

Minutes
West Virginia University Faculty Senate
Monday, April 12, 2021

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:17 p.m. The Senate met by videoconference.

Members Present:

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

Members Excused:

Burt, A.	Galvan-Turner, V.	Law, K.	Reece, R.	Ryan, E.
Eades, D.	Honaker, L.			

Members Absent:

Celikbas, E.	Holbein, M.	Li, H.	Renzelli-Cain, R.	Shrader, C.
Cronin, A.	Hornsby, G.	Perhinschi, M.	Rice, T.	Swager, L.
Gilleland, D.	Hudgins, C.	Rakes, P.	Sedney, C.	Willard, M.
Gross, J.	Klein, A.	Reddy, R.		

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Martucci, A.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Singh-Corcoran presented for approval the minutes from the Monday, March 8, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:

- The legislative session ended on April 10. \$18 million of our base budget was moved to the surplus side of the equation. We have received every assurance that we will move back into the regular budget if a surplus does not materialize. We did receive a 1.5% budget reduction. Legislation on campus carry and the soft drinks tax did not pass.
- Governor Jim Justice announced the launch of the Ascend WV remote worker program, aimed at recruiting outdoor enthusiast professionals to the Mountain State. The program is supported by Brad and Alys Smith and includes a relocation package valued at more than \$20,000.
- He encouraged faculty who have not received a COVID-19 vaccination to do so. If our health folks require students to receive a vaccine to return in the fall, that requirement will also apply to faculty and staff.

4. Provost Maryanne Reed reported the following:

- Vaccines are now available to all WVU employees and students 18 or older.
- Four in-person commencement ceremonies will take place on May 15-16, 2021 with COVID restrictions in place. Patrice Harris will speak at all four events. All graduates (2020 and May 2021) will be required to register to participate in commencement. See graduation.wvu.edu for updates.
- Opportunities for funding under the WVU Faculty Childcare Emergency Relief Funding will continue throughout Summer 2021. The application process is being managed by the WVU Women's Resource Center.
- The boot camp suggested by Amy Hessel will be piloted this summer. The 3-week session will be offered entirely online during the second summer session and will include a small variety of GEF courses. The cost will be \$25 per credit. Priority will be given to struggling and disadvantaged freshmen. Success coaches will be embedded in the courses and a variety of cohort-building activities are being planned for the students when they arrive on campus in the fall.
- Finals will take place May 4-8, 2021. A number of our students will be observing Ramadan during this time, and faculty are urged to be flexible.
- We have a 5% increase in enrollment for summer school. 385 students have enrolled for Maymester. Enrollment for fall is down slightly, which may be due to students being unable to take the ACT as required in order to apply for the PROMISE scholarship.
- She and President Gee met with the Academic Advisory Committee. She discussed an updated timeline and process for the program portfolio review part of academic transformation that will help identify academic programs that we want to grow, reduce, or sunset. We are going to slow things down a bit to ensure that those units and faculty that may be affected will have time to respond. She does not expect to make recommendations to the Board of Governors until early October.
- April 20 will be the first annual WVU Advisor Appreciation Day, during which all students, faculty, and staff are encouraged to show their appreciation for our academic advisers. See academicadvising.wvu.edu/appreciation for more information.
- Our annual Research Week begins today, April 12. See provost.wvu.edu/research-week for details.
- This month we will also be announcing the winners of our university teaching, research, and service awards.

- She encouraged everyone to check out the Refresh Employee Series at refresh.wvu.edu/refresh-employee-series for some fun ideas and activities.
5. David Attis, Education Advisory Board, provided an update on the changing landscape of higher education.
 6. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
 - A few Eberly senators reached out to her after the election ballot for new senators was distributed last month. They were concerned that the ballot only had representation from four departments and was dominated by nominees in one department, in particular. Given the senators concerns, Senate leadership looked further into the election balloting process. She, Emily Murphy, Ashley Martucci, and Judy Hamilton met and took a look at the most recent nomination ballot data, and from that data, were able to conclude a few things. In Eberly, only a few departments nominated faculty so there were several departments that had no nominations at all. That one department dominated the ballot because there was low participation across the college. But from their examination, they also concluded that we need to do a better job of advertising or making faculty aware of the opportunity to become a Senator. We also need to make balloting a little more clear and transparent. For example, candidates who appear on the ballot are the folks who have the most nominations, so just because one person nominated you does not mean that your name will appear on the ballot. In addition, over the next few months we will be looking at how other universities hold elections to see if there are other and better processes we might want to adopt.
 - At the May Faculty Senate meeting, Evan Widders, along with Serena Matsunaga and Sally McMillan from TorchStar Education, will be discussing student success initiatives as part of the university's academic transformation plans.
 7. The candidates for Faculty Senate Chair-Elect, Scott Wayne and Malayna Bernstein, addressed the Senate. Annex IA.
 8. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 87-0.

Annex I, New Courses Report.
 Annex II, Course Changes Report
 Annex III, Capstone Courses Report
 Certificate in Early Childhood Administration
 Program Changes to the BA in Geography

The following reports were submitted for information. Reports filed.

