

Minutes
West Virginia University Faculty Senate
Monday, May 10, 2021

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

Members Present:

Anderson, K.	Davari, A.	Grushecky, S.	McCrary, J.	Schaefer, G.
Angeline, M.	Davis, D.	Hamrick, A.	McCusker, B.	Sealey, V.
Arthurs, J.	DiBartolomeo, L.	Hardy, S.	Miltnerberger, M.	Sims, J.
Benedito, V.	Dilcher, B.	Harmon, I.	Morgan, J.	Singh-Corcoran, N.
Bernardes, E.	Donley, D.	Hatipoglu, K.	Morris, T.	Soccorsi, A.
Bernstein, M.	Dotson, S.	Hauser, D.	Murphy, E.	Steele, J.
Bhandari, R.	Downes, M.	Hessl, A.	Myers, S.	Tack, F.
Billings, H.	Eades, D.	Hibbert, A.	Nguyen, Y.	ter Haseborg, H.
Bonner, D.	Elliott, E.	Hileman, S.	Nix, A.	Toppe, M.
Bragg, R.	Ellison, M.	Hodge, J.	Nutter, R.	Tu, S.
Bravo, G.	Elswick, D.	Holbein, M.	Ogden, L.	Valentine, K.
Bresock, K.	Evans, K.	Hudgins, C.	Olfert, M.	Vanderhoff, J.
Burnside, J.	Famouri, P.	Hutson, Z.	Olson, K.	Vercelli, M.
Burt, A.	Feaster, K.	Jaczynski, J.	Orr, E.	Watson, J.
Butina, M.	Fleming, S.	John, C.	Peckens, S.	Wayne, S.
Casey, R.	Fullen, M.	Kelly, K.	Perhinschi, M.	Welsh, A.
Celikbas, E.	Funk, A.	Kitchen, S.	Phillips, T.	Willard, M.
Chantler, P.	Galvan-Turner, V.	Klein, A.	Reddy, R.	Williams, D.
Clemmer, M.	Galvez, M.	Kupec, J.	Reece, R.	Woloshuk, J.
Cohen, S.	Gilleland, D.	Leary, M.	Rogers, T.	Woods, S.
Costas, M.	Goodykoontz, E.	Marra, A.	Ryan, E.	Young, S.
Crichlow, S.	Graziani, G.	Martucci, A.	Sand-Jecklin, K.	Zegre, N.
Cui, A.	Gross, J.	McCombie, R.	Scaife, B.	

Members Excused:

Bryner, R.	Eubank, T.	Mallow, J.	Schimmel, C.	Toppe, M.
Corio, E.	Germana, M.	McGinnis, R.		

Members Absent:

Bastress, R.	Geldenhuis, W.	Li, H.	Rakes, P.	Samuels, H.
Chisholm, S.	Honaker, L.	Momen, J.	Renzelli-Cain, R.	Sedney, C.
Cottrell, L.	Hornsby, G.	Mucino, V.	Rice, T.	Shrader, C.
Cronin, A.	Law, K.	Petrone, A.	Sabolsky, E.	Squire, D.
Evans, J.				

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, April 12, 2021 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:

- We have had a very successful semester, but a pandemic will be felt for a much longer time than the virus itself. We are still in the midst of confronting and dealing with social justice issues, and the financial impact is still unknown. The number one challenge that we all face is that of mental health issues. We do not talk a lot about the faculty challenges with mental health, but they are serious and concerning to him. Our staff and our students have had very serious challenges as well. About 70% of students nationally now report having significant mental health challenges. Ten years ago, it was about 5%, so we are dealing with another pandemic of sorts. We will talk more about our response and about Healthy Minds, the new initiative we have been working on for some time that will be put into action in the fall.
- When the fall semester begins in August, many public health guidelines will obviously remain in effect, but we fully anticipate that educational opportunities and research activities will operate in person at full capacity consistent with pre pandemic levels.
- Our best defense against Covid-19 is for everyone to get vaccinated. Our goal is to ultimately reach an 80% vaccination rate for the university community, including students, faculty, and staff. As we reach these targeted milestones, we will be able to relax restrictions and allow certain activities to resume, such as Rec Center usage.

