, and Directors, considers and respects professional norms, respects the administrative time and effort spent on these mandated tasks, references the full scope of disciplines associated with other R1 universities, or is centered within a larger framework that clearly communicates the future vision of the university, the efficient allocation of resources therein, and why programs that are eliminated are of especially limited value

WHEREAS the Gee-Reed administration has failed to respect either professional norms or relevant academic qualifications and expertise when filling top-tier university positions leaving it in a weakened position to effectively carry out its mission with respect to poor communication and implementation of initiatives, damaging campus culture and morale, and inherently devaluing the credentials it is asking students to pay for

Be it Resolved that the Faculty Senate of West Virginia University has no confidence in the E. Gordon Gee-Maryanne Reed administration