Minutes
West Virginia University Faculty Senate
Monday, October 12, 2020

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 4:16 p.m. The Senate met by videoconference.

Members Present:

Anderson, K.	Crichlow, S.	Gross, J.	McCusker, B.	Scaife, B.
Angeline, M.	Cronin, A.	Grushecky, S.	McGinnis, R.	Schaefer, G.
Arthurs, J.	Cui, A.	Hamrick, A.	Miltenberger, M.	Schimmel, C.
Bastress, R.	Davari, A.	Hardy, S.	Momen, J.	Sealey, V.
Benedito, V.	Davis, D.	Harmon, I.	Morgan, J.	Sims, J.
Bernardes, E.	DiBartolomeo, L.	Hatipoglu, K.	Morris, T.	Singh-Corcoran, N.
Bernstein, M.	Dilcher, B.	Hauser, D.	Mucino, V.	Soccorsi, A.
Bhandari, R.	Donley, D.	Hessl, A.	Murphy, E.	Squire, D.
Billings, H.	Downes, M.	Hibbert, A.	Myers, S.	Steele, J.
Bonner, D.	Elliott, E.	Hileman, S.	Nix, A.	Swager, L.
Bragg, R.	Ellison, M.	Honaker, L.	Nutter, R.	Tack, F.
Bravo, G.	Elswick, D.	Hudgins, C.	Ogden, L.	ter Haseborg, H.
Bresock, K.	Eubank, T.	Hutson, Z.	Olfert, M.	Toppe, M.
Bryner, R.	Evans, J.	Kelly, K.	Olson, K.	Tu, S.
Burnside, J.	Evans, K.	Kitchen, S.	Orr, E.	Valentine, K.
Burt, A.	Famouri, P.	Kupec, J.	Peckens, S.	Vanderhoff, J.
Butina, M.	Feaster, K.	Law, K.	Perhinschi, M.	Vercelli, M.
Casey, R.	Fleming, S.	Leary, M.	Petrone, A.	Watson, J.
Celikbas, E.	Fullen, M.	Li, H.	Phillips, T.	Wayne, S.
Chantler, P.	Funk, A.	Mallow, J.	Reddy, R.	Welsh, A.
Chisholm, S.	Galvan-Turner, V.	Marra, A.	Rice, T.	Williams, D.
Clemmer, M.	Galvez, M.	Martucci, A.	Rogers, T.	Woods, S.
Cohen, S.	Geldenhuys, W.	McCombie, R.	Samuels, H.	Young, S.
Corio, E.	Gilleland, D.	McCrory, J.	Sand-Jecklin, K.	Zegre, N.
Cottrell, L.	Goodykoontz, E.			

Members Excused:

Costas, M.	Eades, D.	Nguyen, Y.	Reece, R.	Renzelli-Cain, R.
Dotson, S.				

Members Absent:

Germana, M.	Holbein, M.	Klein, A.	Ryan, E.	Shrader, C.
Graziani, G.	Hornsby, G.	McKibben, J.	Sabolsky, E.	Willard, M.
Hodge, J.	John, C.	Rakes, P.	Sedney, C.	Woloshuk, J.

Faculty Senate Officers Present:

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

2. Chair Singh-Corcoran presented for approval the minutes from the Monday, September 14, 2020 meeting. Motion carried by unanimous consent.

