

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

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:15 p.m. The Senate met by videoconference.

Members Present:

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

Members Excused:

Bravo, G.	Butina, M.	Hessl, A.	Swager, L.	Toppe, M.
Burnside, J.				

Members Absent:

Cronin, A.	Holbein, M.	McCusker, B.	Rice, T.	Zegre, N.
Eades, D.	Hornsby, G.	Miltenberger, M.	Sabolsky, E.	
Graziani, G.	Klein, A.	Petrone, A.	Sedney, C.	
Hardy, S.	Kupec, J.	Phillips, T.	Shrader, C.	
Hatipoglu, K.	Law, K.	Renzelli-Cain, R.	Willard, M.	

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, February 8, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:

- He is grateful for the unwavering support we saw for our 4th annual day of giving. We raised \$11.9 million from 5000 donors.
  - We are planning an in-person commencement this spring. Please refer to [graduation.wvu.edu](http://graduation.wvu.edu) for updates.
  - Campus carry bills have been introduced in the legislature. We have always believed that local control by our Board of Governors is the best basis for decisions about security on our campuses around the state.
4. Dave Hauser, Faculty Secretary, moved to approve Annex IA, a resolution related to the possession of firearms on campus, with a second from Scott Fleming. Motion carried by a vote of 81-2.
5. Provost Maryanne Reed reported the following:
- The governor announced that the state is going to prioritize vaccinations for educators age 40 and over.
  - Academic advising starts on March 15. Our students are going to be registering for summer session as well as the fall semester.
  - There is a new page on the provost office web site dedicated to academic transformation. The site provides a general outline of the process and a list of committees and their members.
  - At the last Faculty Senate meeting, Amy Hessel brought up the idea of a summer boot camp for incoming freshmen. Evan Widders met with several faculty, including Dr. Hessel, to design a program. The program will be aimed at struggling students, and will include on-campus and online components.
  - Spring Research Week will run from April 12-16. The long-form scholarship celebration, presented as a virtual showcase, will kick off the week.
  - The Office of the Provost will be launching another round of Transform This! Challenge Grants this spring focused on Goal 4: Be a model of social equity.
  - The Teaching and Learning Commons is offering a number of relevant and engaging virtual workshops this month, including How to Keep Students Awake in Zoom and Other Classes.
  - The Office of the Provost is hosting a panel on Engaging Online Learners in the Second Half of the Semester and another session on mindfulness. Visit the provost's office web site for details.
6. Erin Newmeyer, Ted Svhelik, Paula Congelio, and Jim Hoyer provided an update on Testing and Vaccine Distribution.
7. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
- She has received several questions about the Faculty Senate nomination process. Senate leadership will be discussing the issue and making recommendations before the end of the academic year.
  - She and Ashley Martucci are serving on the academic advisory transformation committee. Notes from those meetings are posted on the provost's office web page. David Attis from EAB, who is co-chairing the academic advisory committee with Dr. Martucci, will come to Faculty Senate in April to discuss the changing landscape of higher education and how academic transformation can help us respond to that changing landscape.

8. Malayna Bernstein, College of Education and Human Services, has declared her candidacy for Faculty Senate Chair-Elect.

In response to a call for nominations from the floor, Ramana Reddy nominated Scott Wayne from the Statler College of Engineering and Mineral Resources. Hearing no additional responses, nominations were closed without objection.

The candidates will have an opportunity to speak before the Faculty Senate at the April 12 meeting and to submit a candidate statement beforehand. The elected candidate will serve as Faculty Senate Chair during the 2022-2023 academic year.

9. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried by a vote of 85-0.

- Annex I, New Courses Report.
- Annex II, Course Changes Report
- Annex III, Capstone Courses Report
- Program Changes to the BS in Fashion, Dress, and Merchandising
- Program Changes to the AOE in Fashion Design
- Program Changes to the AOE in Fashion Merchandising
- Program Changes to the AOE in Health Professions
- Program Changes to the BA in Interactive Design for Media
- Program Changes to the BM in Music Education
- New BA in Mental Health and Addiction Studies

The following reports were submitted for information. Reports filed.

- New Minor in Healthcare Data Analytics
- New Minor in Land Reclamation
- New Minor in Sustainable Trails Development
- Annex IV, Graduate Programs Report

10. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, presented the following report for approval. Motion carried by a vote of 81-0.

- Annex V, GEF Actions

The following report was submitted for information. Report filed.

- Annex VI, Faculty Fellow Courses

11. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, provided a progress report on several of the committee's working groups. The early semester, teaching assessment closed on March 7. As of March 4, 6000 surveys had been submitted representing about 4500 unique students. Next month she will have firm numbers on exactly what participation looked like. The committee also has groups working on revamping our syllabus review process, and on looking at a student-centered video on providing constructive feedback. They are also making good progress on updating the eSEI complaint workflow so that it includes both an option on inappropriate student comments that violated the student code of conduct, in addition to those

that did not necessarily violate the student code of conduct, but are still inappropriate; that should also be ready for public consumption by the next Faculty Senate meeting.

12. Keri Valentine, Chair, Inclusion and Diversity Committee, and Jerry Carr, president of the Morgantown and Kingwood branch of the NAACP, presented Annex VII, An Ordinance Establishing a Civilian Police Review and Advisory Board. A motion was made and duly seconded for the Faculty Senate to endorse the creation of a Civilian Police Review and Advisory Board and to encourage Morgantown city council to adopt this proposal. Motion carried by a vote of 75-1.
13. Lori Ogden and Megan Leight, Co-Chairs of the Third-Party Tools Committee, presented Annex VIII, Ad Hoc Committee Final Report.
14. Roy Nutter, Faculty Representative to State Government, reported that evaluation of Board of Governors representatives is a topic of conversation among ACF members.
15. Stan Hileman, BOG Representative, reported the following:
  - The Board of Governors met on February 10, 2021. The Board approved a rule change for BOG Talent and Culture Rule 3.4 (Drug and Alcohol Testing for FTA and FMSCA Covered Positions). They received legislative updates; information of COVID-19 testing, vaccination, and finances; and updates on academics and transformation.
  - A special meeting was held on March 5, 2021. The Board authorized a request to issue debt to cover the remaining costs for the construction of Reynolds Hall and renovations to Hodges Hall and the Milan Puskar Center. The Board also approved plans for WVU to amend existing contracts with Sodexo and Mylan Park.
  - The next meeting is scheduled for April 23, 2021.
16. Dave Hauser presented Annex IX, Resolution to Renew Faculty Senate Special Committee on Shared Governance. A motion was made and duly seconded to approve the resolution. Motion carried by a vote of 76-0.
17. Dave Hauser presented Annex X, Resolution to Create Faculty Senate Sustainability Committee. A motion was made and duly seconded to approve the resolution. Motion carried by a vote of 73-0.
18. The meeting adjourned at 5:19 p.m. to reconvene on Monday, April 12, 2021.

Judy Hamilton  
Office Administrator

WHEREAS, the Faculty of West Virginia University are committed to working with administrators, staff, and students to ensure that its campuses remain safe and open spaces for living, learning, research, artistic activity, and engagement; and

WHEREAS, the possession of firearms on campus by non-emergency personnel may bring unintended negative consequences to the University community, including impacts on costs of compliance, public health (e.g. accidents, suicides, and/or intent to cause fear), and the recruitment and retention of students, faculty, and staff; and

WHEREAS, it has come to the attention of the Faculty Senate that the Legislature of West Virginia may consider legislation during its 2021 Regular Session to allow for non-emergency personnel to carry firearms throughout the colleges and universities of West Virginia; therefore be it

RESOLVED by the Faculty Senate of West Virginia University that during its 2021 Regular Session, the Legislature of West Virginia is hereby requested to reject any legislation that would allow non-emergency personnel to carry firearms on campus; and be it

FURTHER RESOLVED that the Chair of the Faculty Senate and the Faculty Secretary are directed to certify this resolution and send copies to the leadership of the Senate and House of Delegates, to any interested member of either body, and the Governor of West Virginia.

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

Title	College	Credits	Catalog Prerequisites	Catalog Description
PHIL 206: Brains, Minds, and Experiments	A&S	3		Introduction to philosophy of mind and philosophy of science by way of reflection on neuroscientific research. Topics may include free will and neural determinism, craniometry and biases in intelligence research, neurological disorders and moral psychology, levels of neuropsychological explanation, neural mechanisms and natural kinds, methodological issues in PET and fMRI research, and the search for neural correlates of consciousness.
PHIL 332: Environmental Ethics	A&S	3	This course is recommended for students with prior coursework in philosophy or a major in the sciences.	Examines traditional and non-traditional ethical theories concerning our moral obligations toward other humans, non-human organisms, and ecosystems. Topics include competing theories of intrinsic value (anthropocentric, biocentric, and ecocentric), justice and the global environment, and proposals to promote environmental sustainability.
PUBA 646: Public Policy Advocacy	A&S	3		This course examines the roles that advocacy plays in shaping public policy. Readings, class discussions, and applied project with stakeholders will connect the theoretical underpinnings of public policy advocacy to the public and private practices that can be used to mobilize policy change and legislative action.
FDM 432: Fashion Design Portfolio	AG&FOR	1	FDM 330 with a minimum grade of C- and PR or CONC: FDM 430 .	Techniques of portfolio presentation from introductory page through development of lines that focus on personal vision & target market.
HN&F 201: Professional Development in Dietetics	AG&FOR	3		Introduction to the profession of dietetics with emphasis on competencies, preparation for, and responsibilities associated with the profession.

Title	College	Credits	Catalog Prerequisites	Catalog Description
HN&F 505: Dietetic Supervised Practice 1	AG&FOR	1 to 3	Instructor approval and acceptance into the Dietetic Internship is required.	This course provides an introduction to supervised practice recognized by the Accreditation Council on Education for Nutrition & Dietetics (ACEND) at WVU. Practicum preceptors, sites and intern obligations will be reviewed. Interns will be required to develop social media portfolio to document their supervised practice experience.
LARC 437: Sustainable Trails: Practicum Experience	AG&FOR	1 to 3	PR or CONC: LARC 435 and RPTR 436 with a minimum grade of C- in both.	Engage directly in a trail project's design, construction, maintenance and/or monitoring, through a service-learning capstone project in sustainable trails development. Work with stakeholders and community representatives directly to support recreation economy development. Can be repeated for credit: students can enroll for 1, 2, or 3 credits at once. Online, undergraduate course, cross listed with LARC 537 (for graduate students).
RPTR 536: Sustainable Trails: Engagement	AG&FOR	3		Develop management plans, incorporate interpretive signage, and activate greenspace and public trails with civic engagement while planning for post-construction maintenance. Online, 3 credit hour graduate course, cross listed with RPTR 436 (for undergraduate students).
ECON 525: Econometric Theory and Practice	B&E	3		This course provides an introduction to mathematical statistics including probability. Linear regression, ordinary least squares, and panel data methods are covered. Students will use R to analyze data.
ECON 526: Causal Inference	B&E	3	ECON 525. (new course being simultaneously submitted)	This class introduces students to the modern theory of causal inference. Research designs included involve experimental approaches, propensity score matching, differences-in-differences, regression discontinuity, instrumental variables, and the synthetic control method. Students will gain competency at using R to execute these research methods.
ECON 541: Public Economics Theory and Practice	B&E	3	BADM 511 or ECON 510.	This course covers the economic role of government. Economic roles of state and local governments emphasizing empirical research and policy implications. Particular attention is paid to intergovernmental competition, government performance, service provision, revenue sources, and revenue estimation.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ECON 558: MS ECON Internship	B&E	3	Acceptance to MS ECON program, qualifying internship, and permission of MS Coordinator.	The purpose of this course is to provide the student with professional work experience further complementing their educational preparation in the MS in economics program.
ECON 561: Regional Economics	B&E	3	ECON 525. (Currently being submitted for approval)	This courses covers a regional economy's spatial dimension, emphasizing interregional capital and labor mobility, the role of cities, objectives and issues of regional policy, lagging regions, and other matters of place-based policy. Students will be introduced to methods of regional analysis such as shift-share analysis, input-output analysis, and spatial econometrics.
ECON 571: Economics of Education and Labor	B&E	3	BADM 522 or ECON 525.	Labor topics include wage and employment determination, human capital theory, discrimination, unemployment, migration, and the effects of unions and government labor regulation. Education topics focus on the economic study of education as an industry, with a focus on program evaluation.
ECON 582: MS Economics Practicum	B&E	3	Final semester of MS in Economics program.	This course provides students the opportunity to apply applied economics tools and theories to data sets embedded in a non-profit or government organization. Students are expected to complete a final paper that uses R and the analytic skills obtained in the program to analyze a policy issue from multiple perspectives.
ENTR 203: Data Analysis for Problem Solving	B&E	3		Students will engage in problem identification through empathy mapping, idea development for problem solving, primary and secondary customer research, data analysis of their research findings, and communication of their findings in both oral and written methods.
FIN 529: FinTech	B&E	3		Fintech (or financial technology) is one of the most fast-moving industries. The applications offintech go over different areas in investments, banking, and other financial institutions. Thiscourse introduces students to the major topics of Fintech, including Blockchain, Bitcoin,Alternative Cryptocurrencies, FinTech Credit, InsurTech, Crowdfunding, Big Data, MachineLearning, Robo Advisers, and Algorithmic Trading.