Changes to the Minor in Arts Management
 Annex IV, Graduate Programs Report

9. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, presented the following report for approval. Motion carried by a vote of 88-1.
 - Annex V, GEF Actions

10. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, reported that the early semester teaching assessment for the second eight-week session closed on April 4. At the May meeting, she plans to share a report of participation for the fall semester. TACO has also finalized committee-level revisions to the eSEI complaint workflow. The workflow will now address feedback that contains inappropriate or inconsistent language, in addition to feedback that violates the student code of conduct. She hopes to share the new workflow and related documents at the April Executive Committee meeting and the May Faculty Senate meeting.
11. Roy Nutter, Faculty Representative to State Government, reported that the ACF met on April 9. They are looking for the legislature to support, either through a joint resolution or a bill to be introduced next year, bringing international students to West Virginia.
12. Stan Hileman, BOG Representative, reported that the Board of Governors has not met since our most recent Faculty Senate meeting. The next BOG meeting is scheduled for April 23, 2021.
13. Dave Hauser presented Annex VI, Resolution to Create Faculty Senate Committee on Academic Technology. A motion was made and duly seconded to approve the resolution. Motion carried by a vote of 88-0.
14. Chair Singh-Corcoran presented Annex VII, Results of the Faculty Senate Election, for information. Report filed.
15. The meeting adjourned at 4:46 p.m. to reconvene on Monday, May 10, 2021.

Judy Hamilton
Office Administrator

Scott Wayne, Associate Professor, Mechanical and Aerospace Engineering

Faculty Senate Candidate

I am honored to be considered for the position of Faculty Senate Chair-Elect. As faculty Senate Chair-Elect and Chair, I will bring many years of experience as an instructor, researcher, and member of the Faculty Welfare committee to the important work of the Faculty Senate.

Background

WVU has been my professional home since 1997. I am currently a tenured Associate Professor in the Department of Mechanical and Aerospace Engineering. My research focuses on energy, transportation, advanced vehicle technologies, and emissions. As an instructor of capstone design courses, I enjoy mentoring and guiding students in the use of project management, teamwork, and financial management skills to design, and fabricate race cars and hybrid electric vehicles to compete in collegiate automotive design competitions.

Experience Related to The Faculty Senate

I am currently a Senator representing the Statler College of Engineering and Mineral Resources. I have served on the Faculty Welfare Committee since 2010. I served as Chair of the Committee in 2018-2019. As a member of the Faculty Welfare Committee, I have had the honor of working with my colleagues advocating and laying the ground work for several important policies at WVU including: the Tobacco and Smoke Free Campus policy, establishment of formal Parental Work Assignment (PWAP) and Alternative Work Assignment (AWAP) procedures, establishment of the Ombuds Office and the recently announced Dependent Tuition Benefit Program.

I served as a member of the Research Integrity Committee in 2019-2020. The Research Integrity Committee convenes on an as-needed basis to review cases related to integrity and conflicts of interest in research. I am currently the Chair the Research Integrity Committee for 2020-2021 academic year. Fortunately, there have been no cases requiring review by the Research Integrity Committee during my time on the Committee which is a testament to the integrity of faculty researchers at WVU.

I am currently a member of the Faculty Senate Executive Committee. As a member of the Executive Committee is have provided input to the administration representing the Faculty's views on WVU's COVID 19 response including priority for COVID vaccines, teaching modalities, impact of online teaching on faculty workload and other COVID response issues.

I am also the Faculty representative on the Tobacco and Smoke Free Campus Steering Committee which monitors implementation and enforcement and provides continuing guidance surrounding smoking and tobacco use on campus. My experience on the Faculty Welfare Committee, Faculty Senate and Faculty Senate Executive Committee have provided me with important perspective and experience on a broad array of important issues affecting the WVU faculty and the campus community.

Vision

In the future, WVU will continue to face challenges with declining state funding, declining high school graduate rates, a more competitive research funding environment and technology-driven education model changes. Recruiting and retention of high-quality faculty, staff and students will be critical to maintaining our success in teaching, research, and service as an R1 institution. As Faculty Senate Chair, I will work transparently with faculty and administration to ensure that the faculty are instrumental in the decisions about policy, curricula, programming, budget allocations, instructional models, recruiting and retention of faculty, staff and students, promotion and tenure and all other issues related to governance of our university during the University's academic transformation process.

Faculty Senate Chair Candidate Statement
Malayna Bernstein

I would be honored to serve as WVU's Faculty Senate Chair for 2022-23 academic year. Serving in the Faculty Senate has provided me with a deep appreciation of the power of this collective body: its role in representing faculty interests to the WVU administration, its connecting of often isolated units, its advocacy for higher education within the legislature, its collaborations with our local community, and the strength of its voice across these different spheres of influence. In this statement, I outline experiences at WVU that position me well to represent the collective voices of our faculty.