3. Provost Maryanne Reed reported the following:

- She provided an update on testing results and the numbers of individuals in quarantine and isolation. She also discussed the voluntary and mandatory testing programs currently in place for faculty.
- Spring semester planning is well underway. The provost's office is giving more control to colleges on how they approach the mix of face-to-face and online instruction, in recognition that academic units know the best way to deliver the curriculum We want to preserve the on-campus experience as much as possible for freshmen, graduate students, and for graduating seniors who may need certain courses face-to-face in order to effectively finish their degree programs. Students and their parents are also asking to see an increase in synchronous online instruction. The provost's office set limits on class size based on social distancing requirements given the classrooms that are available. The schedule will be released on October 20.
- Faculty and instructors, including graduate assistants, with significant health concerns can continue to ask for accommodations. Requests and supporting documentation are due by Sunday, November 1 for the spring 2021 semester.
- We plan to start the semester on January 19 with our expected mix of teaching modalities. However, because of the additional time that may be needed to complete COVID testing, there is the possibility of starting the semester online. Those conversations are happening now and a decision will be made in consultation with our public health folks.
- We will have a web page that shows students how to identify and understand which teaching modalities apply to their individual schedules.
- We have a childcare emergency fund that provides financial support for those faculty who have significant financial impacts because of childcare. We have had a great deal of demand for tutoring for dependent children of faculty and staff and are recruiting for additional tutors.
- Faculty can apply for an extension of their tenure clock but can only have three extensions overall prior to going up for tenure.
- The demand for mental health services through the faculty and staff assistance program has been very high and we are going to be adding another counselor.
- We saw an increase in our first-time freshman retention from last year, up a little over 3%. Our retention from last year was almost 83%. We know that part of that was due to easing up on some academic policies, including offering the pass/fail option and suspending our academic suspensions. But even so, we know that we had an increase of at least 1%. That speaks a lot to the efforts of our faculty and our advisors
- We have retained the services of Torch Star, the consultant that came last spring and worked closely with a WVU committee of faculty and administrators to develop a three-year retention roadmap. They offered several practical steps that we can take. We plan to charge a retention committee that will be again comprised of faculty and administrators, particularly those that are dealing with students through advising, to address a number of areas, including lowering DFW rates, streamlining scheduling and registration, enhancing academic services, and creating better pathways to graduation. Evan Widders will be reaching out to deans and associate deans and asking the colleges to identify faculty members who are engaged and interested in student support and the best practices and pedagogy. We should have a fairly large committee that will begin tackling some of these issues.
- She reminded everyone that the travel guidelines are still in effect. If you leave the country for any reason and return, you have to quarantine for 14 days. If you leave the state, except to commute to work, you are supposed to quarantine for 5 days.

4. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
    - The resolution and presentation on ADA Accessibility that had been scheduled for today will be postponed to the November or December Faculty Senate meeting.
    - A motion was passed at the September Faculty Senate meeting to form an ad hoc committee to investigate the use of third-party platforms. That committee has been formed and has met for the first time.
    - At the November Faculty Senate meeting, Ryan Watson and Stephanie Taylor from the Office of General Counsel will discuss intellectual property rights as they apply to course material.

5. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 92-0.

    Annex I, New Courses Report
    Annex II, Course Changes Report
    New Degree Program in Early Childhood Special Education
    New Major in PSC-Technical Studies: Carpentry Technology

6. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, reported that the committee will soon begin a survey of courses that have some social justice diversity or equity element to them.

7. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, provided an update on the Early Semester, Teaching Assessment Survey.

8. Ann Marie Hibbert, Chair-Elect of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 85-0.

    Annex III, Committee Appointments.

9. Roy Nutter, Faculty Representative to State Government, reported that the two main topics from the most recent meeting were internet access for students and faculty, and student and faculty mental health needs. Corley Dennison, HEPC Vice Chancellor for Academic Affairs, noted that 29 percent of students who took the ACT indicated an interest in health sciences careers.

10. Stan Hileman, BOG Representative, reported that the Board of Governors met on September 18. Topics included a WVU Foundation report, updates on the COVID response and on capital projects, transfer of property on the Montgomery campus, and a report on affordability of educational materials for students. The next regular meeting of the Board is scheduled for November 6, 2020.

11. Ashley Martucci presented Annex IV, a Resolution to Create an Ad Hoc Committee on COVID-19 Planning, for approval. Motion carried by a vote of 88-1.