Title	College	Credits	Catalog Prerequisites	Catalog Description
CDFS 416: Trauma, Resiliency, and Children	CEHS	3	Senior standing.	Overview of core issues of trauma and its impact on children and families, with an emphasis on growth, learning, and adult relationships. Students apply critical inquiry to explore the broader impact of trauma on society, including individual productivity and financial costs, and develop public awareness and learning material.
COUN 201: Foundations of Mental Health Intervention	CEHS	3		Introduction to mental health and mental disorders, including substance use and substance use disorders, and associated interventions across the lifespan. Emphasis on the evolution and composition of the modern mental health system with a survey of interventions from prevention to psychopharmacology.
COUN 320: Prevention in Mental Health	CEHS	3	COUN 201 and COUN 240 with a minimum grade of C- in each.	Overview of core concepts related to the prevention of mental illness and addiction. Topics include the evolution of prevention practices, risk and preventive factors, psychosocial and environmental determinants, selecting and evaluating evidence-based models, and health equity.
COUN 455: Ethics in Mental Health and Addiction Settings	CEHS	3	COUN 201 and COUN 240 with a minimum grade of C- in each and senior standing.	Professional helpers face ethical dilemmas on a regular basis. This course prepares students with foundational knowledge necessary for understanding the complexity and ambiguity of ethical dilemmas while exploring critical thinking and ethical decision-making. The course surveys the codes of ethics from a variety of helping professions including human services, counseling, and addictions.
COUN 485: Capstone in Mental Health and Addiction Studies	CEHS	3	COUN 201 and COUN 240 and PR or CONC: COUN 455 with a minimum grade of C- in all and senior standing.	Integration of MHAS coursework through assessment of one's knowledge and skills as a mental health and addictions professional, preparation and presentation of qualifications through a career portfolio, and investigation into a selected mental health and addictions setting or issue culminating in a research paper and oral presentation.
CSAD 609: Introduction to the Clinical Experience	CEHS	1	Admission to the MS Speech-Language Pathology program or consent	Development of foundational tools required for successful provision of services as a clinician for online Master of Science in Communication Sciences and Disorders students.

Title	College	Credits	Catalog Prerequisites	Catalog Description
CSAD 642: SLP Service Provision: Education	CEHS	2	Admission to the MS SLP program or consent.	Development of knowledge base and skills in speech-language pathology services provided in an educational setting with content focusing on educational terminology, policies, federal and state laws and legal mandates, interpretation of educational documentation, the design of service provision with alignment to educational curriculum standards, service delivery models, and other educational service delivery considerations.
CSAD 663: Principles of Intervention	CEHS	2	Admission to the MS Speech-Language Pathology program or consent.	Development of knowledge and skills associated with the treatment of communication disorders regardless of disorder type or age of client. Includes instruction and assessment of effective development, implementation, evaluation and documentation of treatment.
CS 376: Research Methods	CEMR	3	CS 110 and CS 111 with a minimum grade of C- in each.	An introduction to the tools and mathematics that scientists use to solve scientific problems. Mathematical modeling, experimental design, hypothesis formulation, data collection, use of statistics, reading and evaluating the scientific literature, writing and reviewing scientific papers, and oral presentation of scientific research.
OTH 506: Functional Movement Across the Lifespan	MED	2	OTD Student Status.	Instruction on acquisition of developmental patterns, motor control, motor skill acquisition. This course also provides an overview of the effects of normative processes of aging on neuromotor patterns in occupational performance.
OTH 508: Developmental Life Tasks	MED	3	OTH 703 and OTD Student Status.	Life-span human development across cognitive, psychosocial and neuromotor domains with particular emphasis on applications to physical or occupational therapy interventions. Includes focus on cultural influences in health and illness.
OTH 510: Occupational Performance Evaluation 1	MED	3	OTD Student Status.	Standardized and non-standardized screening and assessment of occupational performance in basic and instrumental activities of daily living, work, and rest and sleep, incorporating performance patterns, and contexts and environments across the lifespan

Title	College	Credits	Catalog Prerequisites	Catalog Description
OTH 584: Level I Fieldwork 1 Clinical Skills	MED	2	OTD Student Status.	The first in a series of three clinical instruction courses in the occupational therapy program. OT documentation, basic measurement skills, and clinical skills, experiences with people with disabilities and participation in professional activities.
OTH 585: Level I Fieldwork 2	MED	2	OTD Student Status.	Clinical instruction in the occupational therapy process, OT documentation, basic evaluation and assessment skills, Experiences with people with disabilities and participation in professional activities.
OTH 586: Level I Fieldwork 3	MED	1	OTD Student Status.	A 32 hour, 4 day rotation focused on the psychosocial factors that influence occupational engagement and interpreting the role of Occupational Therapy in non-traditional settings.
OTH 607: Management and Supervision in OT	MED	3	MOT Student Status.	Develop a business/program plan that highlights the distinct value of occupational therapy's role in promoting health, wellness, and quality of life through occupational participation. Students will also develop an occupation-based program evaluation that meets the needs of population health
OTH 660: Scientific Inquiry in OT 1	MED	3	OTD Student Status.	Integrates student prior knowledge of the research process into the scholarship of the profession. Students will survey methodological considerations in the design of research, ways of evaluating research and practice, and ethical considerations in research.
OTH 732: Clinical Reasoning in OT 3	MED	3	OTH 605.	Using the Occupational Therapy Practice Framework, integrating occupation-based models, theory and frames of reference, students will apply principles of critical thinking to case-based problem solving. This course is designed to integrate context from prior courses in the professional curriculum with a focus on case-based problem solving related to advocacy and clinical management.

Title	College	Credits	Catalog Prerequisites	Catalog Description
OTH 733: Clinical Reasoning in OT 4	MED	3	OTH 709.	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. Focus on 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
NSG 774: Neuro-Psychopharmacology	NSG	3	Admission to the PMHNP Program	Students will focus on principles of neurobiology including neurodevelopment, neuroanatomy, neurophysiology, neurochemistry, and advanced theories in the neuroscience of psychiatric illnesses. Psychopharmacologic agents, their clinical uses in psychiatric illness, pharmacodynamics, and pharmacogenomics will be reviewed in depth. Students will learn to synthesize information through a case-based method related to psychopharmacological treatment of mental disorders across the lifespan.
NSG 775: PMHNP Role and Foundations	NSG	3	NSG 774.	The focus of this course is on the scope and standards of practice and prescriptive authority for the PMHNP. Students will obtain an overview of the classification system in the DSM-5, an introduction of psychiatric disorders, and levels and standards of the PMHNP role, including the Standards of Profession Performance for the PMHNP.
NSG 776: Psychotherapy Modalities	NSG	3	NSG 774 and NSG 775.	This course will provide students with a comprehensive exploration of selected evidence-based psychotherapeutic concepts, modalities, and interventions for individuals, families, and groups across the lifespan. Students will learn to integrate various psychotherapeutic approaches into a model that will guide their practice. The clinical practicum allows the student to integrate assessment skills and psychotherapeutic interventions into the clinical environment.

Title	College	Credits	Catalog Prerequisites	Catalog Description
NSG 777: PMHNP Management of Adults	NSG	3	NSG 774 and PR or CONC: NSG 775 and NSG 776.	This course focuses on the knowledge, skills, and attitudes required to perform advanced clinical differential diagnoses and management of adults and geriatrics with mental health disorders utilizing the diagnostic criteria of the DSM-5. Students will learn to apply the principles of psychopharmacology and psychotherapies to the care of adults of all ages.
NSG 778: PMHNP Clinical Practicum I	NSG	3 to 5	NSG 774 and NSG 775 and NSG 776 and PR or CONC: NSG 777.	This clinical course allows students to practice the knowledge, skills, and attitudes attained in foundational PMHNP courses. It focuses on the application of neuro-psychopharmacology, assessment, and psychotherapeutic treatment. Students perform advanced clinical differential diagnoses and management of adults with mental health disorders utilizing the diagnostic criteria of the DSM-5.
NSG 779: PMHNP Management of Child/Adolescent	NSG	3	NSG 777.	This course focuses on the knowledge, skills, and attitudes required to perform advanced clinical differential diagnoses and management of children and adolescents with mental health disorders evolving from the diagnostic criteria of the DSM-5. Students will also learn to apply principles of psychopharmacology and psychotherapies to the care of children and adolescents.
NSG 780: PMHNP Clinical Practicum II	NSG	3 to 5	NSG 777 and NSG 778 and PR or CONC: NSG 779.	This clinical course allows students to practice the knowledge, skills, and attitudes attained in foundational PMHNP courses. It focuses on the application of neuro-psychopharmacology, assessment, and psychotherapeutic treatments. Students perform advanced clinical differential diagnoses and management of patients across the lifespan with mental health disorders, utilizing the DSM-5 diagnostic criteria. Students will develop treatment plans that incorporate evidence-based interventions.
ST 101: Surgical Technology 1	PS	3	ST 150 with a minimum grade of C-.	Introduction to the surgical environment, the history of surgery, and the legal, ethical, moral and psychological responsibilities of a surgical technologist. Principles of asepsis, safety and the importance of teamwork, and common surgical and diagnostic procedures will also be introduced.

Title	College	Credits	Catalog Prerequisites	Catalog Description
ST 102: Surgical Technology 2	PS	4	ST 101 with a minimum grade of C- and PR or CONC: ST 155.	Continuation of ST 101. Emphasis placed on orthopedic, plastic and reconstructive, genitourinary and vascular surgical skills.
ST 120: Surgical Pharmacology	PS	3	ST 101 and ST 150 with a minimum grade of C- in each.	Introduction to the medication process and proper drug handling related to surgical technology. Topics will include selection of the correct drug, measurement and mixing, distribution and dispensing, administration, and assessment of the patient with documentation.
ST 150: Surgical Technology Clinical 1	PS	4	ST 101 with a minimum grade of C-.	Survey and laboratory practice of basic surgical skills, asepsis and sterile technique.
ST 155: Surgical Technology Clinical 2	PS	4	ST 101 and ST 150 with a minimum grade of C- in each and PR or CONC: ST 102.	Continuation of ST 150. More advanced aseptic and sterile technique practices. Students will complete 40 clinical cases.
ST 201: Surgical Technology 3	PS	4	ST 102 and ST 155 with a minimum grade of C- in each and PR or CONC: ST 250.	This is a continuation of ST 102. The course will build upon the knowledge base, skill level and expertise introduced in ST 102 to include more intricate and complicated surgeries and surgical techniques.
ST 202: Surgical Technology 4	PS	4	ST 201 and ST 250 with a minimum grade of C- in each and PR or CONC: ST 255.	Students continue to build on their knowledge of advanced surgical procedures and prepare for the surgical technologist certification exam.
ST 250: Surgical Technology Clinical 3	PS	4	ST 102 and ST 155 with a minimum grade of C- in each and PR or CONC: ST 201.	This course is a continuation of ST 155. It will introduce and refine additional aseptic and sterile technique practices during the completion of clinical cases.
ST 255: Surgical Technology Clinical 4	PS	4	ST 201 and ST 250 with a minimum grade of C- in each and PR or CONC: ST 202.	This course is a continuation of ST 250. It will allow students to complete their clinical cases and further refine their aseptic and sterile technique skills.
ADRC 305: Adaptive & Inclusive Recreation	TS	3		Adaptive & Inclusive Recreation affords students the opportunity for an in-depth investigation of the fundamental principles and concepts associated with the study of diversity, particularly in relation to leisure and recreation. Students will explore and apply concepts of leisure and recreation experiences, including related social impacts, across a wide variety of demographics and populations.
ADRC 405: Ethical Issues in Recreation	TS	3		Ethical Issues in Recreation examines major ethical theories and their relation to the development of personal and professional ethics in practitioners working in the field of recreation. The differences between ethics and morality will be analyzed, and selected codes of ethics will be presented for review and discussion.