I was hired in 2009 in the College of Education and Human Services, where I am a Service Associate Professor and direct the Learning Sciences and Human Development Ph.D. program. While my home base is in CEHS, I have served in a range of roles spanning different academic units. I believe these varied contexts provide me with insight to understand a broad range of faculty experience. As part of the ADVANCE Center¹ team, I have facilitated workshops and provided professional development for faculty in every college. In my role as a Faculty Associate in the Teaching and Learning Commons², I have provided pedagogical support for faculty from all of our colleges, as well as our Beckley and Keyser campuses. As a member of the Program Evaluation and Research Center³, I serve as a qualitative evaluator for the WV Clinical and Translational Science Institute (WVCTSI⁴), work that connects me with faculty and staff in Health Sciences. As a member of the Rewards and Recognition Committee⁵ charged by the Office of the Provost, I collaborate with colleagues from every college to consider tenure, promotion, and parity. My qualitative methods courses attract graduate students (and faculty!) from Creative Arts, CPASS, Davis, Extension, Eberly, and Public Health. These relationships often evolve into ongoing research collaborations; over the past 11 years, I have served on close to 30 dissertation committees representing eight academic departments. As co-Director of the National Writing Project@WVU⁶ for five years, I worked closely with faculty in Eberly, as well as with teachers across WV.

I joined the faculty senate two years ago, where I have continued to make connections with faculty in units across the WVU system. I currently serve on three committees: Inclusion & Diversity (voting), Service (voting) and TACO (ex officio). It is in these committees where I have witness some of the most important work of the Senate: dialogue and debate that effect policy changes (e.g., TACO's suggestions for eSEI changes), create new programming (e.g., IDC's development of the Social Justice Summit Series), and provide important links to community efforts (e.g., IDC's collaboration with the local NCAAAP chapter and the Service Committee's distribution of community service grants).

Having insight into different faculty experiences is only valuable insofar as those perspectives are communicated clearly and convincingly to WVU's administrative leadership. As an academic leadership fellow in the Office of the Provost, I have worked in the offices for Faculty Development & Culture and for Academic Personnel and participate in the Provost's Council. As an ADVANCE team member, I facilitate workshops and provide professional development for deans and chairs. As a part of the Task Force on Understanding Underrepresented Faculty Perspectives, I interviewed minoritized faculty about their WVU experiences and presented results to the dean's council. In each of these venues, I gained a deeper appreciation of the work of our administration, and I have honed my voice – and developed greater courage – to articulate and advocate for the essential work of faculty.

These myriad experiences have underscored two essential themes for me: diversity and unity. While our different approaches – empirical, pedagogical, epistemological, applied – are varied, I have yet to meet another faculty member who does not center their work on the guiding principles of WVU's strategic vision⁷. The power of our work toward a unified vision comes from our diverse perspectives; our dialogue and debate effect change and promote progress. The WVU Faculty Senate is the ultimate vehicle for this work and one of the greatest expressions of our collective strengths.

¹ <https://advance.wvu.edu/>

² <https://tlcommons.wvu.edu/>

³ <https://perc.cehs.wvu.edu/>

⁴ <https://www.wvctsi.org/about-us/>

⁵ <https://provost.wvu.edu/academic-transformation/faculty-rewards-and-recognition-committee>

⁶ <https://nwp.wvu.edu/>

⁷ <https://provost.wvu.edu/strategic-transformation/collective-vision>

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: March 22, 2021
 Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Catalog Description
HIST 348: The International Middle East	A&S	3		Overview of both recent Middle Eastern history, and the Middle East's relationship with the rest of the world, and how those interactions changed over time.
HIST 450: Slavery and Capitalism in Antebellum America	A&S	3		Examines the transatlantic economic system created by American slavery in the decades before the American Civil War, with special emphasis on the experiences of enslaved people and those who profited from enslaved people's labor as well as the cultural debates about the meanings of slavery's relationship to capitalism in this period.
ACCT 350: Internal Auditing	B&E	3	(ACCT 311 or ACCT 321) with a minimum grade of C-.	This course provides students with the fundamental knowledge and skills needed to succeed as entry-level internal audit professionals.
ACCT 425: Accounting Analytics	B&E	3	ACCT 321 with a minimum grade of C-.	This course introduces students to higher order business analytics methods, and topics that impact the way businesses make decisions that are relevant to the field of accounting. Topics such as data collection, data technologies, and data mining are covered focusing on impacting business outcomes.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ACCT 426: Advanced Accounting Analytics	B&E	3	(ACCT 425 or BUDA 450) with a minimum grade of C-.	This course enables students to use higher order concepts and models in data mining that impact business that are relevant to the field of accounting. Concepts such as supervised and unsupervised learning will be covered, with a focus on business outcomes, cases, and communication.
ACCT 445: Corporate Financial Management	B&E	3	(ACCT 311 or ACCT 321) with a minimum grade of C-.	This course provides students with the essential competencies associated with corporate financial management / controllership, including cash management, performance measurement, budgeting, fraud prevention and establishing codes for corporate ethical behavior.
ART 502: Game Design	CCA	3	First year graduate standing.	Introduces the multiple components of a game environment and how to create meaningful interactive experiences on and off the computer. Focuses on core game design tasks in the professional practice of conceptualizing and prototyping board games and digital media-based games, including analytical and practical skills such as pitching, iteration, target audience identification, and planning for quality assurance.
ART 503: Game Theory	CCA	3		Critical theory and scholarship that addresses the idea of games as a form of designed human culture contained in complex aesthetic, immersive, and experiential artifacts. Addresses visual storytelling, temporal/spatial montage theory, and frameworks to understand player experience. Provides an overview of research methods and multi-disciplinary analytical paradigms for the study of games. Integrates the history of online and offline games.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ART 505: Game Production	CCA	3	ART 503.	The technical creation of digital games, coding, game programming, and audio production for the game production pipeline. Hands-on development experience that transfers theoretical knowledge into the procedures and design decisions needed to production a functional game. Multiple game engines are employed in a series of game development project cycles.
ART 506: Game Design Residency	CCA	1	Acceptance into the MA in Game Design program.	Four-day all day on-campus annual game design conference; an online course frames and organizes the experience. Includes program orientation and on-boarding presentations for students newly accepted into the program, work-in-progress presentations by peers, and capstone project defense presentations by graduating students. Guest lecturers and game design competitions are included in residency activities. Prerequisite: Program Acceptance
ART 507: Focus Module	CCA	1	Acceptance into the MA in Game Design program.	Focus modules vary in topic to address state-of-the-industry expectations for game designers. The purpose of each single credit focus module is to provide game design MA candidates with the ability to develop a specific skill in game design and development. A sampling of topics include animation, 3-D modeling, digital photography, project management, sound editing, among many others.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ART 603: Thesis: Concept & Research	CCA	3	ART 502, ART 503, ART 505	Develop the thesis game concept based on game industry, player experience, and artistic intention. Involves research of the digital games industry, identification of a design opportunity, development of a research question, systematic investigation, and formation of a game conceptual design in response to research conclusions.
ART 604: Thesis: Design & Project Plan	CCA	3	ART 603.	Design game and create the game design document, develop and document a detailed project plan to produce the game using original concept document and applying project management techniques. Define production team needs.
ART 606: Thesis: Project Launch	CCA	3	ART 604.	Begin thesis game production to create a functional game. Execute game development project plan to build a playable digital game. In order to complete the course, the game must receive faculty approval and be presented in demo format at a game conference.
ART 607: Thesis: Production	CCA	6	ART 606.	Complete thesis game and present for MA defense and professional conference. In order to complete the course, the game must receive faculty approval and be presented in demo format at a game conference.
CS 460: Introduction to Big Data Engineering	CEMR	3	(CS 221 or CS 320 or CS 350) with a minimum grade of C-.	Fundamental topics in big data analytics. Includes data structures, representations, and search techniques used in big data analytics. Basic methods in predictive analytics and machine learning, distributed file systems and high-performance computing used in addressing big data problems. Basic techniques for social network analysis and visualization in big data.