12. New Business: None.

13. The meeting adjourned at 5:03 p.m. to reconvene on Monday, November 9, 2020.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
Date: September 28, 2020
Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Catalog Description
FIS 320: Science and Culture of Illicit Drugs	A&S	3	This course is for students enrolled in the FIS minor only.	A survey of the major drugs of recreational use and abuse in the contemporary United States. Covers the chemical production of illicit drugs; associated paraphernalia; and the biochemistry and physical symptoms of consumption. Also explores the history and cultural significance of illicit drug consumption.
FIS 407: Gravesite Forensics	A&S	3	FIS 202 or FIS 302 with a minimum grade of C-.	This course is an introduction to terrestrial carrion decomposition and to the means of locating, excavating and recovering human remains deposits. This course also covers the identification of carrion-associated insects and their use in determining minimum postmortem interval.
FIS 421: Introduction to Firearms Examination	A&S	3	PR or CONC: FIS 335 with a minimum grade of C-.	Fundamentals of firearms-related evidence. Detailed study of design, mechanism, and manufacture of firearms as well as interior, exterior, and terminal ballistics. Includes a laboratory component
GEOG 451: Introduction to GIS Programming	A&S	3	GEOG 350 with a minimum grade of C-.	Introduction to the computational aspects of geographic information systems and science. Covers topics in programming fundamentals such as variables, control structures, functions, and objects, as well as GIS-specific principles such as spatial data structures, functions for cartography, and creation of tools for GIS software.
LDR 610: Operationalizing Leadership	A&S	3		Practical applications of leadership within public and private sectors. Examines case studies and simulations to illustrate ways in which leadership is operationalized in for-profit and non-profit organizations, governments and boards.
PHIL 313: Philosophy of Race	A&S	3		An examination of metaphysical and ethical questions about race. Topics may include the nature of race, social construction, the varieties of racism (personal, institutional, and systemic), racial cognition and implicit bias, the (mis)use of the concept of race in medicine and science, affirmative action, reparations, and integration.
PSYC 402: Advanced Behavior Principles	A&S	3	PSYC302 with grade of C- or better	This course will expand and deepen students' understanding of behavior principles and the assumptions, methods, and philosophy that underlie their study; teach students how to critically evaluate scientific literature in behavior analysis; and familiarize students with some interesting research problems in behavior analysis and ways in which experimenters have tried to solve these problems.

Title	College	Credits	Catalog Prerequisites	Catalog Description
AGRN 502: Soil Science: Principles and Practices	AG&FOR	3	CHEM 111 or introductory chemistry course and consent.Graduate standing.Cannot receive credit for AGRN 502 and AGRN 202 or the equivalent.	An in-depth examination of the microscopic and macroscopic properties of soils and how these interact to produce a fragile, non-renewable natural body on the landscape. Discussion of soils as an ecological resource and learn how the physical, chemical, and biological properties of soils impact plant growth, land use and management, and environmental protection
DSGN 300: Product Design	AG&FOR	3		This course follows observational techniques of people as well as materials/manufacturing technology to design better consumer products. Sketching, model making, and prototyping techniques will be introduced and practiced to display and analyze possible effectiveness of the design solution. In-class lecture, discussion and studio work is augmented by out-of-class work towards presentations to the group.
ESWS 475: Environmental Water Resources	AG&FOR	3		This course provides background in the physical fundamentals of water resources and interactions of land use practices, environmental water use, and water resources extraction(s) that will equip students with requisite knowledge to address complex contemporary water resources issues.
ESWS 575: Environmental Water Resources	AG&FOR	3		This course provides background in the fundamentals of environmental water resources and will equip students with requisite knowledge to address complex contemporary water resources issues via focused curricula including (but not limited to): land use practices, water use, and the physical principles of precipitation, infiltration, evapotranspiration, overland and subsurface flow, stream flow, and water use management practices.
ART 420: Advanced Problems in Art-Making	CCA	3	ART 410 & ART 412; Course open to undergrads in art, counseling, psychology, education, or special education.	Provides students with in-depth understanding of art methods and materials used in artistic development of children, adolescents and adults, while using creative process of art making to enhance the physical, mental and emotional well being of individuals of all ages. Research, assigned readings, online discussions, and hands-on projects and critiques.
SAFM 411: General Industry Safety	CEMR	3	Junior level standing or higher	Focuses on management and planning aspects of general industry safety, including walking working surfaces, confined space, machine guarding, electricity, fire protection, emergency planning, and other compliance aspects of 29 CFR 1910.
SAFM 511: General Industry Safety	CEMR	3	Graduate standing	Focuses on management and planning aspects of general industry safety, including walking working surfaces, confined space, machine guarding, electricity, fire protection, emergency planning, and other compliance aspects of 29 CFR 1910.

Title	College	Credits	Catalog Prerequisites	Catalog Description
SENG 585: Software Engineering Economics	CEMR	3	SENG 510 or instructor consent	The software engineering economics fundamentals to real-world software economic problems addressed to include software life cycle economics and concepts of risk and uncertainty to software development projects. Application of best practices economic analysis methods for software life-cycle economics, including portfolio and product line management, investment decisions, and earned value management.
EXPH 461: Exercise is Medicine	MED	3	EXPH 386 and EXPH 388.	The primary objective of this course is to examine how exercise is used as a safe and effective treatment for various disease conditions. Additionally, this course will discuss principles of the Exercise is Medicine® model set forth by the American Medical Association and American College of Sports Medicine when assessing and prescribing physical activity in individuals.
NSG 754: Transforming Health Care Through Information Technology	NSG	3	None	Utilization of information systems and technology to improve quality, safety, and system outcomes for the improvement and transformation of health care.

