

Minutes
West Virginia University Faculty Senate
Monday, November 8, 2021

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

Members Present:

Anderson, K.	Donley, D.	Hood, C.	Momen, J.	Smith, D.
Armour-Gemmen, M.	Downes, M.	Huber, S.	Mucino, V.	Soccorsi, A.
Barnes, E.	Duenas, O.	Hudgins, C.	Murphy, R.	Sofka, S.
Bastress, R.	Elliott, E.	Jaczynski, J.	Murray, A.	Sowards, A.
Battistella, L.	Ellis, E.	John, C.	Nix, A.	Staniscia, S.
Bhandari, R.	Ellison, M.	Kearns, J.	Olfert, M.	Swager, L.
Bolyard, J.	Elswick, D.	Kelly, K.	Orr, E.	Tack, F.
Bragg, R.	Evans, K.	Kitchen, S.	Peckens, S.	ter Haseborg, H.
Bravo, G.	Famouri, P.	Klein, A.	Phillips, T.	Titolo, M.
Bresock, K.	Frazier, V.	Knuckles, T.	Reece, J.	Utzman, R.
Bruyaka, O.	Galvez-Peralta	Kupec, J.	Reece, R.	Vercelli, M.
Bryner, R.	Gilleland, D.	LaRue, R.	Rinehart, L.	Waggy, C.
Casey, R.	Graziani, G.	Law, K.	Rogers, T.	Watson, J.
Celikbas, E.	Grushecky, S.	Leary, M.	Rota, C.	Wayne, S.
Chantler, P.	Hamrick, A.	Leight, M	Sabolsky, E.	Williams, D.
Cohen, S.	Hatipoglu, K.	Li, B.	Sakhuja, A.	Woloshuk, J.
Cottrell, L.	Hauser, D.	Li, H.	Samuels, H.	Woods, S.
Crichlow, S.	Heady, M.	Lorenz, S.	Schaefer, G.	Wuest, T.
Cui, A.	Hessl, A.	Lupo, J.	Schimmel, C.	Young, S.
Davari, A.	Hibbert, A.	Marra, A.	Sealey, V.	Zegre, N.
Dey, K.	Hileman, S.	Martucci, A.	Sherlock, L.	Zeni, T.
DiBartolomeo, L.	Hissam, R.	McCroy, J.	Sims, J.	
Dilcher, B.	Hodge, J.	McCusker, B.	Singh-Corcoran, N.	

Members Excused:

Billings, H.	Costas, M.	Feaster, K.	Toppe, M.	Welsh, A.
Butina, M.	Eades, D.	Myers, S.		

Members Absent:

Bonner, D.	Davis, D.	Hines, S.	Miltenberger, M.	Roberts, D.
Burke, R.	Dickman, B.	Holbein, M.	Morgan, J.	Shrader, C.
Burnside, J.	Fullen, M.	Honaker, L.	Nguyen, Y.	Sizemore, J.
Cronin, A.	Geldenhuis, W.	Hornsby, G.	Petrone, A.	Willard, M.
Crosno, J.	Gross, J.	McGinnis, R.	Rice, T.	

Faculty Senate Officers Present:

Elliott, E.	Hauser, D.	Hileman, S.	Martucci, A.	Wayne, S.
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2. Chair Martucci presented for approval the minutes from the Monday, October 18, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee discussed the letter he sent to students, faculty, staff, and alumni on November 8, 2021 to address concerns raised by his advisory role with the University of Austin.

4. Provost Maryanne Reed reported the following:
 - She provided an update on COVID-19. The caseload at WVU continues to be low. Our vaccination rates remain steady at 81% for students and 92% for faculty and staff. We offered our first Pfizer vaccination clinic last week for children ages 5 through 11; 550 children received a vaccine.
 - The program portfolio review process resulted in 15 programs being recommended for discontinuance. That recommendation was approved by the Board of Governors on October 29, 2021. Sixteen programs were identified for continuance with specific action required; the Office of the Provost is or will be working with those units to identify next steps. Eighteen programs have been identified as programs of opportunity; the Office of the Provost will be working with the deans of those colleges to determine what additional resources may be needed to expand the capacity of those programs.
 - The University held its first Academic Innovation Summit on October 22-23, 2021. A panel of judges selected the most impactful and actionable ideas and allocated one-time seed money to those projects should the teams decide to move forward. We plan to announce an innovation mini-grants program in January that will be open to the entire University.
 - The CEHS/CPASS merger, the name of the new college, and the new structure were affirmed by the Board of Governors on October 29, 2021. The name of the new college will be the College of Applied Human Sciences. We hired Greenwood/Asher to lead the search for the founding dean. We hope to have the job posted and begin reviewing candidates by January.
 - Academic transformation priorities for this academic year will be announced no later than early December.
5. Amy Kittle, Assistant Director for Prevention and Education, provided an Equity Assurance & Title IX Overview.
6. Faculty Senate Chair Ashley Martucci reported the following:
 - Coffee and Conversation, which is open to any faculty member, will take place at 10:00 a.m. on November 9, 2021.
 - She, Scott Crichlow, Melissa Latimer, Scott Wayne, Sarah Seime, and Talent and Culture are working together to create an exit interview in addition to the exit survey. This effort comes out of the Faculty Welfare Committee.
 - Lou Slimak will discuss annual review, and possibly instructional efficiencies, at the December Faculty Senate meeting. Corey Farris will discuss Student Life initiatives.
7. Robin Hissam, Chair of the Senate Curriculum Committee, presented the following reports for approval. Motion carried.

Annex I, New Courses Report

Annex II, Course Changes Report

New Major for an Associate's Degree in Human Nutrition and Food at PSC

The following reports were submitted for information. Reports filed.

New Minor in Actuarial Science

New Minor in Applied Mathematics

New Minor in Diversity in Physical Activity and Sport

8. General Education Foundations Committee – no report.
9. Marina Galvez-Peralta, Chair of the Teaching and Assessment Committee, submitted the following reports for information. Reports filed.
 - Annex III, TACO Mission 2021-2022
 - Annex IV, Early Semester Teaching Assessment
 - Annex V, eSEI Comment Reviews
10. Ann Marie Hibbert, Chair of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 62-0.
 - Annex VI, Committee Appointments
11. Eloise Elliott, Faculty Representative to State Government, reported that the faculty advisory board met with Rob Alsop on October 21 to get a better understanding of the funding formula for higher education institutions that will be proposed by HEPC at the upcoming legislative session. He also indicated that there may not be enough support for proposing a campus carry bill during this session.
12. Stan Hileman, BOG Representative, reported that the Board of Governors met on October 29, 2021. The Board received audit reports from Clifton Larson Allen for WVU and for the WVU Research Corporation. In both situations, an unmodified opinion with the highest level of assurance was given. The Board approved a plan to enter into a strategic engagement partnership with Alumni Association. The Board also authorized a multi-year plan to modernize Information Technology systems. In addition, the Board approved moving ahead with a 30-day comment period for the 10-year campus development plan. The next meeting is scheduled for December 17, 2021.
13. A motion was made and duly seconded to move the Faculty Senate into executive session under Chapter 6, Article 9A, Section 4, Subsection B7 of the Code of West Virginia to avoid premature disclosure of an honorary degree. Motion carried.