4. Provost Maryanne Reed reported the following:

- On behalf of senior leadership, she offered her thanks and congratulations to faculty for putting in an extraordinary effort this year under extremely challenging and changing circumstances.
- In-person commencement ceremonies will take place on May 15-16, 2021 with COVID restrictions in place. In addition to May 2021 graduates, May, August, and December 2020 graduates were invited to participate. About 6000 students have registered to walk.
- Last week, there was a communication and campus conversation about fall planning. We plan to return as much as possible to full capacity. Some staff who do not have student-facing positions may still be working remotely. We will have a few more classes online and there may be some hybrid offerings because faculty have gotten more comfortable with that form of instruction. The plan is for masking in the classroom and plexiglass shields for instructors. We expect to require seating charts and attendance in case we have to do any contact tracing. We also expect to return to a regular attendance policy.
- Jeff Coben provided an update on public health and safety measures with respect to COVID-19, and discussed the safety and effectiveness of the vaccine.
- She passed along some updates from Amber Brugnoli, Associate Vice President and Executive Director of the Office of Global Affairs. Approximately 80% of embassies and consulates remain closed; they are only providing emergency services to U.S. citizens, and even that is limited. We cannot send students to countries on the State Department's level 4: do not travel advisory list, which now includes most of Europe. Employees who plan to travel outside of the United States are encouraged to let the Office of Global Affairs know about their plans. The current situation will also have an impact on recruitment and onboarding of new hires. Departments are working to provide some online instruction for international students who cannot get to the U.S.
- Summer registrations are down about 5% from last year. Over 500 students have registered for Maymester.

- The tutoring initiative will continue this summer and will be led by Ashley Martucci and Stephanie Lorenze. The initiative will serve 200 dependents of faculty and staff. Academic support will be provided from June 7 through July 30, except for the week of July 4. There will be sessions in math and literacy.
 - The academic transformation process includes three areas of consideration, one of which is program portfolio review. We are looking at the health of every undergraduate academic major, as well as some of our master's degree programs. Initial findings have been shared with the deans. Deans will be reaching out to chairs and chairs will be reaching out to the faculty. The work will be done over the summer by the chairs, who will then engage faculty in the fall. We are also looking at instructional efficiencies, which is a process designed to reduce instructional costs by reducing the number of unfilled course sections, increasing class size where appropriate, and ensuring that faculty teaching assignments are consistent and appropriate across the university. Updated information, including a video, on progress and a timeline for academic transformation is available on the provost.wvu.edu/academic-transformation web page.
5. Evan Widders, Associate Provost for Undergraduate Education, provided an update on student success initiatives.
6. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
- She announced Scott Wayne as the winner of our recent election for Faculty Senate Chair-Elect. Dr. Wayne brings years of Senate experience to his new role.
 - Committee chairs have been asked to submit their annual reports and present them at the Faculty Senate Executive Committee meeting on May 24. The reports will then be presented to the Faculty Senate at the September 13 meeting. She has also asked chairs to include a brief summary of their duties and responsibilities so that there is a record and a history for future chairs.
 - Faculty Senate Executive Committee ballots will be distributed on May 11 so please watch your inbox for those ballots.
 - She had the opportunity to speak with T. Anne Hawkins, Director of the Carruth Center, about how the team has been responding to the many mental health needs of our students and how they will approach the coming academic year. Dr. Hawkins indicated that the team is working with University Relations on a communication plan so that students are clear on what services the Carruth Center provides. She hopes to have pieces of that communication plan ready for new student orientation in June and a full plan ready to be implemented in the fall. She is also working with Amy Sidwell in the Office of Health Promotion and Wellness on providing faculty with mental health first aid instructor training. WVU-certified instructors will provide sessions to an array of faculty, staff, and student groups. Amy Sidwell can be contacted for more information.
 - She has been working with Emily Murphy, Ann Berry, Assistant Vice President for Outreach, and Melissa Latimer on reviving the Country Roads Scholars Tour. The revived tour will invite faculty to travel to a few locations around the state in order to gain insight into West Virginia industry, culture, and communities. The criteria for faculty will be that they have research, teaching, or service interest in Appalachia, West Virginia, the region, or rural studies. The tour will include a service component. They are hoping to pilot their first

tour this summer. If interested, please send a one-sentence email message to Dr. Singh-Corcoran indicating your research, teaching, or service interests.