**To: Faculty Senate Executive Committee**  
**From: Jennifer Steele, Chair, Senate Curriculum Committee**  
**Date: February 22, 2021**  
**Re: Course Changes and Deactivations Report**

**ACE 469**

Catalog Description	Present basic exercise performance methodologies to assist in coaching athletics. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance- improvement drills, and proper training-environment safety techniques.	Present basic exercise performance methodologies to assist in coaching athletics. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance- improvement drills, and proper training-environment safety techniques.
Catalog Prerequisites	EXPH 365 and (EXPH 364 or (PET 124 and PET 125)) with a minimum grade of C- in each.	EXPH 364 or EXPH 365 or (PET 124 and PET 125) with a minimum grade of C- in each, and Junior Standing.

**COMM 203**

Full Title	Communication Cornerstones	Communication Theory
Catalog Description	As an introduction to the study and application of communication, this course addresses the history, theory, and applicable research findings in central disciplinary areas including mediated, interpersonal, organizational, and health communication.	Introduces and examines the major approaches and theories of communication, including interpersonal, organizational, health, and mediated communication theories. Reviews the history, traditions, and paradigms of theory development in the communication discipline.
Transcript Title	Communication Cornerstones	Communication Theory
Justification for Course Change		We need to change the course title and description to more accurately reflect the content being taught in the course. These changes are representative of course curriculum in the COMM discipline.

**COMM 300**

Catalog Description	Analysis of interpersonal communication theories, frameworks, and/or perspectives from a social scientific approach.	Provides an overview of communication theory in the social science context, including the characteristics that constitute a high quality theory and criteria for evaluating theories. Covers a variety of foundational and contemporary interpersonal communication theories, models, frameworks, and perspectives.
Catalog Prerequisites	COMM 203.	
Justification for Course Change		We have made two changes: (1) We have revised the course description and (2) We have removed the course prerequisite (i.e., COMM 203) as students enrolling in this course no longer need the prerequisite.

**COMM 303**

Catalog Description	Application of the theories of effective communication in organizations. Simulated projects and oral presentations will be used to refine communication skills necessary for entry-level positions within business and industry.	Applies effective communication strategies in various professional contexts within an organization. Explores and evaluates the use of presentational skills and simulated individual and group exercises geared toward attaining and growing with a career.
Catalog Prerequisites	COMM 306.	
Justification for Course Change		We are requesting two changes: (1) We have updated the course description and (2) We have removed the course prerequisite (i.e., COMM 306) as it not necessary for students to have completed it prior to enrolling in COMM 303.



**COMM 304**

Full Title	Human Communication and Rational Decisions	Argumentation
Transcript Title	Humn Comm/Rational Decisions	Argumentation
Catalog Description	Argumentation, small group, and persuasion, to the process and outcome of rational decision making in communication. Some emphasis on critical-rational response to manipulative communication.	Emphasizes application and evaluation of argument structure needed for effective reasoning, critical thinking, and persuasion across audiences and situations. Focuses on the development of skills necessary for building, presenting, and refuting arguments.
Justification for Course Change		We are changing the course name and revising the course description to better align with how this course content currently is titled and taught as well as with how the course title and content align with the Communication Studies discipline.

**COMM 305**

Catalog Description	Evaluation of motion picture and television film as forms of mediated communication and as art forms involving communication, historical, and aesthetic principles. Emphasis on the feature-length theatrical fiction film.	Embraces a genre approach to the motion picture as film in terms of communication principles and concepts as well as historical, aesthetic, and technical principles. Emphasizes feature-length films with a specific genre approach each semester.
Justification for Course Change	Conversion from GEC to GEF.	We revised the course description.

**COMM 306**

Catalog Description	Instruction on the role that culture plays in organizations with adaption of one's communication to be successful; understand appropriate and effective communication in the superior-subordinate relationship; evaluate organizational problems with strong communication strategies and the impact of organizational structure on communication.	Explores fundamental organizational communication perspectives, theories, and concepts in a wide range of contexts, with a focus on translating theories and concepts into organizational practices. Addresses appropriate and effective communication strategies to solve contemporary organizational issues.
Justification for Course Change	GEC to GEF transition.	We have revised the course description.

**COMM 307**

Catalog Description	Development of communication from birth through adulthood to later years; study of media, interpersonal relationships, and competence in communication. This course is not open to freshmen.	Focuses on communication from childhood through young adulthood. Emphasizes verbal and nonverbal communication acquisition along with identifying problems and issues associated with the development of communication competence.
Justification for Course Change		We revised the course description.

**COMM 308**

Catalog Description	An examination of the effects of human nonverbal behavior on human communication. Emphasis on specific nonverbal behaviors including touch, time, environmental contexts, physical appearance cues, and social communication cues. This course is not open to freshmen.	Examines the effects of nonverbal behavior on interpersonal and organizational relationships as well as environmental contexts. Explores specific nonverbal codes such as touch, space, time, scent, body movement, and personal appearance, among others.
Justification for Course Change	Transition from GEC to GEF.	We are revising the course description.

**COMM 309**

Catalog Description	This course examines the vital role that communication plays in the American health care system and introduces concepts and approaches needed to effectively and ethically communicate about health in a pluralistic and multicultural society. This course is not open to freshmen.	Examines the interdependency of communication and health in a pluralistic and multicultural society across communication contexts. Explores and applies communication theory, research, and practice relevant to the shaping and changing of health beliefs, behaviors, and outcomes.
Justification for Course Change	GEC to GEF transition	We have revised the course description.

**COMM 316**

Catalog Description	Examines similarities and differences between cultures with regard to norms, values, and practices in verbal and nonverbal communication. Emphasis on communication in Latin America, Asian, African, and Middle Eastern cultures. This course is not open to freshmen.	Examines similarities and differences between cultures with regard to norms, values, and practices in verbal and nonverbal communication. Explores the way in which cultures differ from one another in terms of personal, contextual, and environmental variables.
Catalog Prerequisites	COMM 100 and 102 or COMM 104.	
Justification for Course Change	Change from GEC to GEF.	We revised the course description.

**COMM 317**

Catalog Description	Examining the influence of aging on communication, concentrating on persons over age 55. Social, psychological, biological, and sensory communication adjustments. Multidisciplinary approach to aging theories.	Focuses on communication with and surrounding older adults, demonstrating the reciprocal relationship between (un)healthy aging and communication. Prioritizes theory-based skills that span interpersonal, intergroup, family, health, and mediated realms.
Justification for Course Change	Transitioning course from GEC to GEF.	We have revised the course description.

**COMM 322**

Catalog Description	This course deals with transgressions and violations of relational rules as well as their communicative and behavioral antecedents and consequences in personal relationships.	Explores the negative aspects of close (romantic) relationships, with a focus on relational transgressions or violations of implicit or explicit rules for appropriate relational behavior. Emphasizes the communicative, cognitive, emotional, and behavioral antecedents and consequences of rule violations in personal relationships.
Justification for Course Change		We have revised the course description.

**COMM 335**

Catalog Description	Explores social media technologies and their application in the workplace. Emphasis on collaboration skills.	Focuses on the strategic use of social media and communication technology to propose, create, disseminate, and evaluate messages that are intended to accomplish professional and organizational objectives. Emphasizes group collaboration skills.
Justification for Course Change		We are revising the course description.

**COMM 342**

Catalog Description	Interpersonal communication in mediated contexts. Emphasis on the uses, functions, and effects of social media and communication technologies in interpersonal relationships.	Examines interpersonal communication in mediated contexts. Emphasizes the uses, functions, and effects of social media and communication technologies in relationships with romantic partners, friends, and family members.
Justification for Course Change		We revised the course description.

**COUN 301**

Catalog Description	Over view of interpersonal communication skills. Emphasis on personal and interpersonal strategies for understanding, appreciating, and managing communication skills in personal and career relationships.	Overview of interpersonal communication skills, including how these skills affect individuals and groups in society. Emphasis on personal and interpersonal strategies for understanding, appreciating, and managing communication in personal and career relationships. Attention is given to the nature of communication, verbal and non-verbal communication, interpersonal relationships, and leadership skills.
Course Code	COUN 410	COUN 301
Course Number	410	301
Transcript Title	Interpersonal Communctn Skills	Interpersonal Comm Skills
Justification for Course Change		We propose to change the number of this course because the content of the course is more suitable to the 300-level rather than the 400-level (the current number is 410). This issue came to light through building the proposed bachelor of arts degree in mental health and addiction studies, the curriculum of which this course will be included. Since we are changing the number, we also refreshed the learning outcomes to be more in line with Bloom's though the content of the course remains unchanged.

**COUN 340**

Full Title	Addiction Counseling Techniques	Counseling Techniques
Transcript Title	Addiction Counseling Technique	Counseling Techniques
Catalog Description	Theory and skills necessary to support the change process for people with substance use disorders. Emphasis on motivational interviewing and cognitive behavioral strategies to support recovery, prevent relapse, and address behavioral addictions in both individual and group settings.	Overview of basic individual and group helping skills with a focus on the helping relationship, therapeutic dialogue, the stages and tasks of helping, and motivational techniques. Introduction to behavioral addictions and their connection to substance use disorders. Exploration of personal characteristics essential to working in mental health and addiction settings.
Justification for Course Change		The course is currently focused narrowly on addiction counseling. The scope of the course is being broadened to address foundational helping skills and the overall helping process in addition to the current foci on group counseling and motivational interviewing. This makes the course more broadly relevant for the new bachelor of arts degree in mental health and addiction studies.

**CS 320**

Catalog Prerequisites	WVU sections require CS 111 and CS 220 and MATH 156 with a minimum grade of C- in each, WVUIT sections require CS 201 and CS 220 and MATH 156 with a minimum grade of C- in each.	WVU sections require CS 111 and (CS 220 or MATH 303) and MATH 156 with a minimum grade of C- in each; WVUIT sections require CS 201 and CS 220 and MATH 156 with a minimum grade of C- in each.
Justification for Course Change	We are renumbering this course because it is taken by our Juniors and has a Sophomore-level prerequisite (CS 220).	MATH 303 is a good match for CS 220. We are adding MATH 303 as an alternative to the CS 220 prerequisite for CS 320 to support the proposed BS Data Science degree program. CS majors will continue to take CS 220 as it is a required course for CS majors.

**CSAD 608**

Catalog Description	Study of the knowledge and skills in audiology that speech-language pathologists need to treat individuals with hearing impairment.	Develop knowledge and skills related to the screening of hearing and the assessment and treatment of secondary speech and language disorders for persons with hearing loss.
Catalog Prerequisites		Admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 610**

Full Title	Advanced Practice Speech-Language Disorders 1	Clinic 1
Catalog Description	Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech-language disorders.	Introduction to clinical practice of speech-language pathology including necessary clinic guidelines, policies, and procedures, as well as the foundational skills required to provide ethical, effective, and evidence-based services.
Transcript Title	Advanced Practice/SLP 1	Clinic 1
Credit Hours	1 or 2	3
Catalog Prerequisites	Consent.	Admission to MS in Speech-Language Pathology program or consent of instructor.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 612**

Full Title	Advanced Practice Speech-Language Disorders 2	Clinic 2
Catalog Description	Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech language disorders.	Clinical practice of speech-language pathology with supervised clinical experiences and seminars.
Transcript Title	Advanced Practice/SLP 2	Clinic 2
Credit Hours	1 to 3	3
Catalog Prerequisites	CSAD 610 or consent.	CSAD 610 and admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 614**

Full Title	Advanced Practice Speech-Language Disorders 3	Clinic 3
Catalog Description	Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech-language disorders.	Clinical practice of speech-language pathology with supervised clinical experiences and seminars.
Transcript Title	Advanced Practice/SLP 3	Clinic 3
Credit Hours	1 to 4	3
Catalog Prerequisites	CSAD 612 or consent.	CSAD 612 and admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 616**

Full Title	Advanced Practice Speech-Language Disorders 4	Clinic 4
Catalog Description	Supervised clinical practicum that concerns the evaluation and treatment of children and adults with speech- language disorders.	Advanced clinical practice of speech-language pathology with supervised clinical experiences and seminars.
Transcript Title	Advanced Practice/SLP 4	Clinic 4
Total Credits:	8	6
Credit Hours	1 to 4	3
Catalog Prerequisites	CSAD 614 or consent.	CSAD 614 and admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 620**

Full Title	Neurophysics of Speech and Language	Neurophysiological Bases of Speech and Language
Catalog Description	General and typographic anatomy and physiology of CNS, with special attention to motor and sensory systems as they apply to speech, hearing, and language.	Basic and clinical applications of neuroanatomy and neurology. Includes lectures on neurophysiological basis of practice in individuals with disorders of speech, language, hearing and swallowing.
Credit Hours	3	4
Catalog Prerequisites	CSAD 320 and CSAD 424 or consent.	Admission to the MS Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 622**

Full Title	Advanced Voice Disorders	Voice Disorders
Catalog Description	Advanced study of the vocal and respiratory mechanisms; epidemiology, classification, etiology, symptomatology, assessment, prevention, and remediation of voice disorders.	The purpose of this class is to develop an understanding of normal phonation in comparison to a variety of laryngeal pathologies. Emphasis will be placed on the development of appropriate assessment procedures and evidence-based treatment approaches to voice disorders. Specific emphasis is placed on developing critical thinking skills related to clinical assessment and intervention of individuals with voice disorders.
Transcript Title	Advanced Voice Disorders	Voice Disorders
Catalog Prerequisites	CSAD 422 or consent.	Admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.