Title	College	Credits	Catalog Prerequisites	Catalog Description
LAW 673: Seminar in Consumer Law Policy and Procedure	LAW	2		A seminar exploring the historic and modern underpinnings of consumer law and how those policy considerations have informed consumer law regulation and policy.
EXPH 363: Honors Add-On to Kinesiology	MED	1	PR or CONC: EXPH 364 with a minimum grade of C- and students must be an enrolled in the Honors College.	This course is a supplemental course for Honors students enrolled in EXPH 364. Each week, we will participate in an enrichment experience with practical application of principles taught in Kinesiology.
OTH 330: Clinical Reasoning Foundations	MED	2	MOT Student Status.	Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating information from courses in the professional curriculum
OTH 502: Foundations of OT Intervention	MED	3	OT Student Status.	Clinical reasoning, goal writing, documentation, and intervention planning utilizing activity analysis and grading as a foundation for the occupational therapy process. Implement strategies for grading activity to facilitate the use of occupation as intervention, while incorporating client factors, performance skills, performance patterns, contexts and environments, and practice settings across the lifespan.
OTH 507: Functional Kinesiology in Occupational Therapy	MED	2	OT Student Status.	Develop enhanced understanding of functional anatomical correlations and the use of the principles of kinesiology including statics, dynamics, and biomechanics to conduct functional movement analyses of occupational performance.

Title	College	Credits	Catalog Prerequisites	Catalog Description
OTH 630: Clinical Reasoning in OT 1	MED	2	OTD Student Status.	Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating information from courses in the professional curriculum.
OTH 661: Scholarship & Inquiry in OT 2	MED	3	OTH 660 and OTD Student Status.	Advances student understanding of theory-based research, methodological considerations in the design of research, ways of evaluating practice, and approaches to analyzing data.
OTH 789: Doctoral Capstone Planning 2	MED	2	OTH 788 and OTD Student Status.	Collaboration with faculty and Capstone Coordinator to develop, present, and defend a scholarship and/or service project to be completed during the doctoral experiential component. Includes problem identification, literature review, development of methodology, identification of outcome measures and IRB approval.
PALM 503: AT Human Anatomy	MED	4	Acceptance into the Master of Science in Athletic Training degree program.	This course is an advanced human anatomy course designed for students with previous gross anatomy experience accepted to the Master of Science in Athletic Training degree program. We will utilize a regional anatomical approach to provide students with a comprehensive understanding of human structure and function, with particular emphasis on musculoskeletal and peripheral nervous systems.
JRL 325: Podcast Reporting & Producing	RCM	3	(JRL 215 or MDIA 215) and (JRL 225 or MDIA 225) with a minimum grade of C- in all.	Podcasting is a growing aspect of the media industry. In this course, students will learn how to report and produce a professional-level podcast through a class podcast series as well as through listening to and critiquing class assignments and professional podcasts.