Following the conclusion of executive session, the Faculty Senate reconvened into open session. The executive session began at 4:27 p.m. and ended at 4:44 p.m.
14. The meeting adjourned at 4:44 p.m. to reconvene on Monday, December 6, 2021.

Judy Hamilton
Office Administrator

Equity Assurance & Title IX Overview

Monday, November 8th

Amy Kittle, Assistant Director for Prevention Education

WVU BOG GOVERNANCE RULE 1.6

WVU's policy prohibiting discrimination, harassment, domestic & sexual misconduct, stalking, retaliation, and improper relationships that may occur on the basis of a person's race, color, national origin, ancestry, age, physical or mental disability, marital or family status, service in the uniformed services, religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of ANY of its educational programs, activities, or with respect to admission or employment.



BOG 1.6: Who must comply?

All WVU campus community members which include faculty, staff, and students. Guests and visitors are also expected to comply, but the ability to hold third parties accountable is limited.

Clery Act: Federal consumer safety crime reporting law that includes obligations around sexual assault, dating and domestic violence, and stalking

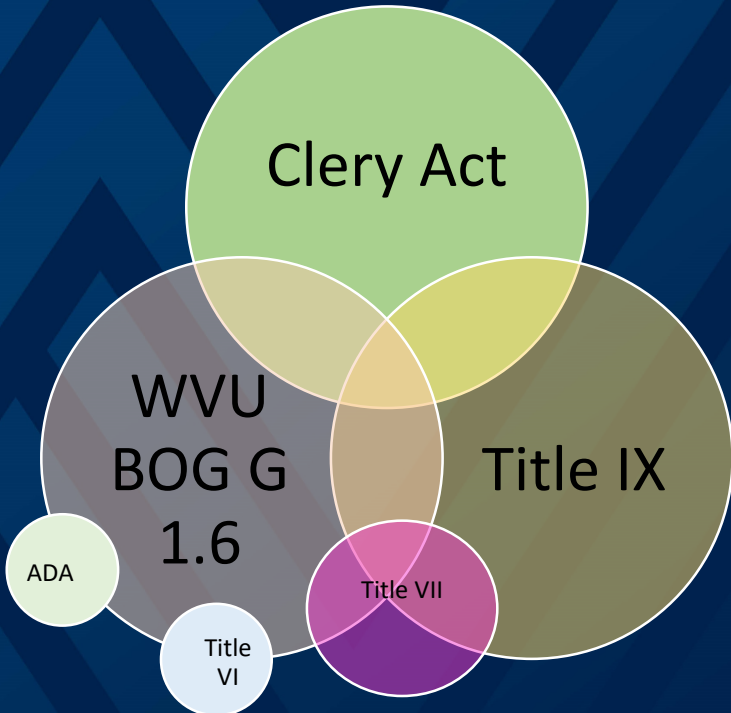
Title IX : Federal law that prohibits discrimination and harassment on the basis of sex (and gender)

Title VI: Federal law that prohibits discrimination and harassment on the basis of race in educational institutions that receive federal funding

Title VII: Federal law the prohibits discrimination and harassment in employment settings

ADA: A federal law the prohibits discrimination against individuals with disabilities in all areas of public life

WVU BOGG 1.6: All forms of discrimination and harassment that occur on the basis of a protected class that is has an impact on WVU's campus community



Under the authority of WVU BOG Rule 1.6 responsible employees are required to report any Title IX or other BOG 1.6 related offenses to the Equity Assurance Office (DEI).

Reporting

All Responsible Employees have **mandatory reporting** obligations when they learn that any of the behaviors discussed in today's training might have occurred.

“Responsible Employees” are those employees in a leadership or supervisory position, or who have significant responsibility for the welfare of students or employees.

- Faculty, staff, RA's, advisors...



A large, multi-story brick building with many windows. The word "SUNCREST" is visible on the upper part of the building. A sign for "Clear Mountain Bank" is also visible on the right side of the building. The building is set against a clear sky.

Where Can You File a Complaint?

File a Complaint:

- Online at diversity.wvu.edu
- By calling (304) 293-5600
- In person at the Division of Diversity, Equity and Inclusion
 - Suncrest Center, 1085 Van Voorhis Road Suite 250
Morgantown, WV 26506-6202

Policies & Procedures

WVU's Board of Governance Rule 1.6: Rule Regarding Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, Retaliation, and (Improper) Relationships

<https://diversity.wvu.edu/equity-assurance/policies-and-procedures>



HELP

Resources &
Reporting
Options

304-906-9930

WVU's Anonymous 24-7 On call line

<https://diversity.wvu.edu/equity-assurance/resources-and-reporting-options>

Resources and Training

DEI CLASSROOM

The Division of Diversity, Equity, and Inclusion is launching a DEI Classroom series for the Fall 2021 semester. The hope is to allow individuals in our campus and broader community to participate in trainings and educational opportunities without having to belong to a group that is requesting and/or receiving these trainings. We want our trainings and learning opportunities to be more accessible to smaller groups and interested individuals.

<https://diversity.wvu.edu/resources-and-training>



Questions or Concerns?