**CSAD 625**

Full Title	Child Language and Literacy Disorders	Developmental Language Disorders: Early Stages
Catalog Description	Course provides skills to characterize, prevent, evaluate, and manage childhood communication disorders in collaboration with families, educators, and other service providers. Application of evidence-based practice and implementation of appropriate care to enhance language and literacy development is emphasized. Family, cultural, and linguistic diversity are addressed.	Development of knowledge and skills to evaluate and treat persons with primary and secondary developmental language disorders who communicate nonverbally up to simple sentences. Assess and interpret data (testing and sampling results) to diagnose developmental language disorder and develop evidence-based treatment plans for persons communicating nonverbally up to simple sentences.
Transcript Title	Child Lang/Literacy Disorders	Dev Lang Dis: Early Stages
Catalog Prerequisites		Admission to the MS Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice. This revision/modification is part of the complete revision of the MS in Speech-Language Pathology on-campus program as well as the upcoming online MS in Speech-Language Pathology program.

**CSAD 626**

Full Title	Experimental Phonetics	Acquired Motor Speech Disorders
Catalog Description	Discussion of contemporary topics in the speech and hearing sciences, including acoustic, physiological, and perceptual phonetics.	The purpose of this class is to develop an understanding of the anatomy and physiology of speech production in relation to motor speech disorders and their treatment. Differential diagnosis will be stressed in discussion of etiology and basic characteristics of motor speech disorders across the age continuum. Specific emphasis is placed on critical thinking related to clinical assessment and intervention.
Transcript Title	Experimental Phonetics	Acq Motor Speech Disorders
Catalog Prerequisites	CSAD 320 and CSAD 340 or consent.	Admission to the MS Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 630**

Full Title	Adult Neurogenic Communication Disorders	Acquired Language Disorders
Catalog Description	Explores normal adult language processes and the effect of normal aging on communication. Advanced investigation of the etiology, diagnosis, nature, and therapeutic approaches of aphasia, agnosia, apraxia, dysarthria, dementia, right hemisphere impairment, and traumatic brain injury.	The purpose of this class is to develop an understanding of acquired language impairments associated with focal lesions to the left or right hemisphere, traumatic brain injury, and dementia. Emphasis will be placed on the development of assessments and evidence-based treatments with specific emphasis placed on developing critical thinking and analytical skills.
Transcript Title	Adult Neurogenic Comm Disorder	Acquired Language Disorders
Catalog Prerequisites	CSAD 620.	Admission to the MS Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 635**

Full Title	Language Disorders in Children: Treatment	Developmental Language Disorders: Advanced Stages
Catalog Description	Treatment procedures for children with language disorders are presented. Clinician- oriented and client-oriented approaches are emphasized.	Development of knowledge and skills to evaluate and treat persons with primary and secondary developmental language disorders at advanced language stages (oral and written language). Assess and interpret data (testing and sampling results) to diagnose primary and secondary developmental language disorders and develop evidence-based treatment plans for persons in the advanced language stages (complex language, reading, and writing).
Transcript Title	Lang Disords-Childrn:Treatmnt	Dev Lang Dis: Adv Stages
Credit Hours	2	3
Catalog Prerequisites	CSAD 634 or consent.	Admission to the MS Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 662**

Catalog Prerequisites	Must be CSAD major.	Admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**CSAD 664**

Full Title	Diagnostics in Speech Language Pathology	Principles of Diagnostics in Communication Sciences and Disorders
Catalog Description	Discussion of issues related to the diagnosis of speech and language disorders, including interviewing, etiological factors, and the assessment process. Supervised clinical practicum that concerns the diagnosis of speech and language disorders.	Development of knowledge and skills associated with the diagnosis and reporting (oral and written) of speech and language disorders, including reviewing of case histories/medical records, interviewing, observation, and evaluation using and interpreting standardized tests.
Transcript Title	Diagnostics-Spch Lang Patholgy	Principles of CSD Diagnostics
Credit Hours	3	2
Catalog Prerequisites	Consent.	Admission to the MS program in Speech-Language Pathology or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice. In addition, this course has been modified to also be included in the Doctorate of Audiology program.

**CSAD 718**

Full Title	Externship in Speech Pathology/Audiology	Externship in Speech-Language Pathology
Catalog Description	Supervised clinical practicum experience in selected work settings to provide students with a concentrated orientation to the professional work place. Coordination and evaluation is under the direction of faculty.	Clinical practice of speech-language pathology externship with supervised clinical experiences and seminars.
Transcript Title	Extrnshp-Spch Pathlgy/Audiolgy	Externship in SLP
Credit Hours	1 to 9	4 to 9
Course is Variable Credit	No	Yes
Catalog Prerequisites		CSAD 616 and Admission to the MS in Speech-Language Pathology program or consent.
Justification for Course Change		The MS Speech-Language Pathology program has completed a program and course review after 20+ years of the current program being in place. As a result, the faculty have redesigned the courses and program to align with current clinical practice.

**DSGN 130**

Justification for Course Change		Course was previously offered as DSGN 293B as a special topics and is being introduced as a core course to the DSGN Studies degree.
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**DSGN 160**

Justification for Course Change	this is a new course	Course was previously offered as DSGN 393 as a special topics and is now being introduced as a core course to the DSGN Studies degree.
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**DSGN 200**

Justification for Course Change		This course was previously offered as DSGN 393B as a special topics and is now being introduced as a design related course in the DSGN Studies program.
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**HIED 785**

Full Title	Education Administration Internship	Higher Education Internship
Course Code	EDLS 785	HIED 785
Subject Code	EDLS - Education Leadership Studies	HIED - Higher Education Administration
Transcript Title	Education Administrtrtn Intrnshp	Higher Education Internship
Catalog Description	(May be repeated for credit.) PR: Consent. Practical experiences in the administration of an organizational unit under the supervision of an administrator within the unit. (Grading is P/F).	The internship course is designed to prepare students for entry into the workforce, fostering the transfer of academic knowledge to practice. Course activities consist of field site placement, monthly group discussions, reflection journaling, and portfolio development and presentation. This course is taken during the last year of study.
Maximum Attempts:	98	3
Course is Variable Credit	Yes	No
Credit Hours	1 to 6	3
Total Credits:	998.999	12
Catalog Prerequisites		Final year of study for master's students.
Justification for Course Change		Prefix change. This is the only HIED course that still has an EDLS prefix.

**HPML 620**

Full Title	Managing Robust Public Health Organizations	Health Administration and Operations Management
Transcript Title	Managing Robust Pub Health Org	Health Admin Operations Mgmt
Justification for Course Change	The new Master's of Public Health core curriculum has adopted many of this course's previous material. That allows us to use this course to build further upon that solid foundation of management, especially for the HPML major students who will be required to take this course next in their sequence.	This change impacts the course title, only. Note that this name change reflects the modernization of standard discipline language linked to this course's content.

**MATH 261**

Catalog Prerequisites	MATH 251, WVUIT sections require MATH 251 or MATH 315 with a minimum grade of B.	MATH 251 with a minimum grade of C- (or MATH 315 with a minimum grade of B- at WVU Tech).
Justification for Course Change	WVU Tech has historically allowed students with a D in Calc 3 and a C in Calc 2 to take Differential Equations.	Change in minimum grade requirement on MATH 251 prerequisite from D- to C- due to large number of programs requiring a C- in this course.

**MATH 378**

Catalog Description	Permutations, combinations, binominal theorem, inclusion- exclusion formula, recurrence relations, generating functions, elementary graph theory (connectivity, paths, circuits, trees, vertex and edge coloring, graph algorithms) matching theory, and discrete optimization. (Equiv. to CS 426.)	Permutations, combinations, binominal theorem, inclusion- exclusion formula, recurrence relations, generating functions, elementary graph theory (connectivity, paths, circuits, trees, vertex and edge coloring, graph algorithms) matching theory, and discrete optimization.
Catalog Prerequisites	MATH 283.	WVU Morgantown sections require MATH 303 and WVU Tech sections require MATH 156.
Justification for Course Change		WVU requires Math 303 (formerly numbered Math 283) as prerequisite, but WVU Tech historically requires only Math 156 as prerequisite for this class.

**NSG 211**

Catalog Prerequisites	NSG 100 with a minimum grade of C-.	NSG 100 and PR or CONC: NBAN 207 (BIOL 231 at PSC and WVUIT) with a minimum grade of C- in both.
Justification for Course Change	Behavioral change techniques are covered in the senior level mental health course. Thus the ELO related to behavioral change techniques has been removed. Additionally the ELO related to demonstrating an understanding of basic leadership skills has been removed, as this was determined to be above the level of beginning nursing students.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 212**

Catalog Prerequisites	NSG 211 with a minimum grade of C-.	NSG 211 and PR or CONC: NSG 250 with a minimum grade of C- in all.
Justification for Course Change	There is really no change to the course. The CIM system defaults to a required grade of D- in prerequisite courses. However the School of Nursing has always required a grade of C- in nursing prerequisite courses. This is stated in the course catalog.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 310**

Catalog Prerequisites	NSG 212 and PR or CONC: NSG 311 and NSG 376 with a minimum grade of C-.	NSG 212 and PR or CONC: NSG 250 and NSG 311 with a minimum grade of C- in all.
Justification for Course Change	Add 2 ELO's	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 311**

Catalog Prerequisites	NSG 212 and PR or CONC: NSG 376 with a minimum grade of C- in each.	NSG 212 and PR or CONC: NSG 250 with a minimum grade of C- in all.
Justification for Course Change	To bring the "official" CIM course document in line with course requirements.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 312**

Catalog Prerequisites	NSG 311 and NSG 376 with a minimum grade of C- in each.	NSG 250 and NSG 311 with a minimum grade of C- in each.
Justification for Course Change	The only course change is the revision of the default D- prerequisite requirement to a C-, which has always been required for nursing and other prerequisite courses to progress within the nursing program. Also, NSG 376 has been added in the system as a prerequisite. It had already been listed as a prerequisite in the syllabus for a number of semesters, but I didn't realize it was not listed in the course management system. Pharmacology content is required in order for students to synthesize medical-surgical content and provide safe care for patients in the clinical setting.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 320**

Catalog Prerequisites	NSG 311 and NSG 376 with a minimum grade of C- in each.	NSG 250 and NSG 311 and PR or CONC: NSG 312 with a minimum grade of C- in all.
Justification for Course Change	The required grade for nursing and prerequisite courses has always been a C-, but this has not been reflected in the CIM system.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 350**

Catalog Prerequisites	NSG 211 and NSG 212 and (STAT 201 or STAT 211) with a minimum grade of C- in each.	NSG 212 and (STAT 201 or STAT 211) with a minimum grade of C- in each.
Justification for Course Change	Give course entire new #, as unable to swap #'s if courses already exist, (tried that last fall)	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 411**

Course is Variable Credit	No	Yes
Credit Hours	7	0 or 7
Catalog Prerequisites	NSG 276 and NSG 310 and NSG 312 and NSG 320 and NSG 360 with a minimum grade of C- in each.	NSG 310 and NSG 312 and NSG 320 and NSG 350 with a minimum grade of C- in each.
Justification for Course Change	Bringing the course information in CIM in alignment with current course requirements.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.



**NSG 412**

Course is Variable Credit	No	Yes
Credit Hours	7	0 or 7
Catalog Prerequisites	(NSG 312 and NSG 360 and NSG 450) with a minimum grade of C- in all.	Senior status in Nursing and must be taken in the last semester of the program.
Justification for Course Change	add 2 ELO's	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 460**

Catalog Prerequisites	NSG 312 and NSG 411 and NSG 450 with a minimum grade of C- in each.	NSG 310 and NSG 312 and NSG 320 and NSG 450 with a minimum grade of C- in each.
Justification for Course Change	Change is in anticipation of potential grading change to include pluses and minuses as grade options for instructors.	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.