- She expressed her appreciation to the people she had the opportunity to work with over the past year:
 - Julie Black and Eric Merrill for the back-end Zoom support during our Senate meetings. Without them, we literally could not have met.
 - Morgan Boyles for her help keeping the Senate office running smoothly.
 - Judy Hamilton for her deep knowledge of Senate history and her expertise on Robert's Rules.
 - President Gee and every member of the provost's office. The provost herself for keeping the lines of communication between the Senate and the administration open, and for always taking her calls and answering texts, especially during those tense moments when the two of them disagreed.
 - Emily Murphy, Ashley Martucci, and Dave Hauser, for their support, good counsel, words of encouragement, and surprise care packages that arrived when she needed them.
 - Senators and the faculty at large, for their engagement this year, for sending her hard questions that challenged her to do better, for advocating for your students, and for advocating for one another.

7. Jen Steele, Chair of the Curriculum Committee, presented Annex I, New Courses Report, for approval. A motion was made and duly seconded to amend the report by changing the title of ADPR 410 to "Influencer Strategies." Motion carried by a vote of 80-0. The motion to approve the annex as amended carried by a vote of 86-0.

Dr. Steele presented the following reports for approval. Motion carried by a vote of 85-0.

Annex II, Course Changes Report
Annex III, Capstone Courses Report
New Program in Surgical Technology at PSC

The following reports were submitted for information. Reports filed.

New Minor in Cybersecurity at WVUIT
Annex IV, Graduate Programs Report

The New Minor in Teaching Interdisciplinary STEM was pulled from the agenda.

8. General Education Foundations Committee – no report.
9. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, presented the following reports for approval:

Annex IV, eSEI Workflow
Annex VI, Recommendation to Establish eSEI Review Panel
Annex VII, eSEI Complaint Form

A motion was made and duly seconded to recommit the annexes to the Teaching and Assessment Committee for further consideration. Following a lengthy discussion, the motion to recommit was lost by a vote of 35 in the affirmative and 38 in the negative. The motion to approve the annexes carried by a vote of 65-11.

10. Shawn Grushecky, Chair of the Sustainability Committee, presented the following report for approval. Motion carried by a vote of 66-0.

Annex VIII, Resolution to Increase the Use of Renewable Energy Sources for West Virginia University

11. Roy Nutter, Faculty Representative to State Government, reported the following:

- ACF has been discussing how to recruit more international students to West Virginia. Please email him if you are interested in participating.
- A news report on BridgeValley Community and Technical College indicated that the governor replaced a number of members on their Board of Governors. Their president and administration seem to be in trouble with the faculty.

12. Stan Hileman, BOG Representative, reported that the Board of Governors received numerous updates when they met on April 22-23, 2021. They toured construction and renovation projects at Reynolds Hall, the Milan Puskar Center, and Hodges Hall. Those projects are ahead of schedule, under budget, and very impressive. The next meeting is scheduled for June 25, 2021.

13. Faculty Representative to State Government. A motion was made and duly seconded to appoint Eloise Elliott as the Faculty Senate Representative to State Government. Motion carried by a vote of 74-0.

14. New Business

Scott Crichlow, Eberly College, presented the following resolution for approval. The motion was duly seconded.

WHEREAS, the Faculty Senate affirms the value of an in-person residential experience at West Virginia University,

WHEREAS, the Faculty Senate affirms the value of engaging educational practices in healthy classroom environments,

WHEREAS, the Faculty Senate supports the safe return of the entire West Virginia University community to in-person campus activities in the Fall 2021 semester as is reasonably practicable,

WHEREAS, in the interest of a safe and healthy campus community West Virginia University has an existing policy that requires students to be immunized against MMR, meningitis, polio, tetanus, and Hepatitis B,

BE IT RESOLVED, the Faculty Senate supports mandatory COVID-19 vaccinations for all students and faculty with limited legally mandated exceptions.

A motion was made and seconded to lay the resolution on the table. Motion carried by a vote of 60-0.