To: Faculty Senate Executive Committee				
From: Robin Hissam, Chair, Faculty Senate Curriculum Committee				
Date: October 25, 2021				
Re: New Courses Report				
Title	College	Credits	Prerequisites	Catalog Description
CI 304: Social/Emotional Learning and Trauma-Informed Teaching	CEHS	2		This course provides a basic understanding of the importance of social/emotional learning and leading instruction with a trauma-informed lens. Students will engage in activities and readings focused on the multi-faceted needs of children and youth in schools and classrooms, the importance of building a foundation in mindfulness practices as a way to support resiliency in school-age children.
COUN 140: Recovery Allyship and Advocacy	CEHS	1		Introduction to the theories, concepts, and skills for allyship with people with addiction and in recovery, and advocacy for policies supportive of prevention, intervention, and recovery of substance use disorder at the community, state, and national levels.
CE 418: Construction Estimating	CEMR	3	CE 332 or CE 347 or CE 351 or CE 361.	A construction engineer evaluates engineering design and site situation in order to predict time and cost implications for “what if” scenarios and achieve safety, quality and efficiency in construction. This course will facilitate students to learn how to define, assess and analyze such “what-if” scenarios in construction with regards to Design, Materials, Method, Quantity, Productivity, and Rate.
CE 518: Construction Estimating	CEMR	3	Graduate standing or consent.	This course intends to prepare students with the knowledge and quantitative methods in professional evaluation of engineering design and site situation in order to predict time and cost for jobsite activities.
DENT 717: Physical Diagnosis and Urgent Care	DENT	1		This course provides preclinical students with an introduction to the diagnostic tools necessary to address the needs of clinical patients in an urgent care clinic. Attention will be made to patient interviewing, chart documentation, patient history, examination and diagnosis.
PALM 466: Med Lab Science Review	MED	1	Admission to WVU Medical Laboratory Science Program or consent of course instructor.	Emphasis on review and integration of medical laboratory science principles in preparation for successful completion of the national board examination.

Title	College	Credits	Prerequisites	Catalog Description
MDIA 422S: Intermediate Game Design	RCM	3	MDIA 262 and MDIA 322 with a grade of C- or better	Key concepts that students explore are interactive and game design in three-dimensional spaces within both the physical computing and purely digital media. Students will establish a critical awareness of computer-controlled environments through programming, interactions development, game design, and game theory.
PUBH 658: Public Mental Health	SPH	3		Students apply principles and methods of general epidemiology to the study of mental disorders. Provides updated scientific information regarding the epidemiology and risk factors of major psychiatric disorders such as anxiety, mood, psychotic, personality, drug and alcohol use disorders and the increased prevalence of mental disorders, cost of mental health care, and its burden on society. (co-list with 458)
ENGR 156: Introductory Mathematics for Engineering Applications	TE	3	Satisfy the minimum ACT/SAT math score, or satisfactory performance on departmental placement test and Coreq: MATH 129 or consent.	Mathematics applications from algebra, trigonometry, calculus I, and calculus II most commonly used in fundamental engineering courses.
WVUE 200: RiseWVU University Mentoring	UC	1		This course encourages campus and community connections for undergraduate students through mentoring from WVU faculty and staff members to further assist with the continued transition to college.

To: Faculty Senate Executive Committee
 From: Robin Hissam, Chair, Faculty Senate Curriculum Committee
 Date: October 25, 2021
 Re: Course Changes Report

Field	Old	New
ACE 310		
Catalog Prerequisites	ACE 256 and PET 244 with a minimum grade of C- in each.	PET 244 with a minimum grade of C-.
Justification for Course Change		ACE 310 Coaching Pedagogy has been added as a requirement in the Physical Training Performance minor (formerly called Strength and Conditioning minor). The program is removing ACE 256 as a pre-req for ACE 310 so it allows students to complete the minor without an additional pre-req. We also cleaned up the types of instruction.

BUDA 550		
Catalog Prerequisites	BUDA 525.	
Justification for Course Change		Program Coordinator/ instructor has determined the pre-req is not necessary. Students were regularly being permitted into the course without the pre-req.

COMM 332		
Course Number	410	332
Catalog Description	This course explores the components and dynamics of human communication within the family unit. The student will examine research, various communication models, principles and theories that are relevant to family communication.	Illuminates the power of family communication by uncovering within-family communication trends and their links to individual family member and collective family wellbeing. Addresses mediated and social discourse surrounding families and family life.
Justification for Course Change	Transitioning from GEC to GEF.	We are updating the catalog description and changing the course number to more accurately reflect the course purpose and audience.
Course Code	COMM 410	COMM 332

CS 355		
Full Title	Computer Concepts	Computer Systems
Transcript Title	Computer Concepts	Computer Systems
Catalog Prerequisites	CS 231 and CS 265.	CS 265 and (CS 231 or CPE 320).

Field	Old	New
Justification for Course Change		<p>1. Name change: This course was created at the last course harmonization with the main campus. WVU Tech CS program required CS 350 prior to that and due to differences in the way the course was taught at WVU Tech and the prerequisites CS 355 was created. While the name Computer System Concepts is still the most appropriate name for CS 355 it was named Computer Concepts since two courses cannot have the same name. Computer Systems is more appropriate name for the course than Computer Concepts. 2. Prerequisite change: WVU Tech Computer Engineering program is proposing to add CS 355 as a requirement. CPE 320 together with CPE 271 covers almost all the topics that are covered in CS 231.3. We are also adding a syllabus and learning outcomes for completeness. They have not changed.</p>

CYBE 266

Catalog Prerequisites	CS 111 with a minimum grade of C-.	CS 111 with a minimum grade of D- or CS 122 with a minimum grade of C-.
Justification for Course Change		<p>At WVU CS 111 minimum passing grade is changed to D- as well as the minimum passing grades to all the prerequisites of all other CYBE classes.WVU Tech is planning to offer this course for the AoE in cybersecurity and the minor in cybersecurity. The current prerequisite CS 111 is not offered at Tech and we would like the prerequisite be changed to accept CS 122 that is equivalent to CS 111.</p>

CYBE 366

Catalog Prerequisites	CS 230 and CS 350 with a minimum grade of C- in each.	CS 230 and CS 350 with a minimum grade of D- in each or CS 222 with a minimum grade of C- and CS 355 with a minimum grade of D-.
Justification for Course Change		<p>At WVU CS 230 and CS 350 minimum passing grades are changed to D- as well as the minimum passing grades to all the prerequisites of all other CYBE classes.WVU Tech is planning to offer this course for the AoE in cybersecurity and the minor in cybersecurity. The current prerequisites CS 230 and CS 355 are not offered at Tech and we would like the prerequisites be changed to accept CS 222 and CS 355 that are equivalent to CS 230 and CS 350.</p>

CYBE 466

Catalog Prerequisites	CS 453 with a minimum grade of C-.	(CYBE 366 and CS 453) or (CS 222 and CS 321 with a minimum grade of C- in each).
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Field	Old	New
Justification for Course Change		At WVU, adding CYBE 366 as a prerequisite will better prepare students for the topics covered in CYBE 466. Minimum passing grades for both CYBE 366 and CS 453 are changed to D-, as well as the minimum passing grades to all the prerequisites of all other CYBE classes. WVU Tech is planning to offer this course for the AoE in cybersecurity and the minor in cybersecurity. The current prerequisite CS 453 is not offered at Tech and we would like the prerequisite be changed to accept CS 321 that is equivalent to CS 453. In addition, instead of CYBE 366 WVU Tech will use CS 222 as a prerequisite.