To: Faculty Senate Executive Committee
From: Jennifer Steele, Chair, Senate Curriculum Committee
Date: September 28, 2020
Re: Course Changes Report

AGEE 438

Field	Old Value	New Value
Catalog Prerequisites	AGEE 430 or Consent.	
Justification for Course Change		The sequencing of the AGEE series has changed and the prerequisite is no longer needed.

BMEG 203

Field	Old Value	New Value
Catalog Prerequisites	BMEG 201.	PR or CONC: BMEG 201.
Justification for Course Change		We are adding concurrency to the prerequisite because these classes are now offered in the same semester for students.

CDFS 212

Field	Old Value	New Value
Full Title	Early Childhood Development	Development in Early and Middle Childhood
Transcript Title	Early Childhood Development	Child Development
Catalog Description	Physical, social, emotional, and cognitive development of children from conception to seven years with implications for guidance and care in practical settings.	An introductory course to physical, gross motor, fine motor, cognitive, language, social, and emotional development during the preschool and elementary years, includes field experience observing and assessing preschool- and elementary-aged children.
Catalog Prerequisites	CDFS 110.	CDFS 110 with a minimum grade of C-.
Justification for Course Change		The course was reviewed by the WVU Faculty Senate TACO committee, which indicated that the course title, catalog description, and learning objectives did not meet the University requirements.

CDFS 422

Field	Old Value	New Value
Full Title	Business of Child Care	The Business of Child Care Management and Financial Strategies
Justification for Course Change		This edit is in response to the TACo pilot program. The course title, catalog description, and learning outcomes have modified. The textbook, assignments and calendar have also been modified.

Field	Old Value	New Value
CDFS 431		
Catalog Description	Focus on language and literacy development in infants and toddlers for teachers and others working with infants and toddlers.	This course focuses on language and literacy development in infants and toddlers in an early childhood setting.
Justification for Course Change		This edit is in response to the TACo pilot program. The catalog description and learning outcomes have been included.
CDFS 432		
Full Title	Early Socio-Emotional Growth	Early Socio-Emotional Development
Transcript Title	Early Socio-Emotional Growth	Early SocioEmotional Developmt
Catalog Prerequisites		CDFS 211 with a minimum grade of C-.
Justification for Course Change		In Spring 2019, the CDFS program received feedback from the WVU Faculty Senate TACO committee. That feedback indicated that the learning outcomes associated with CDFS 432 did not meet the WVU criteria. As such, the learning outcomes for the course were revised.
DSGN 160		
Justification for Course Change		this is a new course
FDM 211		
Catalog Prerequisites	(MATH 124 or MATH 126) with a minimum grade of D- in each and PR or CONC: FDM 110 with a minimum grade of C-.	PR or CONC: FDM 110 with a minimum grade of C-; sophomore standing or department approval.
Justification for Course Change	Updating course number to reflect the new position in curriculum sequence. Updating catalog description to better reflect course outline.	Updating pre-requisites by removing math requirement to ensure FDM minors are able to easily enroll in this required course. Restricting enrollment to students at sophomore level or above.
FDM 260		
Catalog Prerequisites	FDM 220 and PR or CONC: FDM 150 with a minimum grade of C- in each.	FDM 110 and FDM 130 with a minimum grade of C-
Justification for Course Change	The change in pre-requisites reflects curriculum modifications and one new course number. We are changing FDM 130 to FDM 150 to reflect course numbers within a refined system of course grouping for all FDM courses.	The change in pre-requisites reflects curriculum modifications and streamlining for easy progression through program.

FDM 361

Field	Old Value	New Value
Catalog Prerequisites	FDM 360 with a minimum grade of C-.	FDM 360 with a minimum grade of C- and MATH 124 (equivalent or higher).
Justification for Course Change	The course description and the learning outcomes were clarified and updated, based on the current needs of the fashion merchandising students.	The pre-requisites have been updated, based on the changes in the MATH department and to ensure students are set up for success in this course.

FDM 411

Catalog Prerequisites	FDM 110 and FDM 211 and FDM 220 with a minimum grade of C- in each.	FDM 360 with a minimum grade of C-.
Justification for Course Change		This course is now available to FDM Minors to complete their requirements. The updated pre-req takes into account the course progression of Minors as well as Majors.