15. The meeting adjourned at 5:57 p.m. to reconvene on Monday, June 7, 2021.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: April 26, 2021
 Re: New Courses Report

Title	College	Credits	Catalog Prerequisites	Catalog Description
FOR 150: Edible and Medicinal Plants of Appalachian Folk Medicine	AGFOR	3		Folk medicine (herbalism) is surging as people move away from industrially processed foods toward more traditional plant-based diets, have less access to medical care, or want to be more self-sufficient and learn simple preventative home remedies. This course provides a basic understanding of Appalachian folk-medicine by exploring accessible, sustainable, responsible, and safe ways of using common plants to support well-being.
RESM 443: Intro GIS for Trail Planners	AGFOR	2		Introduce technical skills to support site analysis and mapping geographic constraints for trail planning, focusing on technological tools available to new GIS users. The goal of this course is to introduce Geographic Information Systems (GIS) and build foundations in its use to allow students to solve spatial problems. Specifically, the course will teach students necessary spatial and quantitative analysis methods
GEOL 403: Geological Data Analysis	AS	3	PR or CONC: GEOG 350 and GEOL 311 and GEOL 341.	Application of geological skills to real-world problems through a series of projects similar to those carried out by geological professionals. Analysis and interpretation of geological datasets using a combination of computer and traditional tools.
LEGS 731: State, Corporate, and Organizational Fraud	AS	3	MLS major or consent	Typologies of fraud and white-collar crime in occupational, governmental, corporate, financial, technical, and professional fields. Examination of compliance in healthcare settings from providers to suppliers; governmental agencies relating to homeland security including computer-cyber crime, and; prosecution via the criminal justice system and civil systems.
POLS 345: Electoral Systems and Political Parties Around the World	AS	3		Analyzes electoral systems and their effects in theory and practice, addressing questions such as: What are the advantages/disadvantages of different decision rules? What are the origins and functions of political parties? By the end of the term, students should hone their skills in the research process, fact-checking, cooperative learning, and public speaking.
POLS 346: The Electoral Process	AS	3		This course addresses election administration and its effects in theory and practice, asking questions such as: What are the infrastructure requirements for elections and how are they satisfied? How are ballots and other election systems designed to ensure security, privacy, and accuracy of the vote? What are the threats to election integrity and how are they mitigated?
MINE 451: Mining Industry Business Practices	CEMR	3	MINE 305 and MATH 261 and STAT 215 with a minimum grade of C- in all.	This course provides an engineering perspective on mining finance, business decision making, time value of money, mineral taxation, economic evaluation utilizing depreciation, depletion, and discounted cashflow concepts, social and economic significance of mineral resources, debt financing, equity, and other key business activities in the mining sector.
DENT 713: Dental Radiology	DENT	1		This course will provide instruction in radiation biology, safety and protection; intraoral and extraoral exposure techniques; and the principles of film and digital imaging.
LAW 781A: Child and Family Advocacy Clinic 2	LAW	7	LAW 781.	The second semester of a two-semester clinical course in which students represent clients in child and family law matters under faculty supervision, including cases referred by WVU Student Conduct and through the medical-legal partnership with WVU Hospitals, Inc.
ADPR 410: Influencer Strategies	RCM	3	(JRL 101 or MDIA 101) and (ADPR 215, or ADV 201 or ADV 215 or PR 215 or STCM 215) with a minimum grade of C- in each.	This course explores the role of influencer marketing and how best to leverage individual tastemakers to fulfill marketing objectives. Students learn how to identify, qualify, and amplify the efforts of various influencer types available to marketers, and how to set accurate key performance indicators. Students will be capable of developing an impactful influencer engagement strategy upon completion of the course.
ADV 415: Ideation and Strategic Visualization	RCM	3	ADV 315 or STCM 315 with a minimum grade of C-.	This course builds on basic copywriting skills and explores the global media channels used to reach diverse target audiences. Students will analyze award-winning campaigns as a means to understand creative ideation and strategic visualization. Efforts will culminate in the production of advertising executions.

Title	College	Credits	Catalog Prerequisites	Catalog Description
MDIA 528: Emergent Issues in Media Ethics Law	RCM	3		This course is an in-depth exploration of the complex ethical and legal landscapes in which communication professionals perform their work, with an emphasis on key historical precedents, new cases and challenges related to emerging technology, digital disinformation and misinformation, artificial intelligence, new problems in social media and other current issues in journalism, public relations and advertising.
PR 524: Crisis Communication	RCM	3		Crises can violate organization-public relationships, tarnish brands' reputations, and cause widespread human and material damages that are difficult for organizations, individuals, and communities to overcome. Ethical, evidence-based crisis communication play key roles. This course exposes students to the science and art of strategic crisis, emergency, and risk communication in a variety of contexts.