**NSG 478**

Justification for Course Change		add ELO's
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**NSG 482**

Justification for Course Change		add elo's
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**OTH 360**

Full Title	Research Methods in Occupational Therapy	Scientific Inquiry for OT 1
Catalog Description	An introduction to principles of research methodology and data analysis in the realm of occupational science/occupational therapy. Includes a focus on scientific methodology, research design, data collection, data analysis, and ethical considerations.	Integrates student prior knowledge of research process into the scholarship of the profession. Survey methodological considerations in the design of research, ways of evaluating research and practice, and ethical considerations in research.
Transcript Title	Research Methods in OT	Scientific Inquiry for OT 1
Catalog Prerequisites	OTH student status.	MOT Student Status.
Justification for Course Change		The MOT curriculum is undergoing a redesign to address changes in educational standards and to integrate the new OTD curriculum. This course is the first in the research series and is positioned in the 2nd semester of the program. This course introduces the knowledge necessary for students to continue to develop as evidence based practitioners and clinical researchers.

**OTH 370**

Justification for Course Change	<p>This course is being changed to reflect the modification of the current MOT curriculum in response to new educational standards from the Accreditation Council for Occupational Therapy Education, changes in the profession, and to integrate a new OTD educational program. This is the 1st course in the professional foundations series and is taught in the first semester.</p>	<p>This course is being changed to reflect the modification of the current MOT curriculum in response to new educational standards from the Accreditation Council for Occupational Therapy Education, changes in the profession, and to integrate a new OTD educational program. This is the 1st course in the professional foundations series and is taught in the first semester. January 2021_ This course was updated to better reflect the differences in this course versus OTH 670 the grad version of this course. LO's were adjusted.</p>
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**OTH 670**

Justification for Course Change		<p>As part of the roll-out of the new OTD program the learning expectations of this course are being increased to clearly delineate the differences between this and OTH 370.</p>
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**PHAR 835**

Full Title	Rheumatology and Pain	Autoimmune Diseases
Transcript Title	Rheumatology and Pain	Autoimmune Diseases
Catalog Description	<p>Sixth course in the systems-based therapy series with a focus on management of rheumatologic disorders and pain. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with these diseases.</p>	<p>A course in the systems-based therapy series with a focus on management of autoimmune diseases. Integrates scientific principles with clinical practice to enable students to prevent, identify, and resolve drug therapy problems in patients with these diseases.</p>
Justification for Course Change		<p>Components of the course related to pain were moved to a new course PHAR 821: Pain. Additional autoimmune disorders are included. This is a minor change in content with a course name change. The change was approved by the Graduate Council as a program change in April 2019. I forgot to subsequently make the program change at that time.</p>

**PR 324**

Catalog Prerequisites	(JRL 215 or MDIA 215) and (ADPR 215 or PR 215 or STCM 215) with a minimum grade of C- in each.	(JRL 215 or MDIA 215) and (ADPR 215 or IMC 215 or PR 215 or STCM 215) with a minimum grade of C- in each.
Justification for Course Change	Updated to better reflect the changing communication landscape and learning outcomes for the College of Media.	Updated to better reflect the changing communication landscape and learning outcomes for the College of Media. The new IMC UG major requires PR 324. IMC 215 is part of that major and should fulfill part of the pre-req for PR 324.

**PUBH 640**

Full Title	Leadership and Collaboration in Public Health	Health Systems Leadership
Transcript Title	Leadership Collaboration in PH	Health Systems Leadership
Justification for Course Change		This change impacts the course title, only. Note that this name change reflects the modernization of standard discipline language linked to this course's content.

**SOWK 680**

Catalog Description	Theories and methods of integrated practice in child welfare. Examination of child welfare policy and services, including family preservation and home-based services, adoption, foster and residential care, community-based practices, and intervention in the context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.	Theories and methods of integrated practice related to child welfare, including child welfare policy and services, family preservation/home-based services, adoption, foster, and residential care. Also includes community-based practices and intervention in the context of professional social work values and ethics, social justice and affirmation of human rights.
Justification for Course Change	The revision of this course brings it into compliance with 2015 CSWE accreditation standards. The revised course will provide better support to the MSW new focus on Advanced Integrated Practice.	We are submitting a substantial revision to the course topics, readings and assignments in this course. The rationale for the changes is that the previous syllabus is quite old and we wanted to update the content to keep pace with the current changes in the child welfare field and to include readings and assignments that are relevant to current practice in the field.

## Course Deactivations

Course	Course Title
CCMD 783	USMLE Step-2 Clinical Skills Examination Prep
GEOG 525	Problems in Geomorphology
GEOG 621	Advanced Fluvial Geomorphology
GEOL 455	Introduction to Remote Sensing
LEGS 630	Law and Society
LEGS 710	Family Law

To: Faculty Senate Executive Committee  
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee  
 Date: February 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.
COUN 485: Capstone in Mental Health and Addiction Studies	CEHS	Students will engage in a research project in which they will seek out at least 8 professional literature sources and will refer to relevant course work materials from their studies in Mental Health and Addictions to investigate their topic in support of their culminating written paper and oral presentation. Students will gather pertinent career materials to utilize in their professional e-portfolio.	The research project will require students to apply the theories, skills, models and concepts from across the Mental Health and Addiction Studies coursework to their selected settings issue.	Students will take COUN 455, Ethics in Mental Health and Addictions Settings, as a prerequisite or concurrently with the capstone course. Students will reflect on ethical dilemmas that might be common to their selected settings issue and include those in their research paper and oral presentation. Societal implications will also be addressed, as students will be directed to include the broader impact of their chosen settings issue has on families, the local community and the community at large.	Students will develop three written assignments, a project proposal, a project outline, and ultimately a 12-page minimum research paper in APA format. Students will also be required to produce a slide presentation to accompany their oral presentation. They will also have brief written components required through the creation of their career portfolio. One of their required text books is about developing and producing a research paper.	Students will plan, prepare, and deliver a 15-minute oral presentation summarizing their research gathered over the course of the semester and drawn from their overall Mental Health and Addictions studies coursework. The presentation must include a slide presentation using PowerPoint, Keynote or Prezi. One of their required text books is about developing and presenting oral presentations.
LARC 437: Sustainable Trails: Practicum Experience	AG&FOR	For the undergraduate minor in Sustainable Trails Development, a total of 180 hours of practicum experience (5 weeks of work) will be required for three credits total of LARC 437, which can be completed over multiple semesters or all at once. This practicum experience can be completed in-person (Summer) or as a remote-learning opportunity (Spring). Both options require students to gather material independently, and work with faculty to set goals and expectations for their practicum experiences.	Students will be asked to think critically about their experience and summarize their learning in their daily journals, weekly assignments, and end of course presentations.	One of the questions students will address during their end-of-course presentations is, "How did the projects I worked on during this practicum experience respond to ethical and social cultural contexts?"	Students will be asked to reflect on their learning during each day of the practicum experience, in a journaling activity. They will turn in their journals at the end of the course. A take-home final exam, consisting of fill-in-the-blank and essay questions, will be due one week after students complete fieldwork. This exam will cover basic principles of trail planning/design/construction and IMBA Ride Center development, and other material covered during the online class sessions.	At the end of this course, students will be required to make a presentation summarizing what they have learned. Some questions for students to ask themselves, when organizing their presentations, include: - What did I learn from this experience? - How was I challenged? - How did the projects I worked on during this practicum experience respond to ethical and social cultural contexts? - What are my overall thoughts about the Sustainable Trails Development curriculum / program? Presentations will take place during the last day of the course, and will include both digital and spoken components. Presentation files will be due the week prior, on eCampus.

TO: Faculty Senate Executive Committee  
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair  
DATE: February 22, 2021  
RE: Graduate program reviews from Graduate Council, January 21, 2021

1. Program proposals

- a. **New Certificate:** Post-Master's Certificate in Nurse Executive Leadership (Key 1265)

Graduate Council action: Approved

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

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

<b>Title</b>	<b>Course Type</b>	<b>General Education Foundation</b>	<b>LEAP Learning Outcome</b>
ENTR 203: Data Analysis for Problem Solving	New GEF	F3. Mathematics & Quantitative Skills	1: Knowledge of human cultures and the physical and natural world

## **HONR 202: Materials for the Future**

Dr. John R. Craynon, Department of Mining Engineering, Statler College of Engineering and Mineral Resources

**Section Description:** The newest smart phones, tablets, laptops, HD TVs, electrical vehicles, and many other devices emblematic of the modern world continue to increase the demand for raw mined materials and energy. Further, the advances in standards of living in the developing world add many other stressors to the supply chains for raw materials and energy. To meet these needs responsibly and sustainably is a growing challenge, particularly as society's views about mining, fossil fuels, and other related issues continue to evolve. However, we must address these needs amid the growing concerns about global climate change, sustainability, and contentious geopolitical and economic issues. This class will explore the scientific, engineering, economic, public policy, social, and other key aspects of the multidimensional problems in ethical and integrated decision making required for providing critical materials and energy for today and the future.

### **GEF 2 - Course Learning Goals**

- Make connections between scientific developments, technological advancement, scientific methods of inquiry and analysis, and today's world.
- Employ intellectual and practical skills of systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions in a way that is relevant to modern life.
- Exercise both personal or social responsibility through the careful and rigorous application of methods of scientific inquiry and technological advancement, and by applying the results of that inquiry to personal, local, national, and/or international situations and problems.
- Integrate and synthesize knowledge gleaned from scientific and technological inquiry across disciplines including, but not limited to, the natural and applied sciences.

### **Section Specific Learning Goals Course Outcomes**

- Explain the availability of raw materials and energy on our planet and the economic, ecologic, social, and political costs of acquiring those materials and energy.
- Analyze the societal needs for these raw materials and the quality-of-life impacts related to the relative costs of those materials and their availability in various segments of society.
- Explain the measurement of environmental and social impacts, the definition of sustainable development and the relationship to raw materials and energy.
- Summarize the interaction of science, engineering, economics, social sciences, and other disciplines necessary to gather data for decision making in the context of universal good.
- Interact with and understand various decision-making theories and practices.,
- Determine how personal and societal decisions impact the planet in many dimensions related to economic, environmental, scientific, and social concerns.



## **HONR 204: The Road to Inequality**

Stefanie Hines, JD, Division of Forestry and Natural Resources, Davis College of Agriculture, Natural Resources and Design

**Section Description:** This course will examine the history of systemic racism concerning private land ownership and real property rights in the United States. Beginning with the early settlers and the conflicts with Native Americans this course will examine policy, conflicts, bigotry, laws of descent, and other factors that created a massive divide in land ownership and equity.

Throughout this course, students will use texts, articles, documentaries, and research to examine these different factors. This course will seek to engage students through understanding of United States property laws, human behavior, social justice, social inequities, political maneuvering, and the lasting impact on underrepresented populations in today's world. This course will require hands-on research in land ownership, laws of descent, use of historical records, and analysis of policy and data. This course will require students to examine long-held truths about the American dream, housing, land rights, and racial discrimination in the United States of America. Using a combination of reading material, visual material, and hands-on research students will analyze the past, present, and potential future state of social justice and real property. Students will develop a research project and presentation.

### **GEF 4 - Course Learning Goals**

- Make connections between the human behavior, social and political organization, communication, and today's world.
- Employ intellectual and practical skills of employing social, political, and economic systems in a way that is relevant to modern life.
- Exercise personal or social responsibility through the application of civic knowledge and practice of civic engagement, and by discussing individual, societal, and global situations and problems.
- Integrate and synthesize knowledge of human behavior and society across disciplines including, but not limited to, the social sciences.

### **Section Specific Learning Goals Course Outcomes**

- Make connections between policies and sociopolitical behavior that have long lasting impacts on minoritized populations. These connections will also demonstrate how historical policies are connected to the current state of inequality.
- Employ intellectual and practical skills of analyzing and interpreting social, political, and economic systems in a way that shows the disparity in equality and social justice for racial minorities.
- Experience and understand the importance of communication through civic engagement.
- Integrate and synthesize knowledge of human behavior and society across disciplines including, but not limited to, the law, policymaking, social behaviors, and socio-economic impacts.