FDM 412

Catalog Prerequisites	FDM 360 or FDM 361 with a minimum grade of C- or consent.	PR or CONC: FDM 360 with a minimum grade of C-.
Justification for Course Change	To incorporate latest industry trends in to the curriculum	Updating pre-reqs to allow for easier movement through program and takes into consideration this is a course option for FDM Minors. The streamlined pre-req should allow both majors and minors to progress more easily.

FDM 421

Catalog Prerequisites	FDM 220 and FDM 221 with a minimum grade of C- in each or consent.	Junior standing or consent.
Justification for Course Change	Moves course to later in the curriculum for design students and offers the course as an upper level elective for merchandising students; Brings course numbering in line with internal course numbering family; Clarifies name of course to adequately reflect material covered; Updates course description to reflect course objectives and material covered.	Updates pre-reqs to allow non-majors of junior standing or above and graduate students to take the course.

FDM 460

Field	Old Value	New Value
Catalog Prerequisites	FDM 411 with a minimum grade of C- or consent.	FDM 211 with a minimum grade of C- and PR or CONC: FDM 360 with a minimum grade of C- or consent.
Justification for Course Change		Updating the course pre-req to better align with the course map for both FDM majors and minors. The updated catalog pre-req also opens it to those outside of the FDM group who may use it for their Sustainability minor or as an elective.

FIS 301

Catalog Description	Introduces basics of fingerprint analysis and comparisons. Focuses on basis patterns used in fingerprint comparisons and classifications of each fingerprint type, including Henry, National Crime Information Center, Integrated Automated Fingerprint Identification System pattern classification codes.	Introduces basics of fingerprint analysis and comparisons. Focuses on basis patterns used in fingerprint comparisons and classifications of each fingerprint type, including Henry, National Crime Information Center, Integrated Automated Fingerprint Identification System pattern classification codes. This course is reserved for FIS majors.
Catalog Prerequisites	FIS 201.	FIS 201 with a minimum grade of C-; FIS majors only.
Justification for Course Change		The grade pre-requisite was changed to ensure that students can succeed in the FIS 405 latent print course. A D- does not meet this criterion. This course is the first junior level course in the Forensic Examiner major. The only pre-requisite is FIS 201 and the content does not justify adding other courses as pre-requisites.

FIS 302

Field	Old Value	New Value
Catalog Description	An introductory course providing basic competencies required for crime scene examiners. The course will focus on developing a consistent approach to the processing of a crime scene with a major focus on recovery/processing evidence.	An introductory course providing basic competencies required for crime scene examiners. The course will focus on developing a consistent approach to the processing of a crime scene with a major focus on recovery/processing of physical evidence.
Catalog Prerequisites	FIS 201.	FIS 202 with a minimum grade of C- and PR or CONC: FIS 303 with a minimum grade of C-; Forensic Examiner majors only.
Justification for Course Change	Undergraduate Committee decision. After a review of the course content, and creation of FIS 303: Crime Scene Investigation Laboratory, deep familiarity with photography is no longer a requirement for success in FIS 302. Familiarity with general forensic science gained in FIS 201 gives students enough background to understand the types of evidence at a crime scene, and the general forensic analytical process.	The change being made is to make the laboratory a requirement, and one which should be taken concurrently. However, in the situation where a student passed the laboratory but failed the lecture portion - they should not be required to retake the lab. Much like intro level biology and chemistry courses, for practitioners of the field a simultaneous practical and theoretical exposure seems the best way for students to master both sides of the material. For background context, the lab and lecture were originally split out to encourage Forensic Biology and Forensic Chemistry students to take the an investigation class developed for forensic science majors. However, the split between the 302 and 303 classes was challenging for both the instructor and the students. Forensic Biology and Forensic Chemsistry students' needs are better served by the FIS 202 class, which provides a wider perspective on the role of crime scene investigation in overall evidence analysis, rather than training to BE a crime scene investigator.