CYBE 467

Catalog Prerequisites	CS 350.	(CYBE 366 and CS 453) or (CYBE 366 and CS 321 with a minimum grade of C-).
Justification for Course Change		At WVU, adding CYBE 366 and CS 453 as prerequisites will better prepare students for the topics covered in CYBE 467 than the CS 350 prerequisite. Minimum passing grades required for both CYBE 366 and CS 453 are D-, as well as the minimum passing grades to all the prerequisites of all other CYBE classes. The previous prerequisite CS 350 is removed. WVU Tech is planning to offer this course for the AoE in cybersecurity and the minor in cybersecurity. The CS 453 prerequisite is not offered at Tech and we would like the prerequisite to be changed to accept CS 321 that is equivalent to CS 453.

FIS 632

Catalog Description	This course will provide students with the knowledge and skills to perform forensic DNA analyses. Topics include analytical methods and procedures, result interpretation and evidence assessment. This course includes a laboratory component.	Overview of forensic biological history and current methods used by a DNA analyst working in a crime laboratory. Focus on interpretation and reporting of DNA data. The course will coincide with laboratory exercises to solidify concepts learned in class.
Credit Hours	0 or 3	3
Catalog Prerequisites		PR or CONC: FIS 632L.
Justification for Course Change		Lecture/Lab restructuring

JRL 235S

Course Number	488	235S
Catalog Prerequisites	(JRL 215 or MDIA 215) with a minimum grade of C-.	JRL 215 or MDIA 215 OR JRL 215S OR MDIA 215S with a minimum grade of C-.

Field	Old	New
Justification for Course Change	Updated to include MDIA subject code.	Updated to include MDIA subject code.March 21-2021-Course Change. I need to change the number of JRL 488 to JRL 235. This new number reflects this course better as a more foundational course-since we have added other editing courses that are 'advanced' now.CREATION OF STUDIO COURSES. GMD 5-14-21
Course Code	JRL 488	JRL 235S

MAE 465

Catalog Prerequisites	MAE 365.	MAE 365 or MAE 466.
Justification for Course Change		MAE 466 is a new course on flight dynamics supporting the Area of Emphasis (AoE) in Astronautical Engineering. It contains the basics of atmospheric flight dynamics that are needed for MAE 465 and, in this respect, it is a good alternative to MAE 365. With this change, the technical elective MAE 465 will be open to students who opt for either the Astronautical Engineering or the Aeronautical Engineering AoE.

MAE 467

Catalog Prerequisites	MAE 365.	MAE 365 or MAE 466.
Justification for Course Change		MAE 466 is a new course on flight dynamics supporting the Area of Emphasis (AoE) in Astronautical Engineering. It contains the basics of atmospheric flight dynamics that are needed for MAE 467 and, in this respect, it is a good alternative to MAE 365. With this change, the technical elective MAE 467 will be open to students who opt for either the Astronautical Engineering or the Aeronautical Engineering AoE.

MAE 482

Catalog Prerequisites	MAE 365 or consent.	MAE 365 or MAE 466 or consent.
Justification for Course Change		MAE 466 is a new course on flight dynamics supporting the Area of Emphasis (AoE) in Astronautical Engineering. It contains the basics of atmospheric flight dynamics that are needed for MAE 482 and, in this respect, it is a good alternative to MAE 365. With this change, the technical elective MAE 482 will be open to students who opt for either the Astronautical Engineering or the Aeronautical Engineering AoE.

Field	Old	New
MDIA 201		
Full Title	Media Literacy	Digital Social Media Literacy
Transcript Title	Media Literacy	Digital Social Mdia Literacy
Catalog Description	This course trains students in news media literacy as well as literacy for other forms of media discourse: Entertainment, sports, literature, and more. It teaches distinctions of media (print/broadcast/online) and their different structures and standards, analyzes forms of sourcing (factual, editorial, anonymous), and explores the construction of credibility, bias and truth in media.	This course teaches students to become perceptive news consumers and disseminators. It emphasizes critical thinking, recognition of bias, relevant history and practical strategies. Students will delve into distinctions of digital and social media messages, analyze forms of sourcing and explore the construction of credibility, bias and truth in the media that we use to build our view of the world.
Justification for Course Change		This course edit is to better reflect industry standards and to appeal to students for increased course enrollment.

MUSC 354

Full Title	Chamber Music: Gamelan	Gamelan
Catalog Description	(May be repeated for a maximum of 4 credit hours.)	Ensemble that explores the gamelan traditions of Indonesia. (May be repeated for a maximum of 8 credit hours.)
Transcript Title	Chamber Music: Gamelan	Gamelan
Maximum Attempts:		3 7
Total Credits:		4 8
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" denotes Euro-centric bias and parlor music for the elite.

MUSC 355

Full Title	Chamber Music: Steel Band 1	Steel Band
Transcript Title	Chamber Music: Steel Band 1	Steel Band
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes

Field	Old	New
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" denotes Euro-centric bias and parlor music for the elite. The new course name is reflects a diversity of musical offerings in this course

MUSC 356

Full Title	Chamber Music: African	African Music Ensemble
Catalog Description	(May be repeated for a maximum of 8 credit hours.) Performing ensemble focusing on music of Africa culminating in a semester concert.	(May be repeated for a maximum of 8 credit hours.) Performing ensemble focusing on music of Africa.
Transcript Title	Chamber Music: African	African Music Ensemble
Credit Hours		1 0 to 1
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" denotes Euro-centric bias and parlor music for the elite. The new course name is reflects a diversity of musical offerings in this course

MUSC 357

Full Title	Chamber Music: Brazilian	Brazilian Music Ensemble
Catalog Description	(May be repeated for a maximum of 4 credit hours.) Performing ensemble focusing on music of Brazil culminating in a semester concert.	(May be repeated for a maximum of 8 credit hours.) Performing ensemble focusing on music of Brazil.
Transcript Title	Chamber Music: Brazilian	Brazilian Music Ensemble
Maximum Attempts:		3 7
Total Credits:		4 8
Credit Hours		1 0 to 1
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" denotes Euro-centric bias and parlor music for the elite. The new course name is reflects a diversity of musical offerings in this course

Field

Old

New

MUSC 358

Full Title	Chamber Music: Ethnic	Experiential Music Ensemble
Catalog Description	(May be repeated for a maximum of 8 credit hours.)	Small music ensemble that will explore a variety of global music. (May be repeated for a maximum of 8 credit hours.)
Transcript Title	Chamber Music: Ethnic	Experiential Music Ensemble
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" and "ethnic" denote Euro-centric bias and parlor music for the elite. The new course name is reflects a diversity of musical offerings in this course.