Title	College	Credits	Catalog Prerequisites	Catalog Description
JRL 467: Public Affairs Show-Morgantown Today	RCM	3	(JRL 380 or JRL 386) with a minimum grade of C-	This course is run as an actual public affairs television show. This course will address matters of public policy and interest including topics on education, culture and politics. Students will learn how to produce, gather and report on public affairs issues. Students serve as the reporters, hosts and/or technical crew during show tapings at the Waterfront TV Studio.
HPML 650: Professional Issues in Health Administration: Health Policy	SPH	1		This survey course examines foundational factors that influence and drive US public health policies. Further, this course will review the formation, implementation, and evaluation stages of policy from the past two decades.
HPML 652: Professional Issues in Health Administration: Law and Ethics	SPH	1		This survey course examines modern legal and ethical issues in public health. This course also examines the foundational public health practices as it relates to US law, ethics, healthcare systems, and patients.
HPML 655: Health Services Project Management	SPH	3		Introduces the fundamentals of project management with an emphasis on the healthcare environment. Common project management tools and techniques that can be used throughout the project lifecycle to promote projects that are finished on time, within budget, and within scope are introduced. The critical importance of stakeholder management and tailoring leadership styles to project characteristics are discussed at length.

Title	College	Credits	Catalog Prerequisites	Catalog Description
HPML 656: Management Decisions and Strategic Planning	SPH	3		Introduction to the principles and tools of epidemiology as applied in the field of health care administration. Specific emphasis on strategic planning and management of health service organizations.
AVIA 150: Introduction to Meteorology	TS	4		This course examines basic meteorological variables including temperature, pressure, and moisture. Utilizing the interaction of temperature, pressure, moisture, and planetary atmospheric circulations, mid latitude weather systems are examined. Thunderstorms and tropical weather systems are discussed with an emphasis on the hazards each cause. Finally, climatology is introduced including a brief examination of climate change.
WVUE 425: College to Career	UC	3	must be at least a junior in academic standing	This course is designed to help students make the transition from college to career in a successful manner. The course focuses on six specific needs that employers often refer to as soft skills: Communications, Critical Thinking, Leadership, Positive Attitude, Team Work, and Work Ethic.

To: Faculty Senate Executive Committee

From: Jennifer Steele, Chair, Senate Curriculum Committee

Date: March 22, 2021

Re: Course Changes, Adoptions and Deactivations Report

Field	Old	New
ART 212		
Full Title	Multi Media	Visual Foundations 3
Transcript Title	Multi Media	Visual Foundations 3
Catalog Description	(May be repeated for a maximum of 6 credit hours.) This class expands media possibilities and examines the variables of image-making while establishing personal expression. The course is designed to develop analytical and problem solving skills as well as technical processes.	This class expands media possibilities and examines the variables of image-making while establishing personal expression. The course is designed to develop analytical and problem solving skills as well as technical processes.
Catalog Prerequisites	ART 111 and ART 112 and ART 121.	ART 111 and ART 112 and ART 121 and ART 122.
Course is Repeatable	Yes	No
Maximum Attempts:	1	
Total Credits:	6	
Justification for Course Change		The name change from Multi Media to Visual Foundations 3 is intended to reinforce the progression from Visual Foundations 1 and Visual Foundations 2. The addition of the prerequisite of Visual Foundations 2 is intended to fix a previous over site. Lastly, the reduction in repeatable credit hours is intended to encourage to students to explore more options withing the Art and Design program.

BIOL 339

Catalog Prerequisites	BIOL 221 or consent.	BIOL 221 or BIOL 348 or instructor consent.
Justification for Course Change		Students that take our minor often need overrides into BIOL 339. With this change in prerequisite courses, students in the minor interested in taking neuroscience courses will no longer need the override if they have taken the BIOL 219 to BIOL 348 pathway to the course.

Field	Old	New
GEOL 404		
Course is Variable Credit	No	Yes
Credit Hours	6	3 to 6
Justification for Course Change	to enforce the catalog prerequisites. Geol285 is no longer taught, it has been replaced by Geol286 which is a prerequisite for Geol 311 and 341, so it is not necessary to list it explicitly.	We are changing the Geology capstone model from a single 6-credit class taught in the Summer to a sequence of Geol403: Geological Data Analysis taught in Spring followed by a shorter, 3-credit, Geol404 in Summer. We are retaining the option of teaching Geol404 as a 6 credit class in case that we are unable to offer Geol403 in a particular year.

HIST 474		
Catalog Description	A survey of urban history in the United States, including the colonial period, with emphasis on the nineteenth and twentieth centuries, focusing on physical development of cities (planning, transportation, architecture, suburbanization) and social history.	Examines aspects of urban change in nineteenth-century America, including capitalist transformation, crime, rioting, politics, popular culture, and the social conflict that emerged around efforts to regulate and reform the metropolis and its diverse populations.
Justification for Course Change		My proposal to change HIST 474 emerged out of conversations with Dr. Jessica Queener about Eberly College's curriculum committee feedback that my proposal for a new course, HIST 449 on P. T. Barnum's American Museum, was too narrow. We decided it best for me to change HIST 474 to allow me and other History Department faculty to teach a greater variety of courses until one course title.