FIS 303

Field	Old Value	New Value
Catalog Description	The laboratory extension of an introductory course in crime scene investigation, covering skills from initial scene assessment through debriefing and clean-up. Scientific and practical methods of securing, collecting and analyzing this evidence will be taught and practiced.	The laboratory extension of an introductory course in crime scene investigation, covering skills from initial scene assessment through debriefing and clean-up. Scientific and practical methods of securing, collecting and analyzing this evidence will be taught and practiced. Forensic Examiner majors only.
Catalog Prerequisites	PR or CONC: FIS 302; Must have declared FIS as a major.	FIS 335 with a minimum grade of C- and PR or CONC: FIS 302 and FIS 405 with a minimum grade of C- in each; Forensic Examiner majors only.
Justification for Course Change		The lab course and the lecture are tightly synced, with the correct methodology discussed in class immediately prior to practical exercise in the lab. Students are expected to be able to begin lab exercises with a minimum of instruction. In turn, experiences in the lab are incorporated into the lecture portion of the course. Students must therefore take lecture and lab together. The requested prerequisite change comes on the heels of a short-lived experiment wherein students were permitted to take Crime Scene Investigation in their sophomore year. These students were successful in the lecture component of class, but struggled mightily with the practical exercises. Without completeing FIS 335: Crime Scene Photography, they spent an inordinate amount of time during lab exercises attempting to correctly choose camera settings, correct focus, and composition. Effectively, they were not able to work independently to collect and preserve evidence (photography is a form of collection and preservation). Similarly, students who had no practical experience with latent fingerprint development were not able to successfully collect and preserve fingerprint evidence. FIS 405 works in parallel to FIS 303 to introduce and then strengthen fingerprint location and preservation techniques that cannot be met in a 4 credit course. FIS 405 begins with simple fingerprint dusting and preservation that is practiced in the FIS405 lab, and then used practically in the mock crime scenes and lab exercises a few weeks later for FIS 303. In the unlikely situation where a student had completed FIS405 in a prior semester to taking FIS302 and 303, concurrency would not be required.

FIS 314

Field	Old Value	New Value
Catalog Description	Laboratory-based introduction to theory and practice of light microscopy, polarizing light microscopy, imaging, particle manipulation, comparison microscopy, and simple microscopy. Open to non-FIDP majors and pre-admits on space available basis. (3 hr. lab.)	Basic skills and theory of light, chemical and polarized light microscopy. Practice of proper technique associated with micro-manipulation, sample preparation, the care and maintenance of the microscope, and the origin and significance of qualitative and quantitative observations diagnostic of forensic trace evidence.
Catalog Prerequisites	CHEM 116 and PHYS 102 or PHYS 112.	CHEM 234 and CHEM 236 and (PHYS 102 or PHYS 112) with a minimum grade of C- in each.
Justification for Course Change		Students need PHYS 102 to be able to understand the underlying optics in light microscopy use. Theoretical organic chemistry is necessary to understand how bonding patterns, functional groups, and chirality can affect microscopical analysis, as in the "Isotropy and Anisotropy" and "Microchemical Tests" sections. Mastery of the organic chemicistry laboratory is also essential for safe and accurate completion of the "Microchemical Crystal Test" labs. The course description is to correct and update the existing one - the FIDP program no longer even exists! Additionally: this will not create any additional academic burden on other units. All students required to take this course are also required to take CHEM 234/236 and PHYS 102/112 as part of their plan of study

FIS 335

Field	Old Value	New Value
Catalog Description	Students focus on the fundamentals of photography, how to handle a camera, and expose film correctly. Include unique forensic environments encountered in forensic work includes fingerprints, crime scenes, and disaster scenes.	Focuses on the use of digital photography in forensic science. Topics include the use of digital cameras, scanners, photomicrography, and macrophotography to document a range of evidence types. Students will learn how such images may be processed and enhanced without compromising legal requirements. This course is intended for FIS majors.
Catalog Prerequisites	FIS 201.	PHYS 102 or PHYS 112 with a minimum grade of C-; Forensic Examiner majors only.
Justification for Course Change		PHYS 102/112 is important because of the need to describe light physics, wave models of light, and fundamental principles of optics such as how a lens works. The course description was changed because the course no longer features film cameras. Digital imaging, image storage, image documentation, and fundamentals of electronic creation of images will be emphasized.