MUSC 359

Full Title	Chamber Music: Taiko	Taiko Ensemble
Catalog Description	(May be repeated for a maximum of 8 credit hours.) Performing ensemble focusing on Taiko music culminating in a semester concert.	(May be repeated for a maximum of 8 credit hours.) Performing ensemble focusing on Taiko music.
Transcript Title	Chamber Music: Taiko	Taiko Ensemble
Maximum Attempts:		3 7
Total Credits:		4 8
Credit Hours		1 0 to 1
Catalog Prerequisites	Consent.	
Course is Variable Credit	No	Yes
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous terms do not reflect the nature or activity of this ensemble. "Chamber music" denotes Euro-centric bias and parlor music for the elite. The new course name is reflects a diversity of musical offerings in this course

MUSC 500T

Full Title	Secondary Performance: Ethnic Percussion	Secondary Performance: Hand Percussion
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Field	Old	New
Catalog Description	(May be repeated for credit.) Group or individual instruction in performance on ethnic percussion, with emphasis on methods and materials for school music teachers.	(May be repeated for credit.) Group or individual instruction in performance on hand percussion and related traditions with emphasis on methods and materials for school music teachers.
Transcript Title	Sec Prfrmnc:Ethnic Percussion	Sec Prfrmnc:Hand Percussion
Course is Variable Credit	No	Yes
Catalog Prerequisites		Consent.
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous term does not reflect the nature or activity of this course. "Ethnic" denotes Euro-centric bias. The new course name reflects the diversity of musical offerings in this course.

MUSC 737

Full Title	Ethnic Percussion	Percussion Practices, Representations, and Pedagogy
Catalog Description	Examination of selected music from regions such as Africa, Asia, and Latin America; focus on music, instruments, and performance techniques and practices; functions of percussion music in society.	Examination of selected music from regions such as Africa, Asia, and Latin America; focus on music, instruments, and performance techniques and pedagogy
Transcript Title	Ethnic Percussion	Percussion Practice and Ped
Maximum Attempts:		5
Total Credits:		18
Credit Hours	0 or 3	3
Course is Repeatable	Yes	No
Catalog Prerequisites	MUSC 116 and MUSC 434 and MUSC 435; graduate percussion majors only.	
Justification for Course Change		Name change is to better reflect the type of music explored in the class. The previous term does not reflect the nature or activity of this course. "Ethnic" denotes Euro-centric bias. The new course name reflects the diversity of musical offerings and practices in this course.

NSG 737

Catalog Prerequisites	NSG 734.	NSG 732.
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Field	Old	New
Justification for Course Change		We recently reactivated NSG 737 and I have worked with PhD faculty to develop a syllabus that reflects learning for the course. This course was incorporated into program changes approved Spring 2021. The faculty members have just recently been identified to teach the course, and they will determine specifics regarding assignment instructions and materials provided for each topic.

PA 507

Catalog Description	Lecture based human anatomy course covering all body systems.	Lecture and lab based human anatomy course covering back, upper limb, thorax, abdomen, and pelvis.
Justification for Course Change		The course is being restructured to offer the lecture and lab concurrently. As it is offered now, the lecture portion (PA 507) is offered in the spring and the lab (PA 527) follows in the summer. Restructuring both of these courses will give the students the opportunity to learn the material in lecture and perform the dissection in the lab. The body regions will be split up over the two semesters.

PA 517

Credit Hours	2	1
Justification for Course Change		PA 517 Genomic Medicine was originally designed as a 2-credit hour course to complement material covered in PCOL 516 Pharmacology for PA, which was also designed as a 2-credit hour course. Both courses are offered exclusively within the physician assistant studies curriculum in the first semester of this cohort program. Based on feedback from the instructors of record for both courses as well as from students in the physician assistant studies program it was determined that the pharmacology course needed more instructional time, and that the genomic medicine course content could be more than adequately covered in 1 contact hour per week. The instructor of record for PA 517 Genomic Medicine is in agreement with the modification of the course to 1-credit hour and has modified the course syllabus to reflect this change. The instructor of record agrees that 1 contact hour per week will allow students to meet the expected learning outcomes as listed below and in the course syllabus. These proposed changes have been discussed by and have the approval of the Division of Physician Assistant Studies Curriculum Committee.

Field	Old	New
PA 527		
Credit Hours	2	3
Catalog Description	Second of a two series anatomy sequence with emphasis on consolidation and application of anatomical knowledge to cadaver dissection.	Lecture and lab based anatomy course covering head, neck, and lower limb.
Catalog Prerequisites		Successful completion of PA 507 and good standing in the physician assistant program and pathologists' assistant program.
Justification for Course Change		The course is being restructured to offer the lecture and lab concurrently. As it is offered now, the lab portion (PA 527) is offered in the summer and the lecture (PA 507) is taken in the previous spring semester. Restructuring both of these courses will give the students the opportunity to learn the material in lecture and perform the dissection in the lab. The body regions will be split up over the two semesters.

PA 528		
Credit Hours	2	1
Justification for Course Change		The quantity of course content is not consistent with the current number of contact hours. Course instructor of record believes that 1 credit hour is more than sufficient to provide instruction on all topics and will allow for students to meet all course learning outcomes. This proposed decrease of 1 credit hour is offset by an increase of 1 credit hour for a proposed restructured anatomy course series and the total number of credits taken by students in the physician assistant studies program will not be affected.

PALM 382L		
Course Number	382	382L
Catalog Prerequisites	PALM 380.	
Course Code	PALM 382	PALM 382L
Justification for Course Change		Removal of the PALM 380 pre-requisite is necessary since students within the Histotechnology Track in the Biomedical Laboratory Science Major are not required to take PALM 382, but are required to take PALM 380.