JRL 319		
Course is Variable Credit	Yes	No
Credit Hours	0 or 3	3
Justification for Course Change	Updated to include MDIA subject code.	Updated to include new syllabus with additional learning outcomes. Course altered to be updated with the changing journalism landscape and industry standards and partnership with Politifact. Updated to include MDIA subject code.

Field	Old	New
JRL 320		
Catalog Prerequisites	JRL 220.	JRL 220 with a minimum grade of C-.
Course is Repeatable	Yes	No
Maximum Attempts:	98	
Total Credits:	998.999	
Justification for Course Change		Changing required prerequisite course grade from D- to C- to conform to College requirements.

JRL 420

No substantial changes

NSG 770

Catalog Prerequisites	NSG 701 and NSG 702 and NSG 705 and NSG 707 and NSG 708.	PR or CONC: NSG 767.
Justification for Course Change		It was discovered that the prerequisites were not edited when the BSN to DNP program was differentiated into two separate programs. The courses that were removed as prerequisites are no longer part of the MSN (PNP) progression plan.

Field	Old	New
OTH 504		
Full Title	Clinical Reasoning in OT 4	Anatomic Foundations in OT
Transcript Title	Clinical Reasoning in OT 4	Anatomic Foundations in OT
Credit Hours	3	4
Catalog Description	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations. Analysis of unmet occupational needs of persons, groups, and populations and propose real world solutions to improve, to advocate for, and influence health policy to reduce occupational deprivation.	A study of human gross anatomy with major emphasis on the musculoskeletal system, with a functional anatomical correlation of human movement and occupational performance.
Catalog Prerequisites	MOT Student Status.	OT Student Status
Justification for Course Change		This course is a shared course between the MOT and OTD educational programs. As such it is being moved to the 500 level and is part of the foundational knowledge sequence within the curricula which are all designated between 502 and 509

PHYS 326

Course Code	PHYS 225	PHYS 326
Course Number	225	326
Justification for Course Change		The course has been updated to include specific learning outcomes, during the creation of which we realized that this course has evolved to be more sophisticated than a 200-level course . It combines a number of conceptually challenging topics from several disparate fields, including physics, computer science, clinical diagnosis, and risk evaluation. The only change requested is a change in numbering to PHYS 326. (PHYS 325 is taken and could potentially be offered again.)

SENG 530

Catalog Prerequisites	SENG 510 or consent.	
Justification for Course Change	Name of title was incorrectly reversed.	No prerequisite is required for the core course in the Online Software Engineering Graduate Program.

Field**Old****New****SEP 385**

Catalog Prerequisites	SEP 210 and SEP 271 and 272 with a minimum grade of C- in all.	(SEP 271 or 272) with a minimum grade of C-.
Justification for Course Change	<p>We are adding pre-requisite courses to this course. We are making this change to help us with recruitment of students into the program. To date, we have kept a pre-major for this program that students enroll and meet certain benchmarks before being admitted into the major. We believe this requirements of this pre-major helped to better prepare students for the upper level courses in this curriculum, especially if they wanted to represent this program moving forward. However, admissions has encouraged us to get rid of our pre-major, as it holds students back from coming tot his program because they are not directly admitted into the major. To do so, we are adding the pre-major requirements into each class as pre-requisite courses. This process will cause one problem, as we do not require students who are minoring in Sport and Exercise Psychology to meet these same requirements, meaning that they will not necessarily meet these same pre-requisites. However, we would like to allow non-majors into several of these classes without having met these requirements.</p>	<p>We needed to remove the requirement for SEP 210 as other CPASS majors, who may be taking the course as an elective or as part of an SEP Minor, will not be required to take SEP 210, which is designed for SEP majors. This was causing registration and advising issues. However, priority should still be given to SEP students.</p>

Course Adoptions

Course	Course Title	Adopting Campus	Catalog Description
CYBE 266	Foundations of Cybersecurity	WVUIT	An overview of the foundational areas of cybersecurity: data, software, system, human, and organizational security.
CHEM 110	Introduction to Chemistry	PSC	Required for students whose performance on ACT/SAT/placement examination indicates need for introductory work before enrolling in other chemistry courses. Elementary scientific terminology and concepts; simple chemical arithmetics; chemical symbols, formulae and equations; and mole concepts.
CYBE 366	Secure Software Development	WVUIT	Covers the design, implementation, and testing of secure software. The topics include the role of security in the software development lifecycle, designing secure software, best security programming practices, and verification and validation of software applications' security.
CYBE 466	Host Based Cyber Defense	WVUIT	An in depth study of the strategies available to defends hosts (clients, IoT devices, servers) against cyber attacks.
CYBE 467	Practicing Cybersecurity: Attacks & Co	WVUIT	An in depth study of the strategies available to defends hosts (clients, IoT devices, servers) against cyber attacks.
ENGL 212	Creative Writing: Fiction	PSC	An open enrollment introduction to the writing of fiction.
FCLT 281	Vampire: Blood and Revolution	PSC	This course examines the phenomenon of vampirism in verbal and visual culture, vampirism is examined from different periods in various cultures and from a variety of critical perspectives. It contextualizes the works in the cultures that produce them.