**HONR 204: Arthurdale, WV Matters**

Renee Nicholson, Multi- and Interdisciplinary Studies, Eberly College of Arts and Sciences; Dr. Ann Pancake, WVU Humanities Center, Dr. Michael Walsh, Marketing, Chambers College of Business and Economics

**Section Description:** West Virginia has a rich, if complicated history and cultural identity, one that lives in historic places. By engaging thoughtfully with Arthurdale Heritage, the nation's first New Deal homestead, students will be engaged in understanding its history, issues of Appalachia and rural America, and ways to help support and preserve it through a hands-on, civic and culturally focused public humanities course.

**GEF 4 – Course Learning Goals**

- Make connections between the human behavior, social and political organization, communication, and today's world.
- Employ intellectual and practical skills of employing social, political, and economic systems in a way that is relevant to modern life.
- Exercise personal or social responsibility through the application of civic knowledge and practice of civic engagement, and by discussing individual, societal, and global situations and problems.
- Integrate and synthesize knowledge of human behavior and society across disciplines including, but not limited to, the social sciences.

**Section Specific Learning Goals Course Outcomes**

- Reflect on the history and traditions of Arthurdale, issues impacting Appalachia and rural America, and the impact of civic engagement, both in writing and orally.
- Identify issues of class and race that impacted the development of Arthurdale.
- Discuss basic concepts around non-profit organizations, tourism, and marketing and understand how they impact efforts to sustain Arthurdale Heritage, Inc. (AHI).
- Compose or assemble a presentation or project that illustrates the integration of two or more disciplines that enhanced the sense of civic engagement as it relates to AHI.

**HONR 206: Dangerous Music**

Dr. Jennifer Walker, School of Music, College of Creative Arts

**Section Description:** Music history is replete with moments when music has been considered dangerous, either as a seductive peril, as a threat to established cultural or social norms, or in even more sinister ways, such as its use as an instrument of punishment and torture in U.S. detention camps. This interdisciplinary class explores the various ways in which music and danger have become intertwined and, in some cases, inseparable. Drawing on studies in the fields of political science, religious history, gender studies, and sociology as well as music, and asking how danger has been and is perceived in terms of gender, sexuality, race, and politics, we will examine instances of “dangerous” music in diverse historical periods, musical styles, and global cultures. Please be aware, however, that this course is not designed to be comprehensive; exploring all major musical styles, trends, composers, performers, philosophies, and reception

from antiquity to our modern era would be impossible in practice and counterproductive in conception. Instead, we will focus on select themes that will enable us to address overarching topics such as music and politics, music and religion, the impact of technology on music, and the historical positions and significant contributions of women, ethnic minorities, and other diverse musicians. Each thematic unit will conclude with the creation of a “micro-podcast.” At the end of the semester, the micro-podcasts will be compiled into a single, hour-long, collaborative work.

### **GEF 6 - Course Learning Outcomes**

- Make connections between the arts—through analysis and/or practice—and today’s world.
- Employ intellectual and practical skills of analyzing and/or producing artwork in a way that is relevant to modern life.
- Exercise both personal or social responsibility through the analysis and practice of art, and by discussing personal, local, national, and/or international situations and problems.
- Integrate and synthesize knowledge of artistic expression across disciplines including, but not limited to, the arts and humanities.

### **Section Specific Learning Goals Course Outcomes**

- Evaluate the methodologies, arguments, and evidence of various musicological texts and resources.
- Engage in open-minded and thoughtful inquiry regarding musical practices of the past and how they relate to the present.
- Effectively and clearly express meaningful ideas about music and its “dangers” in speech and writing.
- Build critical thinking and communication skills.
- Write and record “micro-podcasts” that include an overview of the topic at hand, a short interview with a guest (faculty members, graduate students, community members, etc.), and musical examples that either support or complicate their overall argument as it relates to music and danger.

### **HONR 207: Extractive Capitalism**

**Dr. Devin Smart, Department of History, Eberly College of Arts and Sciences**

**Section Description:** The class helps students understand the historical processes that created our current environmental crises. Specifically, it investigates the changing relationship between the economy and the natural world since the start of the Industrial Revolution, with a focus on extractive industries. The geographical framework of the course is both global and local. Students will learn about the interconnectedness of economies and ecologies across borders, continents and oceans, but they will also leave this class with a better appreciation of how Appalachia fits into the wider world. The history of extractive economies is as relevant to Appalachia as anywhere else, and it will serve as one of our key case studies, alongside and in dialogue with other parts of the Americas, Europe, Africa, Asia and the Middle East. The course is organized around the history of fossil fuels, and the industrial societies they have created, beginning with coal and then the transition to petroleum. Along the way, we will also examine

other extractive industries, including timber and commercial fishing, and will consider how they have changed local and global ecologies. The last section of the class zeros in on climate change, especially during the recent era of globalization. This concluding part of the class links past, present and future. Students will learn how different governments, companies and activists have responded to climate change and other consequences of extractive industries, and they will develop their own ideas about what the future could and should be.

### **GEF 7 – Course Learning Goals**

- Make connections between diverse cultures, groups of people, and experiences and the ways that diversity affects today's world.
- Employ intellectual and practical skills of analyzing global culture and other modes of diversity in a way that is relevant to modern life.
- Exercise both personal and social responsibility by engaging other ways of life, experiences, means of expression, histories, and modes of being and by putting those into conversation with personal, local, national, and/or international situations and problems.
- Integrate and synthesize knowledge of global cultures and diverse experiences across disciplines including the arts, humanities, and social sciences.

### **Section-Specific Learning Goals**

- Gain a greater understanding of how economic production, transport and consumption has shaped the world's environments.
- Understand the uneven patterns of economic development and environment change that have transformed the world since the Industrial Revolution.
- Use this history to come to a better understanding of environmental issues in the twenty-first century.
- Use this history to evaluate and propose potential solutions to twenty-first century environmental crises.
- Improve critical reading, writing and public-speaking skills.

Ordinance 2020-\_\_\_\_

**AN ORDINANCE ESTABLISHING  
A CIVILIAN POLICE REVIEW AND ADVISORY BOARD**

The City of Morgantown hereby ordains that a new Article 181 is established within the City Code entitled “Civilian Police Review and Advisory Board” as follows:

**Section 181.01. Board Established; Purpose.**

The City shall have a Civilian Police Review and Advisory Board, established and operated in accordance with this Article. The general purpose of this Article is to provide for citizen participation in reviewing Police Department policies, practices, and procedures; to promote the availability of data relating to police practices and procedures; and to provide a prompt, impartial, and fair investigation of misconduct complaints relating to the Morgantown Police Department in a manner which protects the rights of police officers and the rights of individuals who have contact with the Morgantown Police Department

**Section 181.02. Definitions.**

*Board* means the Civilian Police Review and Advisory Board established by this Article.

*City* means The City of Morgantown, West Virginia.

*Immediate family* means a parent, spouse, child, sibling, or domestic partner.

*Member* means a member of the Board.

*Morgantown City Administration* means all employees and officers of The City of Morgantown and all employees and officers of the boards, commissions, authorities, and agencies established by The City of Morgantown, excluding the appointed members of such boards, commissions, authorities, and agencies who serve without compensation.

*Chief* means the Chief of the Morgantown Police Department.

*Investigator* means the Board member(s) or person(s) appointed pursuant to section 181.06(c)(2).

*Misconduct* means inappropriate behavior or actions by a police officer, including but not limited to excessive use of force; abuse of authority; harassment; unlawful arrest, stop, or search; arrest, stop, or search motivated to any degree by bias based on race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, age, blindness, disability, familial status, or veteran status; or use of unprofessional, demeaning, or offensive language or conduct relating to race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, age, blindness, disability, familial status, or veteran status.

### **Section 181.03. Membership and Terms.**

- (a) Members. The Board shall consist of nine members appointed by City Council.
- (b) Qualifications.
- (1) Each member shall be a resident of the City or an active member of an organization that works within the City to promote purposes consistent with the purpose of the Board. If a member ceases to meet this qualification, the member shall immediately notify City Council, but the member shall remain in office until a successor is appointed unless he or she resigns or is removed from the Board. Each member shall be at least 18 years of age.
  - (2) No member shall hold any other office or employment with the City while a member of the Board.
  - (3) No member of the Board shall be a former employee of the Morgantown Police Department.
  - (4) No member of the Board shall be an immediate family member of any member of the Morgantown City Administration, City Council, or Morgantown Police Department.
  - (5) Three members shall come from historically disadvantaged communities that have traditionally experienced disparate policing or shall be residents of publicly subsidized housing. Three additional members shall be nominated by organizations that seek racial or social justice on behalf of historically disadvantaged communities or persons with disabilities.
  - (6) Openings on the Board should be filled based on The City of Morgantown Diversity, Equity, and Inclusion Plan adopted by [Resolution XX-XX of the Morgantown City Council on (Date)], as amended.. In the event of a conflict between the membership qualifications and appointment procedures of this Article and the provisions of the City's diversity, equity, and inclusion plan, the provisions of this Article shall control.
  - (7) In the event that no applicant meets the requirements of subparagraph(b)(5), a position may be filled by seeking applicants according to the process identified by The City of Morgantown Diversity, Equity, and Inclusion Plan.
- (c) Terms of office. The Board shall initially consist of nine members appointed to the following terms: (i) three members appointed for a term of 1 year, (ii) three members appointed for a term of two years, and (iii) three members appointed for a term of 3 years. Each term thereafter shall be a 3-year term. Members shall continue in office until a successor is appointed, unless the member resigns or is removed from office. Vacancies shall be filled in the same manner as an initial appointment, and the member appointed shall be appointed for the remainder of the

vacant term. Any member may resign by delivering a written notice to the City Clerk stating the effective date of the resignation.

#### **Section 181.04. Officers; Meetings; Bylaws.**

(a) Officers. The Board shall elect a chair, vice- chair, and secretary annually at its first regular meeting in each calendar year. The Board may elect such additional officers as it deems prudent or as required by its bylaws.

(b) Regular meetings. The Board shall conduct regular meetings no less than quarterly, on a schedule established by the Board. The Board may conduct special meetings on the call of the chair or a majority of the members. Meetings will be conducted in accordance with the West Virginia Open Governmental Proceedings Act. The City Clerk shall assist the Board in convening and conducting its meetings.

(c) Bylaws. The Board may adopt bylaws for the conduct of its business. Any bylaws adopted must be consistent with the purpose of this Article and may not contravene any specific provision of this Article. The bylaws shall be delivered to the City Clerk and City Council upon adoption, and upon any revision.

(d) Orientation and Training. In order to effectively promote the purposes of the Board, each member should attend a public meeting of the Board prior to beginning the member's term, shall participate in a board orientation that includes a Morgantown Police Department ride along, and shall participate in ongoing training endorsed by the National Association for Civilian Oversight of Law Enforcement (NACOLE) or similar organizations. The board shall establish in its bylaws the training requirements for its members.

#### **Section 181.05. Powers and duties.**

The Board shall have the following powers and duties:

(a) Develop and administer a process to conduct initial, periodic, and complaint-based compliance auditing for existing policies and procedures of the Morgantown Police Department and to make recommendations regarding the findings, the audit process, and the compliance by the Morgantown Police Department with established policies and procedures.

(b) Develop and administer a process to conduct initial, periodic, and complaint-based review of existing policies and procedures of the Morgantown Police Department and make recommendations on the review findings as to the policies and procedures and any recommended revisions, modifications, or additions.

(c) Develop and administer a process to receive, review, and advise upon materials and practices related to the recruitment, hiring, and training of the Morgantown Police Department, with the goals of increasing diversity, furthering community cooperation, and eliminating misconduct.

(d) Develop and administer a process to receive public suggestions for recruitment, hiring, and training to be offered to the Morgantown Police Department; to review the suggestions; and to advise the Morgantown Police Department as to the recommendations of the Board upon the suggestions.

(e) Develop and administer a process to receive, investigate, and review civilian complaints about misconduct of the Morgantown Police Department or its officers, and to conduct hearings, make findings, and recommend appropriate action based on such hearings and findings, as provided by this Article.

(f) Review internal investigations into misconduct conducted by the Morgantown Police Department. In carrying out this function, the Board shall have the powers and responsibilities set forth in paragraph (e) of this Section in accordance with the procedures established in Section 181.06 of this Article.

(g) Conduct hearings and make findings and recommendations as to discipline or retraining of officers as directed by this Article and consistent with procedures established by this Article and the Board's bylaws.

(h) Organize and conduct community outreach related to the Board's purposes and activities. The Board should hold public meetings to report to community members on its activities, summarize its findings and recommendations, and allow residents to ask questions and raise concerns. The Board should establish goals and measurements of progress toward those goals, provide regular reports on its activity and progress toward the goals, and provide means for recognition of officers who contribute to positive policing practices.