PALM 750		
Credit Hours	8	6

Field	Old	New
Justification for Course Change		This course is being changed from 8 credit hours to 6 credit hours to accommodate overall curriculum changes being made to the program for spring and summer of 2022. The students currently take two courses during the summer for a total of 10 credit hours (this 8 credit course plus a 2 credit seminar). In 2022, they will have their 6 credit anatomy course broken up over the spring and summer semesters. This credit hour change will accommodate the schedule change. Content in this course remains the same. Projects that were assigned to supplement the learning experience have been omitted including microscopic slide identification, CPT coding, and gross dictation analysis. This content is already covered in other courses.

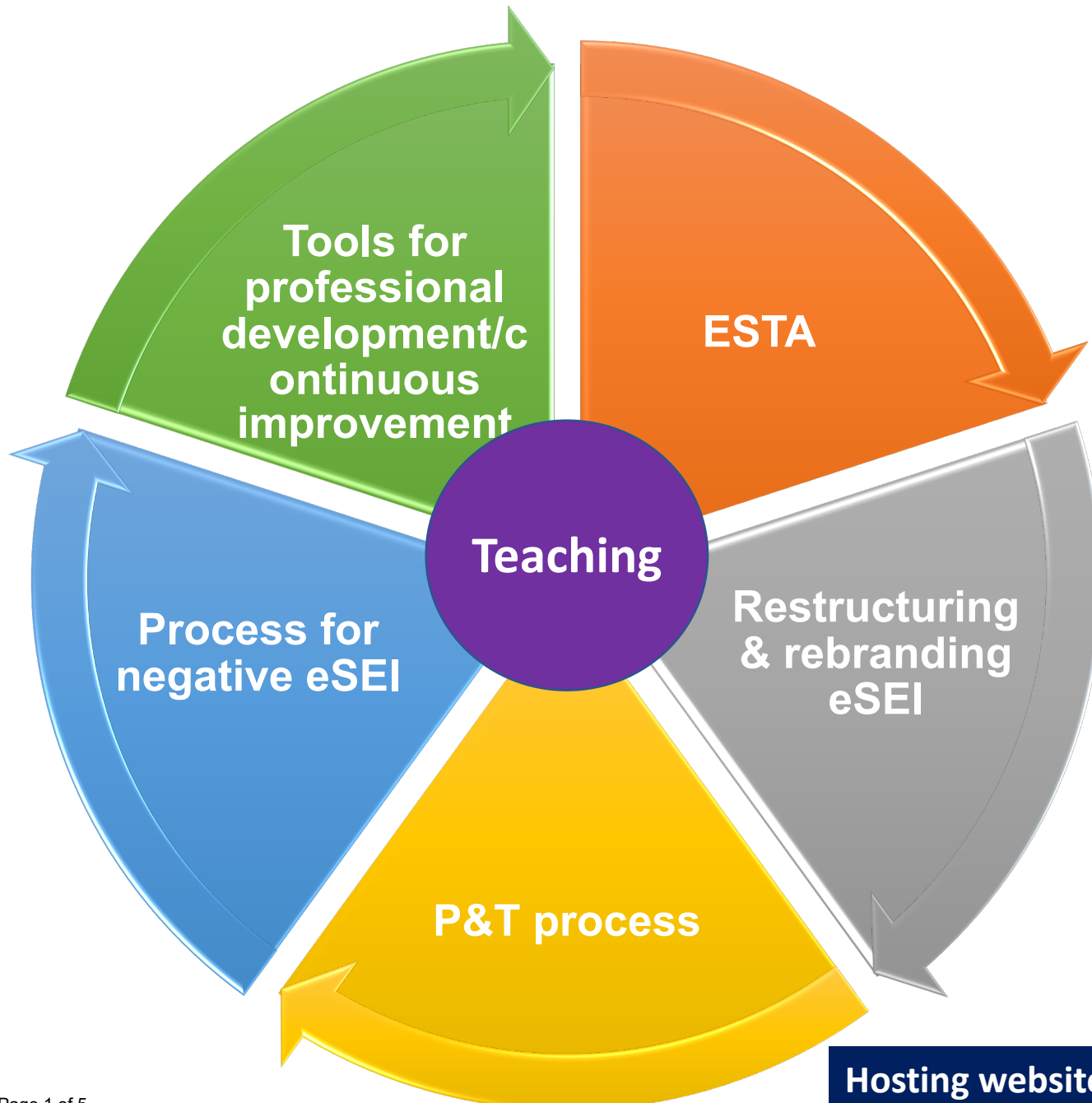
PASS 224

Subject Code	PE - Physical Education	PASS - Physical Activity and Sports Science
Credit Hours	2	3
Justification for Course Change	This course will be the introduction to the eight dimensions of well-being that will be the focus point in the new CPASS major, Health and Well-being. The credit hours will be increased from 1 to 2 with the additional content covered in the course.	This course will be the introduction to the eight dimensions of well-being that will be the focus point in the new CPASS major, Health and Well-being. The credit hours will be increased from 2 to 3 with the additional content covered in the course.
Course Code	PE 224	PASS 224

SEP 430		
Full Title	Cross Cultural Perspectives in Sport and Society	Cross Cultural Perspectives in Sport Psychology
Course is Repeatable	Yes	No
Total Credits:	6	
Maximum Attempts:	1	
Justification for Course Change		Updated Syllabus

Course Adoptions

Course	Course Title	Adopting Campus	Catalog Description
PSYC 367	Introduction to Clinical Psychology	WVUIT	Surveys field of clinical psychology, including its development, important issues regarding the training and practice of clinical psychologists, some of the politics of the profession, and future directions for the field.
PSYC 379	Community Psychology	WVUIT	Applications of learning principles to community programs. Topics may include education, youth violence, drug abuse, behavioral safety, and organizational behavior management.