Course Deactivations

Course	Course Title
BIOL 414	Molecular Endocrinology-Laboratory
CHEM 110A	Introduction to Chemistry A
CHEM 110B	Introduction to Chemistry B
GEOG 207	Climate and Environment
GEOG 210	Urban Geography
GEOG 240	United States and Canada
GEOG 310	Global Issues
GEOG 317	Climatological Analysis
GEOG 321	Geomorphology
GEOG 407	Environmental Field Geography
GEOG 425	Urban and Regional Planning
GEOG 463	Crime Geography
GEOL 655	Remote Sensing Principles
GEOL 755	Advanced Remote Sensing
ID 155	Interior Design Graphics 1
MATH 112	Quantitative Skill and Reasoning 1
MATH 124S	Algebra with Applications Co-Requisite
MATH 126A	College Algebra 5-Day
MATH 126B	College Algebra 4-Day
MATH 126S	College Algebra Co-requisite Course
NSG 730	Principles of Measurement
NSG 738	Issues in Nursing Scholarship
PHAR 700	Pharmacy as a Profession
PHAR 717	Pharmacy Practice Experience 3
PHAR 719	Pharmacy Practice Experience 4
PHAR 728	Pharmacy Management
PHAR 732	Non-Prescription Drugs
PHAR 733	Pharmacy Systems
PHAR 737	Disease Prevention Health Promotion
PHAR 738	Outcomes Assessment and Quality Improvement
PUBA 640	Legal and Political Foundations
PUBA 673	Alternative Healthcare Delivery Systems
PUBA 674	Rural Healthcare
PUBA 675	Organization Performance Improvement
PUBA 678	Population Health Management
PUBA 716	Creativity and Innovation
PUBA 717	Performance Management
PUBA 743	Conflict Management
PUBA 770	Managed Care
PUBA 772	Integrated Delivery System
PUBA 773	Policy Issues in Women's Health
PUBA 774	Healthcare Law and Ethics
PUBA 775	Healthcare Policy
PUBA 776	Healthcare Planning/Marketing
PUBA 777	Healthcare Information Systems
SEP 313	Professional Issues in Sport Psychology 4
SOWK 572	Contemporary Issues in Aging
SOWK 619	Social Work in Vietnam and Cambodia
SOWK 653	End of Life Care

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: March 22, 2021
 Re: Capstone Courses Report

Capstone Courses

How will students demonstrate each of the following abilities				Capstone Comments		
Title	College	1. Gather material independently, as needed:	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
GEOL 404: Geology Field Camp	A&S	Students in Geol404 carry out a series of field data-collection and synthesis exercises of increasing complexity where they personally collect all necessary data. These include: 1. Identifying stratigraphic units. 2. Measuring and describing sedimentary rock sections.3. Making bedrock geological maps in diverse settings.4. Recording geological field observations on a field notebook which is periodically collected and graded.	In order to carry out the exercises listed above, students will apply to the real world the knowledge acquired in the class room and laboratory throughout their BS coursework. They will also carry out a Regional Geological Synthesis exercise in which they place the observations made through the entire field camp in the context of a regional structural cross section of the Rocky Mountains and write a paper describing the geological history of the region.	During Geol404 students will observe and discuss the issues related to open pit coal mining in Wyoming and will reflect about the geological hazards associated with the Yellowstone Caldera. They will visit 4 National Parks (Badlands, Devil's Tower, Yellowstone and Tetons) and will observe the societal issues related to the conflict between the need to preserve of natural landscapes and at the same time facilitate their enjoyment by citizens and tourists.	During Geol404 students practice written communication by keeping a journal of all their observations using the professional conventions in a field notebook which is collected every week for feedback and grading. They also write a synthesis paper describing the geological history of the portion of the western US visited during field camp (Black Hills to Teton Mts.)They practice graphical communication by producing a detailed geological map and structural cross sections of an area of the Black Hills of SD.	The oral communication aspect is not explicitly addressed by students in the Geol404 part of the capstone. However, for safety reasons, they are required to work in teams of two in all the exercises and respectful and professional communication between partners is necessary in order to work efficiently.
JRL 467: Public Affairs Show-Morgantown Today	RCM	Through hands-on reporting (shooting/interviewing/editing) and producing for Morgantown Today:* Develop the oral and/or written communication skills necessary in interviewing community leaders and key policymakers for a public affairs show.* Demonstrate the ability to serve diverse publics in reporting and producing.* Apply technical proficiency when reporting, shooting, editing and producing broadcast public affairs stories.	Through Assignments Via 'Beat Reports' and News Meeting 'Pitch' Meetings for potential stories/topics/issues to cover and/or report on for this course/show:* Apply the necessary news-gathering and research skills to evaluate, analyze and present information for a public affairs program.* Develop critical thinking skills in regards to news judgment and story selections appropriate for a public affairs program.	Through various Assignments in syllabus and course schedule and through assigned Links/Tutorials and Viewings in syllabus: * Apply ethical and legal decision making in your reporting and producing for a public affairs show.	For each show, students are required to do two written 'Research/Beat' Reports that include a public affairs topic for a show, description of possible guests/title/contribution as well as ten main points on why this topic is relevant to a public affairs show. They are graded on their written skills and receive feedback.For each show students will also write, report and produce a broadcast 'package' story in the form of a TV script that coincides with the shows topic for that week. They are graded on their written skills and receive feedback.Finally, students also complete several assignments, listed in the syllabus, that require an element of critical thinking and writing. They are graded on their written skills and receive feedback.	Students all serve as 'on air' reporters for our shows and voice over all of their own packages as well as do an on-air 'stand-up' in their package/story and an 'on-air' sot teases. They are graded on their oral skills for their pkgs and receive feedback.Students also serve as the show's on-air hosts for the 30-minute public affairs show. So they go through a weekly rehearsal with myself and the producer and then host the show and interview our guest or guests. They receive feedback on their oral skills.Students are also graded on their Facebook Live shots that they must do for every show. They are graded on their oral communication skills on social media.