(i) Provide policy recommendations to the City Council, City Manager, Morgantown Police Civil Service Commission, and Morgantown Police Department. Review and provide input on recruitment methods and whether the City is meeting its diversity goals and engaging in sufficient recruitment methods to promote diversity.

(j) Enter into contracts necessary and helpful to the conduct of its business, subject to the availability of funds allocated for such purpose. Such contracts may include, but shall not be limited to, retention of investigators, subject matter experts, hearing examiners, and such other persons or entities as may be necessary or helpful to assist the Board in the conduct of its functions.

(k) Request, and receive information, documents, reports, and assistance from officers and agencies of the City upon request. The Morgantown Police Department shall render assistance to the board in order to provide insight into policies, procedures and officer experience.

#### **Section 181.06. Complaint and Investigation Process; Hearings; Findings.**

(a) Scope and authority. The Board shall have the duty and the responsibility to receive, investigate, and seek resolution of complaints relating to the Morgantown Police Department in accordance with the provisions of this Article and pursuant to the procedures established in this Section.



(b) Complaints.

(1) A complaint should be filed in writing by the complainant completing the Board's form and filing it with the Board by mailing or personal delivery to the Office of the City Manager, c/o Morgantown Civilian Police Review and Advisory Board, 389 Spruce Street, Morgantown, WV 26505, or by email to \_\_\_\_\_@morgantownwv.gov. A complaint may be filed orally, in a writing not on the Board's form, or by the Board or any member of the Board based on information received by the Board or member, in which case it will be reduced to writing on the Board's form by a Board member appointed by the chair and signed by the complainant. In the event that a complaint is filed by the Board or any member of the Board based on information received by the Board or member, any notices directed to the complainant pursuant to this Article will be delivered to the Board member initiating the complaint or, if initiated by the Board, to the chair of the Board.

(2) When the complaint is received, it is filed with the Board and the date of filing is recorded. For purposes of this Article, the date of filing shall be the filing date recorded on the written complaint form by the authorized Board member, regardless of the time or manner in which the complainant delivered the complaint.

(3) The chair or another member designated by the Board, will review the complaint to ensure (A) that it is signed by the complainant and includes an affirmation that the allegations are true, except that, if the complaint is filed orally, the Board member reducing the complaint to writing pursuant to subparagraph (b)(1) shall record that the complainant made the allegation(s) for himself or herself and affirms the allegation(s) are true, and that, if the complaint is filed by the Board or a member of the Board based upon information received by the Board or the member, the complaint shall identify the source and substance of the information and the time and manner in which it was received; (B) that it has been filed within 365 calendar days of the alleged incident of misconduct; (C) that the required personal information prescribed in the Board's form has been completed, including at minimum the name of the complainant and a method of providing written notices to the complainant, except that, if the complaint is filed by the Board or a member of the Board based upon information received by the Board or the member, the absence of this information shall not make the complaint incomplete; and (D) whether the complaint alleges misconduct within the scope of this Article. This review should be completed within 14 calendar days of filing.

(4) If the complaint does not meet the criteria in Step (3), above, a letter will be sent to the complainant within 20 calendar days of the filing date of the complaint at the mailing or electronic mail address provided in the complaint stating the reason the complaint is insufficient.

(5) The complainant may re-submit the complaint to the Board with the insufficiencies cured within 20 calendar days of receipt of notice of rejection of the complaint. A complaint that is re-submitted will have its filing date recorded, and the proceedings of the Board on the complaint will follow the timelines prescribed based on

that filing date. Complainants should be aware that no timelines or filings under this Article toll or suspend any other filing period or statute of limitations, including any limitations period of the West Virginia Human Rights Commission, United States Equal Employment Opportunity Commission, or any state or federal court of law.

(6) If the review in section 181.06 (b)(3) indicates that all required information is provided and misconduct covered by this Article is alleged, the Board will retain the complaint and begin an investigation. A letter will be delivered to the complainant at the mailing or electronic mail address provided in the complaint stating that the Board has received the complaint and will begin an investigation.

(7) At any time it deems appropriate, the Board may seek the assistance of other government agencies responsible for handling or assisting with the subject matter of a complaint it is investigating, or the Board may refer such complaint or investigation to a government agency or agencies responsible for addressing such complaint. In the event of a referral, the Commission will send a letter to the complainant at the mailing or electronic mailing address provided in the complaint stating that the Board has referred the complaint or investigation to such agency, which shall be identified in the letter, and stating whether or not any additional action will be taken by the Board.

(c) Investigation.

(1) Any complaint moved to the Investigation stage will be presented at a meeting of the Board. This meeting should be completed within 30 calendar days of filing.

(2) The Board will determine whether (A) it will appoint a special committee of Board members to investigate the complaint, or (B) whether it will appoint an individual member of the Board to investigate the complaint. In extraordinary circumstances the Board may retain a third party to conduct the investigation.

(3) The Board will give notice of the complaint to the Chief of Police and the officer or officers who are named in the complaint as having committed the misconduct (“subject officer(s)”). The subject officer(s) has/have 30 days to file an answer to the complaint. The answer must specify the allegations in the complaint that the officer disputes.

(4) The investigator selected in section 181.06(c)(2) above will investigate the complaint to determine whether probable cause exists that the allegations in the complaint are true. The investigation may involve discussion of the claims – orally or in writing – with the complainant, the subject of the complaint, witnesses, and any other parties. The investigator may make field visits for purposes such as examining the site of alleged misconduct. Upon a majority vote of members of the Board, the Board may issue subpoenas requiring witness testimony or the production of documents and things, which may be served as provided by law for the service of subpoenas. Anyone interviewed in the course of the investigation may have a representative present. The investigation may rely on other resources determined appropriate by the investigator. This investigation should

be completed within 30 calendar days of the receipt of the subject officer's answer to the complaint.

(5) In any investigation in which the alleged action(s) of the subject officer(s) would potentially subject the officer(s) to criminal liability, the investigator may interview the officer(s) but shall have no power to compel the officer(s) to answer questions or otherwise provide evidence.

(6) If the investigator determines there is no probable cause that the allegations in the complaint are true and constitute misconduct, the investigator will (A) report the finding to the Board, and (B) within 10 calendar days of making the determination, send a letter to the complainant at the mailing or electronic mailing address provided in the complaint stating the following: (i) that the Board's investigation has determined that no probable cause exists to substantiate misconduct as alleged in the complaint, which must include the reason for such determination; (ii) that the complainant may file a written request for a meeting with a panel of the Board to show probable cause supporting the occurrence of misconduct; and (iii) that the written request must be filed within 20 calendar days of receipt of the letter.

(7) If the complainant responds by filing a request for a meeting within 20 calendar days of the letter's receipt, a panel of three members of the Board (including the Board member(s) who participated in the investigation) appointed by the chairman will meet with the complainant. Within 5 calendar days of the meeting, the panel will determine whether there is probable cause that the allegations in the complaint are true and constitute misconduct, and the panel will send a letter to the Chief, subject officer(s), and the complainant at the mailing or electronic mailing address provided in the complaint informing the recipients of such determination and stating that, in cases where probable cause is found, the complaint will proceed to conciliation and/or hearing.

(8) If the investigator does not find probable cause and no meeting is requested by the complainant, then a letter stating that no probable cause was found will be sent to the Chief and subject officer(s).

(9) If the investigator determines that there is probable cause to believe that the allegations in the complaint are true and constitute misconduct, the investigator will (A) prepare a report of investigation which shall be furnished to the Board, and (B) send a letter to the Chief, subject officer(s), and complainant at the mailing or electronic mailing address provided in the complaint informing the recipients of such determination and stating that the complaint will proceed to conciliation and/or hearing.

(10) In any case where it is determined that probable cause supporting the occurrence of misconduct exists, the complaint will proceed to the Conciliation and/or Hearing provisions of Section 181.06 paragraphs (d) and (e).

(11) The identity of the subject officer(s) and complainant will not be publicly disclosed or discussed by the Board or its members prior to the release of an official report

that probable cause is found. If probable cause is not found, no public disclosure of the subject officer(s) or complainant's identity will be made by the Board.

(d) Conciliation.

(1) If it is determined that probable cause supporting the occurrence of misconduct exists, the Board will attempt to eliminate or correct the misconduct identified in the complaint in accordance with these procedures.

(2) The proceedings to conciliate the complaint under this paragraph (d) shall remain confidential unless the Board elects to disclose the terms of a conciliation agreement as described in these procedures.

(3) If the Board elects to proceed to a hearing without pursuing conciliation, the Board will send a letter to the Chief, subject officer(s), and complainant at the mailing or electronic mailing address provided in the complaint informing the recipients of such determination and stating that the complaint will proceed to a hearing pursuant to subsection (e) entitled "Hearings." The notice will be sent within 10 days of the determination and no less than 30 days prior to the hearing.

(4) Conciliation may involve discussions and meetings with the complainant(s) and subject(s) of the complaint and/or their representatives, separately or jointly, as determined by the Board. Conciliation should be completed within 60 days of the Board's finding of probable cause and this time period can be extended for good cause.

(5) If Conciliation results in agreement or action to correct the misconduct deemed satisfactory by the Board, the Board will send a letter to the complainant at the mailing or electronic mailing address provided in the complaint, with a copy to the Chief and the subject officer(s) stating that the matter has been resolved by conciliation and the Board will take no further action. The Board may publish or otherwise disclose the terms of such conciliation agreement, but it shall not be required to do so.

(6) If Conciliation does not result in agreement or action to correct the misconduct that is deemed satisfactory by the Board, the Board will send a letter to the Chief, subject officer(s), and complainant at the mailing or electronic mailing address provided in the complaint informing the recipients that conciliation was unsuccessful and that the complaint will proceed to the Hearing process.

(e) Hearing.

(1) All hearings conducted on the complaint will be public, but the investigation, conciliation, and deliberation by the Board or hearing examiner shall not be public hearings. The hearing(s) will be conducted by a hearing examiner chosen by the Board. The hearing examiner may be an individual member of the Board, a panel of members of the Board, or – in extraordinary circumstances - an attorney licensed in the State of West Virginia and retained by the Board to act as the hearing examiner. The

hearing examiner may not be a member of the Board who participated in the investigation of the complaint in question. If the hearing examiner is an individual member of the Board or a panel of members of the Board, the City Attorney shall advise the hearing examiner as to procedural and evidentiary matters. In the event that the City Attorney has a conflict of interest that precludes him or her from serving as legal counsel to the hearing examiner, or is otherwise disqualified from representing the hearing examiner, the City shall provide alternate legal counsel.

(2) A notice will be sent to the complainant and to the subject officer(s) stating the time, date, and location of a public hearing to be held before the Board. The date will be at least 30 calendar days after service of the notice on the subject officer(s).

(3) The Board investigator shall present the findings and evidence of probable cause at the Hearing. The subject officer(s) may participate in the hearing and offer evidence and testimony, directly or by counsel. The complainant may also participate in the hearing and offer evidence and testimony, directly or by counsel.

(4) . The Board investigator shall be permitted to present the findings and evidence of probable cause at the hearing, and the record of the investigation of the complaint may be included in the record at the hearing. The admissibility and consideration of all other testimony and evidence shall be governed by the West Virginia Rules of Evidence and rulings on admissibility of such testimony and evidence shall be made by the hearing examiner.

(5) The hearing will be recorded – either by video, audio, or transcription – to allow preparation of a record sufficient to review the hearing procedures and determination. The hearing examiner will give the parties the opportunity to submit oral or written closing argument.

(6) The hearing examiner will prepare written findings and conclusions determining whether misconduct occurred as alleged in the complaint, and the examiner will ensure the record of the hearing is complete. If the hearing examiner concludes that misconduct occurred or is occurring, the determination shall include recommendations for remediation by the Police Department and/or for discipline of the subject officer(s). The hearing examiner's determination should be completed within 60 days from the naming of the hearing examiner.

(7) The hearing examiner's findings and conclusions, along with the record of the hearing including all evidence and testimony considered, will be submitted to the Board for review. The hearing examiner's findings and conclusions will be reviewed by members of the Board who did not participate in the investigation or serve as hearing examiner.

(8) If the Board, as constituted in section 181.07(e)(7), determines that misconduct has occurred or is occurring, it will serve on the complainant, the subject officer(s), and the Chief a copy of its written determination of such misconduct,

which may reflect its adoption of the findings and conclusions of the hearing examiner. The determination will (A) include findings of fact and conclusions of law with respect to the determination that misconduct has occurred as defined in this Article, and (B) specify the measures recommended to address the misconduct. If the Board's recommendation includes discipline of subject officer(s), such recommendation shall be based on a disciplinary matrix and guidelines developed jointly by the Board and Morgantown Police Department.