FIS 402

Catalog Prerequisites	FIS 302.	FIS 302 and FIS 303 with a minimum grade of C- in each; Forensic Examiner majors only.
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3
Justification for Course Change		Prerequisites are necessary so the student is fully prepared for CSI-2: The theoretical knowledge encompassed by FIS302: Crime Scene Investigation, and the practical skills learned from FIS 303: Crime Scene Investigation Lab (and in turns, its prereqisite, Forensic Photography) and mastery of the more advanced techniques learned towards the end of the semester in FIS 405: Latent Fingerprint Development. (Also as a note to the college committee, in the previous course change proposal, this course had FIS 301 listed as the prereq, that was a typo for FIS302)

FIS 405

Field	Old Value	New Value
Catalog Description	A course designed to teach identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints.	Identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints. Focuses on latent print comparisons as stipulated by FBI and IAI standards.
Catalog Prerequisites	FIS 301 and in the major.	FIS 301 and CHEM 233 and CHEM 235 with a minimum grade of C- in each; FIS Majors only.
Justification for Course Change		The prerequisites needed updating to insure minimum basic competency in fingerprint classification and organic chemistry. Students must to have successfully completed CHEM233/235 to understand advanced organic reaction mechanisms that are the foundation of most developing processed used to visualize latent fingerprints. Developers work by reacting with components of fingerprint residues such as amino acids to generate a print that is directly visible or visible under different modes of stimulation and emission. Students need to understand how chemical developments work and how and why they can be made to absorb or emit light to become visible. Students need to understand how the organic constituents of fingerprint residues can and will react with different reagents, what products will result, and how those products will interact with electromagnetic radiation (here, light in the UV-VIS-IR ranges). This requires an understanding of electronic energy levels at the atomic and molecular level and how organic reaction processed can alter those configurations. Additionally, students must consider how development techniques may impact recovery of DNA. Students need a molecular-level understanding to ensure that they can properly develop evidence under a variety of conditions and to understand what can go wrong and why.

NSG 622

Field	Old Value	New Value
Catalog Description	Introduction to the theoretical foundations of the discipline of nursing as a basis for applying critical thinking skills to the development of a conceptual framework for nursing.	Introduction to the theoretical foundations of the discipline of nursing as a basis for applying disciplined reasoning to advanced practice.
Justification for Course Change		This course was previously used in a stand alone MSN program that was not offered for a few years when the program was changed to a BSN to DNP program. The BSN to DNP program was recently differentiated, and are now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.

NSG 626

Credit Hours	2	3
Catalog Prerequisites		PR or CONC: NSG 622 and NSG 623.
Justification for Course Change		This course was previously used in a stand alone MSN program that was not offered for a few years when the program was changed to a BSN to DNP program. The BSN to DNP program was recently differentiated, and are now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.

NSG 702

Catalog Description	In-depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations utilizing advanced nursing practice strategies for the promotion of health and prevention of disease across the lifespan.	In depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations utilizing advanced nursing practice and program evaluation strategies for the promotion of health and prevention of disease across populations.
Justification for Course Change		This course was originally part of the BSN to DNP program. The programs were differentiated into stand alone MSN and DNP programs. Masters level content has been removed from the description and ELOs. Both the description and ELOs have been revised for the DNP level.

Field	Old Value	New Value
NSG 722		
Catalog Prerequisites	NSG 721.	PR or CONC: NSG 720 or 721.
Justification for Course Change		The course is taken along with a clinical practicum course. It will now be offered in the fall semester, in addition to the spring semester. 720 is offered in the fall; 721 is offered in the spring
PNGE 441		
Catalog Prerequisites	PNGE 333 and PR or Conc: PNGE 420 or consent.	PNGE 333 and (STAT 215 or IENG 213)
Justification for Course Change		PNGE 420 as a pre-requisite/concurrent should be replaced with STAT 215/IENG 213 since the course mainly deals with the application of the geostatistics, economic analysis, and Monte Carlo Simulation. STAT 215/IENG 213 is a required course in BS_PNGE curriculum. Therefore, this change will not result in additional load for any program.
SENG 610		
Full Title	Advanced Software Project Management	Strategies for Managing Software Projects
Transcript Title	Adv Software Project Mgmt	Strategies Mngng Software Proj
Justification for Course Change		Course has been merged with SENG 611 to make one course and instructor has changed.
SOCA 721		
Catalog Description	Provides students with tools to critically evaluate and design qualitative research projects. Focuses on philosophical foundations and researcher/subject roles, considerations associated with data collection, and data analysis methods.	Provides students with tools to evaluate and design qualitative research projects critically. Focuses on philosophical foundations and researcher/subject roles, considerations associated with data collection, and data analysis methods.
Catalog Prerequisites	SOCA 620.	
Justification for Course Change	GPC assessment indicated changes to ensure courses were meeting programmatic goals. Faculty voted on and approved the changes to the course.	Delete SOCA 620 as a prerequisite. We will offer SOCA 721 as part of our online methods certificate and do not require SOCA 620 as a prerequisite for this class. Our on-campus students take SOCA 620 in their first semester and will not be affected by the removal of the prerequisite, as the normal course rotation indicates they take 620 in their first semester.