Tools for professional development / continuous improvement

P&T process

Process and committees involved:

Committee	Tasks	Milestones
Faculty Reward and Recognition Committee	<ul style="list-style-type: none"> • Identified additional appendices • Recognition on how faculty engage on equity, inclusion, social justice, and innovation. 	Developed tables on different categories. Spring 2022 will be present to public for comments.
TACO	<ul style="list-style-type: none"> • Provide feedback on provided appendices by: <ul style="list-style-type: none"> a) Identify what is missing by comparing with peer and higher-ranking institutions/top progressive peers b) Rearrange the categories 	
TLC	<ul style="list-style-type: none"> • Provide feedback, expand opportunities, and collaborate on strategies w/TACO 	

ESTA

(Early Semester Teaching Assessment)

Process and committees involved:

Committee	Tasks	Milestones
TACO	<ul style="list-style-type: none">• Developed survey• Analyze survey data from 2021 Spring that collect faculty hesitancy to use it• Collect data on use for 2021-22• Analyze/provide guidelines on the potential use of ESTA as P&T doc.	Offered in 2020-21 Based on literature evaluation/peer institutions/top progressive peers
TLC	<ul style="list-style-type: none">• Provide seminar w/TACO clarifying questions to faculty.• Develop FAQ page• Organize educational sessions or one-on-one with faculty after receiving feedback	Offered in Fall 2021. Spring 22? Fall 2021

Restructuring and redesigning eSEIs

Process and committees involved:

Committee	Tasks	Milestones
TACO	<ul style="list-style-type: none"> • Collect and compare best practices of students' feedback found on literature and peer and higher-ranking institutions. • Identify the components that need to be measured in the students' survey. (ex. Chose top words...,rather than ranking) • <u>Culture shift</u> for students and faculty: new process, new expectations. It is measuring students' experiences as a communication tool. • Develop tools on how to present the tool to students and faculty. 	
TLC	<ul style="list-style-type: none"> • Support/work with TACO • Support faculty by providing consultation to faculty wishing to explore course instructional design and delivery changes based on feedback. 	
Provost Assessment	<ul style="list-style-type: none"> • Provide feedback on new tool designed by TACO to make sure it meets the accreditation standards. 	

Process for negative comments in eSEIs

Process and committees involved:

Committee	Tasks	Milestones
TACO	<ul style="list-style-type: none">• Subcommittee development• Flow chart• Form to report negative comments	Approved in Spring 2021. Implementation starts fall 2021
Office of Student Conduct	<ul style="list-style-type: none">• Work with subcommittee with offenders and providing educational remediation maintaining student's confidentiality, and to prevent for recurrent events.	

Information about the Early Semester Teaching Assessment (ESTA)

What is the ESTA?

The Early Semester Teaching Assessment (ESTA) is an optional tool to solicit student feedback in your courses. It was created and developed by the Teaching and Assessment Faculty Senate Committee (TACo). With the ESTA, students are able to indicate what is working well, **where they are experiencing challenges or concerns, and other thoughts regarding the course**. You can use this feedback to inform adjustments to your course and/or teaching. The purpose of the ESTA is to inform the individual instructor of possibilities for course improvement. Therefore, the course level data is not automatically shared with administrators or uploaded to Digital Measures. You can review the standard questions included in the ESTA in the following document: [Early Semester Teaching Assessment Form](#).

When can I give my students the ESTA?

For 16-Week courses, the ESTA window normally opens during the 4th week of the semester and normally closes 24-48 hours prior to midterm grades being due. You can choose to make the ESTA available to your students and specify a close date anytime during this window. The ESTA is also available for 8-Week courses. The survey window will be adjusted to reflect the condensed course schedule, so the ESTA should be made available to students at an earlier point in the course. Keep in mind that the ESTA is optional. If you want to opt-in, you can manage its use in your course on the [SEI Dashboard](#).

Can I customize the questions for the ESTA?

The ESTA includes a set of standard questions, but you can choose to create two additional questions. **You have a choice to add an open-ended question and/or a Likert-scale question**. Since the standard questions are designed to be generic, you can use these additional questions to solicit student feedback on a specific part of your course. For example, if you are using a specific strategy or tool in your course, you may want to include a question to allow students to share their thoughts on that strategy or tool. **You could also include an open-ended question that plainly asks students to list out what is working and/or what suggestions they have**.

How can I encourage my students to complete the ESTA?

You can remind students in a variety of ways, such as in class or through an announcement in eCampus or SOLE. You can further encourage your students by explaining that the ESTA is a way they can have a voice in the course and offer you feedback to improve their course experience. **It is also good to remind students that these results are completely anonymous and encourage them to respond authentically and constructively.**

What are some ways I can interpret my results?

To access your students' responses, go to the [SEI Dashboard](#) and locate the data under the "Reports" section. Your results should be available 24-48 hours after your specified close date. You do not need to wait for the "hard close" of 24-48 hours prior to midterm grades being due.

When reviewing your students' responses, you should look for common themes. For example, if several students respond saying they would like more opportunities to practice with the content, you could consider adding an optional practice quiz prior to an exam or including more in-class activities. These themes should not be limited to what students want changed; you should also look for indicators of what is working well. If something clicked with your students, you can plan to incorporate it again later in the semester. Identifying common themes will help you decide what the most impactful changes to your course may be.

There are certain things that I cannot change in my course mid-semester. What happens if they come up in my ESTA responses?

Keep in mind that it might not be possible or appropriate to implement certain changes that students suggest in their ESTA responses. That is okay! In general, it is good practice to discuss the feedback you receive on the ESTA with your students. This is even more important when explaining your reasoning and rationale as to why certain things cannot be changed. Acknowledging the feedback and addressing concerns will develop better communication between you and your students, even if you cannot implement a specific change.

What supports are available regarding the ESTA?

For any technical issues with the ESTA, please refer to the [ITS information on the ESTA](#).

The [Teaching and Learning Commons](#) is available to offer support in interpreting your results or discussing possible changes to your course. You can submit a request for

[Peer Support of Teaching](#) to discuss your ESTA results with another Instructor. You can also discuss your results with a TLC staff member by [submitting a ticket request](#).

ESTA Quick Start Guide

1. Go to the [SEI Dashboard](#) to check the status of the ESTA in your course and specify an open and close date during the window.
2. Notify your students that the ESTA is available and specify the deadline by which you would like them to respond.
3. Review your results and look for common themes in the responses, e.g., the top three things that are working in the class, and the top three things that perhaps you want to re-evaluate or modify.
4. Decide what changes you will make to your course based on your students' feedback.
5. Discuss the results, any changes you plan to make, and your rationale for those changes with your students.

WVU Instructors,

If you believe a student's written eSEI comments are inappropriate, you may file a complaint using this form. Written complaints must be received within five (5) business days of receipt of the respective semester's eSEI Report (see eSEI Reporting Timeline below).