(9) If the Board finds that no misconduct has occurred, it shall serve on the complainant, Chief, and subject officer(s) a written determination containing findings of fact and conclusions of law supporting its determination

(10) The Chief retains authority to implement any disciplinary action that may be recommended, subject to the requirements of West Virginia Code Chapter 8, Article 14A, (providing for a hearing board to determine disciplinary actions of termination, suspension, or reduction in rank or pay) and West Virginia Code Chapter 8, Article 14, Section 20 (providing Civil Service Commission jurisdiction to hear matters relating to disciplinary action involving termination, suspension, or reduction in rank or pay).

(11) Upon reaching a determination regarding discipline or other Morgantown Police Department response to the complaint, the Chief shall provide the Board with the Chief's decisions. The Board may request that the Chief provide an explanation in writing regarding any deviation from the Board's recommendations. The Board may also request that the Chief meet with the Board to discuss the recommendations. The Chief shall cooperate with requests to meet with the Board.

(12) If the Board finds that misconduct occurred, and if the complainant had hired a lawyer to provide representation in the matter, the complainant is entitled to an award of reasonable attorney fees, the amount to be determined by the Board. Attorney fees are awardable upon an ultimate finding of misconduct irrespective of what discipline is imposed. No fee award may exceed \$5,000.00.

### **Section 181.07. Reports.**

(a) Annual Report; Work Plan. On or before January 31 of each year, the Board shall file a report with the City Clerk setting forth the activities of the Board for the previous year and establishing a work plan for the Board for the current year. The City Clerk shall distribute the report to City Council, the City Manager, the Chief of the Morgantown Police Department, and the President of the Morgantown Police Civil Service Commission.

(b) Statistical data and reporting. No less than annually, the Board shall collect and report statistical data relating to the operations of the Morgantown Police Department including calls for assistance, stops, arrests, charges, and convictions, which will include demographic data such as race, sex, age, and other relevant and available characteristics of involved persons. The Morgantown Police Department and the Board will work together to

collect, maintain, and report the data while ensuring that all appropriate or required privacy and confidentiality protections are afforded to the individuals involved in the incidents underlying the reported data.

**Section 181.08. Legislative intent; Severability.**

It is the intention of the City Council of The City of Morgantown in enacting this Article to establish the Board with each power and authority described herein to promote the purposes identified in Section 181.01 and this Article, and the City Council finds and determines that such legislative intent will best be served by giving effect to all valid provisions of the Article in the event that any other provision is determined invalid for any reason. To serve the expressed legislative purpose, in the event that a court or agency of competent jurisdiction holds that any federal or state law, rule, or regulation invalidates any provision of this Article or the application thereof to any person or circumstances, it is the intent of the City Council of The City of Morgantown that the court or agency sever such provision and that the remainder of this Article shall remain in effect and its validity and application to other persons or circumstances shall not be affected by the determination of invalidity.

This ordinance shall be effective \_\_\_\_ days from adoption.

FIRST READING: \_\_\_\_\_

\_\_\_\_\_

Mayor

SECOND READING: \_\_\_\_\_

\_\_\_\_\_

City Clerk

ADOPTED: \_\_\_\_\_

FILED: \_\_\_\_\_

WVU Faculty Senate Ad Hoc Committee – Third-Party Tools  
2020-2021

Membership

Tracey Beckley, TLC Representative  
 Heather Billings, School of Medicine  
 Diana Davis, School of Medicine  
 Mark Fullen, Extension  
 Ian Harmon, Libraries  
 Amelia Jones, Student Government  
 Erin Kelley, TLC Representative  
 Megan Leight, School of Art and Design, Co-chair  
 Lori Ogden, Eberly, Co-chair  
 Yenumula Reddy, Statler  
 Chase Riggs, Student Government  
 Jane Ruseski, Chambers

**Purpose of the Committee:**

This committee was formed after receiving a Student Government Association (SGA) endorsed letter from undergraduate representatives Chase Riggs and Amelia Jones. They alerted the WVU Faculty Senate to rising student indirect costs associated with the use of third-party platforms in classes across the university.

*“We implore the Faculty Senate to re-evaluate the use of the third-party platforms, such as Top Hat, and to replace them with free, more accessible features like those on Blackboard. This platform is already ubiquitous at the university. If the utilization of these resources is a necessity, then we urge the Faculty Senate to help us encourage the University to implement a course marking system, providing transparency of cost for when students are registering for classes. Not only will this alleviate some of the financial burden that students face but will also make WVU classes more consistent with one another, not making students make multiple, hefty purchases.”*

**SGA Letter to Faculty Senate:** Read the full letter [here](#).

The committee was tasked with investigating the use of third-party platforms across WVU, and charged with making recommendations regarding their use to the TLC, ITS, and Provost’s Office.

Ad Hoc Committee Activities Summary

Faculty Senate Chair Nathalie Singh-Corcoran convened the first meeting reiterating the goal of the committee to investigate the use of third-party tools and to prepare a recommendation to ITS, TLC and Provost’s office. Lori Ogden and Megan Leight were appointed as Co-chairs. The committee met seven times (October 2020 – February 2021).



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2020-2021

1. The committee discussed a variety of issues related to the use of third-party tools. The most important issues to the SGA were: high indirect costs incurred by students to be successful in courses and general confusion associated with using multiple platforms that serve similar purposes. Additional issues and concerns raised by the committee included personal information security, student privacy, lack of data to document student engagement for financial aid purposes, third-party technology support concerns, academic integrity, faculty academic freedom, and consistency of the student experience among courses at WVU.
2. The committee discussed formally defining “Third-Party Tools,” which is often found on university websites as part of their instructional tools adoption criteria. A general definition could be “tools, educational software or services developed and owned by third parties.” However, we quickly discovered the complexities of the issues surrounding the use of these third-party tools. For example, some tools integrate with the LMS, some tools do not, some tools have an additional cost (to students or to faculty), some tools are free to use, some tools require students to create external accounts (TopHat), some tools do not require an account (Padlet), etc. In other words, a free tool may not be secure, but has a lot of utility, where other tools that cost money may integrate with the LMS, but are external to those adopted by WVU, and so on.
3. In an effort to clarify some of the issues surrounding third-party tools, the committee invited Tracey Beckley and Erin Kelley from the Teaching and Learning Commons to the committee. They were able to provide information regarding policies that were already in place, rationale for why specific tools can or cannot be contracted with WVU (for example, Top Hat has a conflict with the WVU Barnes and Noble textbook contract and cannot be adopted). They also helpfully addressed some ongoing initiatives for institutional licenses and adoptions in-process at the university. One of their main recommendations was to reiterate that faculty can find information regarding current expectations and best practices at WVU online: <https://faculty.wvu.edu/adjustments-for-covid-19/covid-19-instructor-expectations-and-best-practices>
4. Chase Riggs and Amelia Jones (SGA Representation) created and deployed a survey to seek feedback regarding tool use from undergraduate and graduate students at the university. In total, 250 students responded, and 94% of students reported using third-party tools in their courses. Comments included:

*“For me to afford a semester of Cengage Unlimited, I have to work a full twelve- hour shift.”*

*“Please just make everyone use one program like blackboard it’s too hard to keep track of multiple websites blackboard works great”*

*“It was a large and unexpected expense that was not advertised before taking the course.”*

*“I think third party platforms can be beneficial if used for materials that cannot be accessed through Blackboard/eCampus. However, it would be nice if the University would centralize platform use to one or two platforms. It can be very expensive to purchase multiple platforms for each semester.”*

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Following the results of the student SGA survey, the committee was reminded that the main purpose of this ad hoc committee was to address **student concerns**: 1) financial burden and 2) confusion over use of multiple platforms.

5. A second survey was developed and sent to the WVU faculty in collaboration with Senate Chair Natalie Singh-Corcoran. The goals of this survey were to assess faculty use of third-party tools and investigate additional platforms to be considered for institutional purchase. Nearly 600 faculty members responded to the survey, approximately 30% of the total faculty at WVU. The majority of faculty (76%) responded either 1) do not use third-party tools or 2) do consider if the tool integrates with eCampus when adopting it for their courses. Additionally, **69% of faculty respondents said that they would consider adopting a tool licensed by WVU to lower indirect costs to students.**

In summary, there are many issues associated with the use of Third-Party Tools – more than a temporary ad hoc committee can tackle in a few months. As such, the committee focused on the original task – to answer SGA’s call for Faculty Senate to help *“alleviate some of the financial burden that students face,” “re-evaluate the use of the third-party platforms, such as Top Hat, and to replace them with free, more accessible features like those on Blackboard,”* and *“to help us encourage the University to implement a course marking system, providing transparency of cost for when students are registering for classes.”*

#### Ad Hoc Committee Recommendations

##### Short-Term:

1. Faculty Senate should establish a standing committee to inform/advise the use of Academic Technologies across all campuses. This committee should include membership from Libraries, ITS, TLC, SGA representation, and faculty (Main, HSC, branch campuses). This ad hoc committee believes a standing committee is necessary to further examine issues related to personal information security, student privacy, third-party tech support concerns, academic integrity, faculty academic freedom, and consistency of the student experience among courses.
2. WVU provide a course marking designation at the section level in the schedule of courses to signify courses indicating additional costs to students. We support full disclosure of all course costs to students (regardless to course modality) prior to registration, including academic technology.
3. Based on the input received to date, this committee believes that the primary instructional tool access point should be a WVU-authenticated Learning Management System (LMS), such as eCampus Blackboard or SOLE. A university policy and process in support of this goal needs to be crafted and championed by Academic Department Deans.

##### Long-Term:

4. Key WVU stakeholders (ITS, Libraries, and TLC) should partner to raise awareness and expand existing resources (and the ITS Knowledge Base). For example, WVU should create/maintain an instructional tools database for faculty to consult when making decisions about academic technologies.
5. WVU consider securing funding to purchase enterprise access and/or institutional licenses for the widely used instructional tools such as Adobe Software and iClicker,

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2020-2021

reducing student costs for these materials. This would allow WVU to take advantage of potential economies of scale to leverage our purchasing power.

## **Resolution to Renew Faculty Senate Special Committee on Shared Governance**

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

WHEREAS, the Constitution mandates that any established special committees may only continue for a maximum of one year unless specifically renewed by the Faculty Senate, and

WHEREAS, the Faculty Senate Shared Governance Committee was established as a special committee for the period of June 10, 2019 – May 1, 2020, and

WHEREAS, the Shared Governance Committee, was renewed for the 2020-2021 academic year, therefore be it

RESOLVED, that the Shared Governance Committee, along with the subject matter jurisdictions, are hereby renewed for the 2021-2022 academic year unless sooner altered or terminated by resolution of the Faculty Senate, and be it

FURTHER RESOLVED, that the Shared Governance Committee renewed in this resolution shall present a report to the Faculty Senate no less than annually.

## **Resolution to Create Faculty Senate Sustainability Committee**

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

WHEREAS, issues of sustainability, environmental impact, resources, and the teaching and research of all those areas are important to the overall success of West Virginia University and the faculty thereof, and

WHEREAS, the Sustainability Committee, operating as a special committee, did laudatory work over the past two academic years, and

WHEREAS, the Faculty Senate seeks to assist the University in assessing our environmental impact, and through our teaching and research work towards an understanding of environmental issues, therefore be it

RESOLVED, that the Faculty Senate Sustainability Committee is created as a standing committee through the end of the 2023 academic year, unless sooner altered or terminated by resolution of the Faculty Senate, and be it

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

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

- (1) Provide support and assistance to the WVU Office of Sustainability, especially with regard to WVU's sustainability plans and goals.
- (2) Survey faculty with regard to both teaching and research being done at WVU that has relevance to sustainability issues; consider building a database of faculty teaching and research that would allow faculty and staff to communicate with each other on sustainability issues.
- (3) Per a request from WVU's Office of Sustainability, survey the faculty to find out what courses utilize the campus environment in their teaching, as this would give different academic programs a step forward in showing students the full portfolio of sustainability curriculum WVU offers
- (4) Consider the resources necessary to do a carbon-audit of WVU, with respect to our sustainability practices
- (5) Evaluate periodically national trends and report on best practices related to sustainability in teaching and research, and make recommendations to appropriate University bodies including the Office of the Provost, the Teaching and Learning Commons, and other Centers, Colleges, Schools and programs affiliated with the University;

(6) Report on systems and mechanism that provide support to faculty who engage in research and scholarship on issues related to sustainability

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