TO: Faculty Senate
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair
DATE: March 22, 2021
RE: Graduate program reviews from Graduate Council, February 18, 2021

1. Program proposals

- a. **New degree:** Executive Doctor of Business Administration (DBA) (Key 1270)

Graduate Council action: Approved

- b. **Program change:** MS in Resource Economics and Management (Key 856)

Graduate Council action: Approved

- c. **Program change:** MM to MA in Music Theory (Key 1272)

Graduate Council action: Approved

- d. **New major:** MS in Human Resource Leadership (Key 1264)

Graduate Council action: Approved

To: Faculty Senate Executive Committee
From: Lisa Di Bartolomeo, Chair, GEFCO
Date: March 22, 2021
Re: GEF Actions

The General Education Foundations Committee met on March 1, 2021 and recommends the following course for Faculty Senate approval:

Title	Course Type	General Education Foundation	LEAP Learning Outcome
AVIA 150: Introduction to Meteorology	New GEF	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world

Resolution to Create Faculty Senate Committee on Academic Technology

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

WHEREAS, issues of technology and the role technology plays across the educational mission of West Virginia University are critical to the smooth functioning of research and education at West Virginia University, and

WHEREAS, the Faculty Senate seeks to assist the University in assessing and understanding issues of technology and education, and

WHEREAS, the Faculty Senate does not presently have a committee tasked with investigating this issue area, therefore be it

RESOLVED, that the Faculty Senate Academic Technology Committee is created as a standing committee for the two-year term ending June 30, 2023, unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED that the Faculty Senate Academic Technology Committee shall present a report to the Faculty Senate no less than annually, and be it

FURTHER RESOLVED that the Faculty Senate Academic Technology Committee be charged with undertaking the following set of actions:

(1) Advise the WVU Teaching and Learning Commons, Information Technology Services, and Libraries on evaluation, recommendation, discussion, and review of academic technology of any type that might be useful to WVU's mission of teaching, research, and service.

(2) As needed, report on best practices within higher education, and how WVU should pursue technologies or strategies to maximize the University's missions.

(3) Investigate and report on issues of third-party tools, including issues surrounding costs, integration into University systems, privacy/security, applicability to financial aid sources, vendor support of the tools, academic integrity, academic freedom, and student consistency.

(4) Work with WVU's Teaching and Learning Commons and WVU Student Government Association to seek feedback from the student body, as well as the faculty and/or staff, on the use and effectiveness of academic technology at the University.

(5) Work with WVU academic technology stakeholders (including, but not limited to, ITS, Libraries, and TLC) to ensure that faculty are made aware of issues and opportunities surrounding such technology at West Virginia University.

(6) Work with the Provost's office, as well as University stakeholders, to seek a broad University policy on adoption, use, and availability of academic technology.

(7) Address in a timely fashion other issues pertinent to the charge of the committee.

2021 Faculty Senate Election Results
Senate Term Ends June 30, 2024
(Unless Otherwise Noted)

Chambers College of Business & Economics

Bruyaka, Olga
Kitchen, Suzanne (2022)
Zeni, Thomas

College of Creative Arts

Ellis, Erin
Lupo, Joseph

Davis College of Agriculture, Natural Resources
and Design

Rota, Christopher
Staniscia, Stefania

School of Dentistry

Sowards, Ashlee

Eberly College of Arts and Sciences

Crichlow, Scott
Di Bartolomeo, Lisa
Kearns, Jennifer
LaRue, Renee
Rinehart, Lindsey

College of Education and Human Services

Bolyard, Johnna

University Extension

Eades, Daniel
Miltenberger, Margaret
Roberts, David

College of Law

Titolo, Matthew

University Librarians

Armour-Gemmen, Marian

School of Medicine

Luisa Battistella
Rebecca Burke
Diana Davis
David Donley
Omar Duenas
Kim Feaster
Stan Hileman
Monika Holbein
Bingyun Li

School of Medicine (continued)

Ann Murray
Josephine Reece
Ankit Sakhuja
Lori Sherlock
Jenna Sizemore
Sarah Sofka
Lauren Swager
Ralph Utzman (2023)
Carol Waggy
SueAnn Woods

School of Nursing

Barnes, Emily
Huber, Stacy

School of Pharmacy

no election

College of Physical Activity and Sport Sciences

no election

Potomac State College

Frazier, Viktor

School of Public Health

Knuckles, Travis

Reed College of Media

Smith, David

Statler College of Engineering and Mineral
Resources

Nutter, Roy
Wuest, Thorsten

WVU Institute of Technology

Dickman, Brian