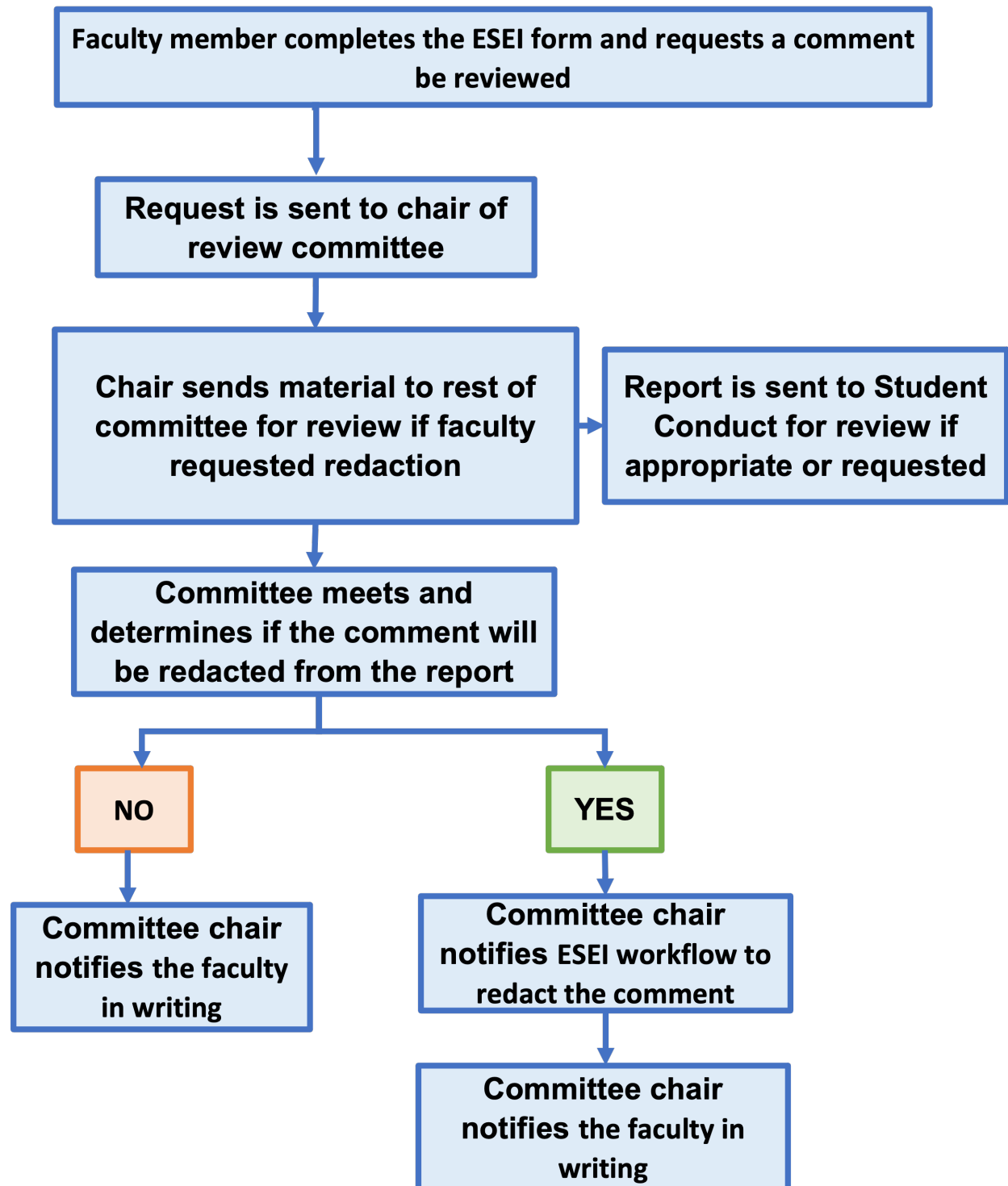
"Inappropriate comments" are defined as written comments or criticisms of a personal nature and those incompatible with the reasonable assessment of a course, including but not limited to comments that violate the [WVU Student Code of Conduct](#). It should be noted that the eSEI is intended as a tool for students to rate their satisfaction with a course and their perceptions about the quality of teaching.

The Office of Student Conduct and the eSEI Review Panel will independently review the complaint, and recommend formal action, if appropriate and depending on the type and severity of the student's offense. Instructors will be informed of the outcome within five (5) business days.

Remedies may include redaction of inappropriate written comments. Appropriate educational and/or disciplinary measures with the offending student will be determined by the Office of Student Conduct, not by the eSEI panel. In the latter case, instructors will be advised only that the comments are being addressed by the Office of Student Conduct with the student. The student's anonymity will continue to be protected. Additionally, while the eSEI panel may conclude the written comments shall be redacted, the associated numerical ratings will remain in the eSEI report.

See below to review the eSEI Complaint Workflow:

Proposed Workflow for ESEI comment reviews.



Thank you,
eSEI Review Panel

SEI Reporting Timeline

In general, SEI reports are made available after final grades have been locked in STAR at the end of the semester. The grades lock in STAR at 12pm (noon) on the Monday after Finals Week. SEI reports (except for College of Law courses) are released later that afternoon.

College of Law Courses: The College of Law SEI reports are released later than other WVU courses. Typically, the SEI reports for College of Law are published and released to faculty near the end of the second week of class in the following semester.

Survey on the form:

Instructor Name

WVU Email

Date/ Term of Incident (i.e. eSEI Reporting Period)

Ex. Fall 2021

Course Information, including CRN, Subject, Course Number, & Section

Ex. 80025 ACCT 201 H01

Supporting Documentation (provide a screenshot or pdf of the specific student comments from the eSEI report).

Drop files or click here to upload

Please provide your desired outcome (For example, redact comment, report to the Office of Student Conduct with action taken by professional judgment of Student Conduct staff)

Q10



Please provide any additional information for the Committee's consideration (optional). Thanks!

Your complaint has been submitted for review. A member of the eSEI Review Panel will contact you within five business days.

Curriculum Committee

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Robin	Hissam	Robin.Hissam@mail.wvu.edu	Teaching Associate Professor	Statler	No	Chair
Lori	Ogden	lori.ogden@mail.wvu.edu	Teaching Assistant Professor	Eberly	No	Chair-Elect
Cathleen	Johnson	Cathleen.Johnson@mail.wvu.edu	Assistant Professor	Chambers	No	Member
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Ex-Officio

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Inclusion & Diversity

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Stefanie	Hines	stefanie.hines@mail.wvu.edu	Teaching Assistant Professor	Davis	No	Chair
Keri	Valentine	Keri.valentine@mail.wvu.edu	Associate Professor	CEHS	No	Member
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Erin	Kelley	erin.kelley@mail.wvu.edu	n/a	TLC Representative	No	Ex officio
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Kaylyn	Zipp	kz00001@mix.wvu.edu	n/a	Davis	No	Student Rep

Sustainability

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