Field	Old Value	New Value
SOCA 728		
Catalog Prerequisites	SOCA 620.	
Justification for Course Change		Delete SOCA 620 as a prerequisite. We will offer SOCA 728 as part of our online methods certificate and do not require SOCA 620 as a prerequisite for this class. Our on-campus students take SOCA 620 in their first semester and will not be affected by the removal of the prerequisite, as the normal course rotation indicates they take 620 in their first semester.
SOCA 729		
Catalog Description	This course examines how to design, carry out, and analyze experiments. Various designs are discussed and their respective differences, advantages, and disadvantages are noted. The use of statistical software to conduct analysis is also explored.	How to design, carry out, and analyze experiments. Various designs are discussed and their respective differences, advantages, and disadvantages are noted. The use of statistical software to conduct analysis is also explored.
Catalog Prerequisites	SOCA 620.	SOCA 615 and SOCA 616.
Justification for Course Change		Delete SOCA 620 as a prerequisite. We may offer SOCA 729 as part of our online methods certificate and do not require SOCA 620 as a prerequisite for this class. Our on-campus students take SOCA 620 in their first semester and will not be affected by the removal of the prerequisite, as the normal course rotation indicates they take 620 in their first semester. Add SOCA 615 & 616 as prerequisites. Students who take SOCA 729 need to have skills in logistic regression, which are taught in SOCA 616. SOCA 615 is the prerequisite to 616 so students need to have completed both courses.

Course Deactivations

Course	Course Title
ID 200	Interior Materials and Structures
ID 225	Space Planning
ID 230	History of Interiors and Furniture 1
ID 235	Interior Design Graphics 2
ID 240	Codes and Interior Construction
ID 325	Computer-Aided Drafting and Design
COMM 100	Principles of Human Communication
COMM 314	Nonviolence in Communication Behavior
ENTR 340	Survey of Entrepreneurship
ENTR 380	Survey of Business Planning

Course Adoptions

Course	Course Title	Catalog Description	Adopting Campus
SOCA 258	Introduction to Archaeology	Comprehensive introduction to the field of archaeology. Course investigates the methods and theories used by archaeologists to understand culture change through time, and the reconstruction of the past through material culture analysis.	PSC

Faculty Welfare

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Maria	Kolar	maria.kolar@hsc.wvu.edu	Professor	Medicine	Yes	Chair
Scott	Crichlow	rscrichlow@mail.wvu.edu	Associate Professor	Eberly	Yes	Member
Scott	Wayne	scott.wayne@mail.wvu.edu	Associate Professor	Statler	Yes	Member
Amy	Welsh	amy.welsh@mail.wvu.edu	Associate Professor	Davis	Yes	Member
Donna	Ballard	Donna.Ballard@mail.wvu.edu	Professor	Potomac State	Yes	Member
Jessica	Haught	jessica.haught@mail.wvu.edu	Teaching Professor	Law	No	Member
Asad	Davari	Asad.Davari@mail.wvu.edu	Professor	WVUIT	No	Member
Daniel	Brewster	daniel.brewster@mail.wvu.edu	Instructor	Eberly	No	Member
Jeremy	Roberts	jeremy.roberts@mail.wvu.edu	Assistant Professor	Chambers	No	Member
Sarah	Stiles	sstiles1@hsc.wvu.edu	Instructor	Nursing	No	Member
Angela	Munroe	angela.munroe@mail.wvu.edu	Associate Professor	CAC	No	Member

Resolution to Create an Ad Hoc Committee on COVID-19 Planning

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

WHEREAS, the Faculty Senate seeks to assist the University in planning and implementation of COVID-19 related policies and practices that affect West Virginia University faculty, therefore be it

RESOLVED, that the Faculty Senate Ad Hoc Committee on COVID-19 Planning is created as a special committee for the 2020-2021 academic year, unless sooner altered or terminated by resolution of the Faculty Senate, and be it resolved that the Faculty Senate Ad Hoc Committee on COVID-19 Planning be charged with undertaking the following set of actions:

1) Advise the Provost on matters related to research, teaching, and service that, because of exigency, require input and action outside of the normal Senate calendar.