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Senate Curriculum Committee
 Date: April 26, 2021
 Re: Course Changes, Adoptions and Deactivations Report

Field	Old	New
A&VS 370		
Catalog Prerequisites	AVS 281.	AVS 282 with a minimum grade of C-.
Credit Hours	0 or 3	3
Justification for Course Change		Updating PR to AVS 282. AVS 282 is now a required hands-on course for the minor that provides confirmation that students have learned the required skills to safely approach, restrain, groom, and handle horses from the ground. The ground training exercises completed in AVS 282 are linked to skills that will be learned under saddle in AVS 370. This PR will allow students to progress to the next course safely. All other aspects of the course remain the same, as previously approved by faculty senate.

BTEC 260		
Catalog Prerequisites	ACCT 201.	
Justification for Course Change		No prerequisite is needed.

CPE 320		
Catalog Description	Introduction to microcomputer systems with emphasis on the use of a microcontroller as a digital design element. Topics include basic computer architecture, binary number systems and codes, binary arithmetic and logic operations, parallel and serial I/O, A/D conversion, timers and counters, and interrupts. Student required to develop assembly language and C-language software for interfacing to various peripherals. Microcontroller used to present case studies on several data collection and control examples.	Introduction to microcomputer systems. Topics include basic computer architecture, binary number systems and codes, binary arithmetic and logic operations, parallel and serial I/O, A/D conversion, timers and counters, and interrupts. Student will develop assembly language and C-language software for interfacing to various peripherals.
Catalog Prerequisites	CPE 271.	CPE 271 and (CS 112 or CS 265).
Justification for Course Change		This course involves a lot of programming and much of that programming is in C/C++. Students need to have seen this programming language. Electrical engineering students see it in CS 112 and computer engineering students see it in CS 265. We just to make it clear to students.
Maximum Attempts:	98	1
Total Credits:	998.999	6

CPE 421		
Catalog Prerequisites	CPE 320 and CPE 321.	CPE 320 and CPE 321 and PR or CONC: CS 355.
Justification for Course Change	CPE 421 Embedded Systems is a follow-on course to CPE 320 and CPE 321 Introduction to Microprocessor Systems. The material in CPE 320/321 is essential for the students taking CPE 421.	CPE 421 Embedded Systems is a follow-on course to CPE 320 and CPE 321 Introduction to Microprocessor Systems. The material in CPE 320/321 is essential for the students taking CPE 421. This new addition to the prerequisites comes from an ABET evaluation that requires a stronger computing background for this course.

Field	Old	New
DENT 740		
Credit Hours	1	2
Justification for Course Change		This course has expanded to provide one new laboratory and additional content on surgical techniques. A total of 30 hours of instruction time is delivered during this semester long course.

DENT 761		
Catalog Description	Continued didactic instruction in dentistry for the child patient with the following learning packages programmed: abnormal dental development, oral habits, and adolescent dentistry.	Continued didactic instruction in dentistry for the child patient with particular emphasis on patients with special needs.
Justification for Course Change		Course content in pediatric dentistry has been restructured. The change in course description reflects this restructuring. The title change is necessary as the term Pedodontics is no longer used.
Transcript Title	Pedodontics	Pediatric Dentistry

GEOG 107		
Catalog Description	Introduction to global environmental systems operating on the earth's surface, emphasizing weather and climate, soils, natural vegetation, and geomorphology, and examination of human interaction with these natural processes.	Introduction to the global climate system, emphasizing change in climates across space and time, and how current climatic changes arise from interactions among the atmosphere, biosphere, hydrosphere, lithosphere, and human societies.
Full Title	Physical Geography	Global Climate System
Justification for Course Change	Transitioning GEC to GEF	Title change, improved marketing to students
Transcript Title	Physical Geography	Global Climate System

HN&F 350		
Catalog Description	This course examines the evolution of human society and culture from a historical perspective as it relates to food and cuisine. Economic and religious influences on dietary patterns and nutritional health are also explored. A hands-on laboratory emphasizes preparation of typical foods from different cultures to supplement the materials covered in the lecture part of the course.	This course examines the evolution of human society and culture from a historical perspective as it relates to food and cuisine. Economic and religious influences on dietary patterns and nutritional health are also explored.
Catalog Prerequisites	Sophomore standing.	
Credit Hours	0 or 3	3

JRL 385		
Catalog Prerequisites	JRL 335 or TVJ 319.	JRL 335 or TVJ 319 with a minimum grade of C-.
Justification for Course Change	removing statement that lab fess are assessed	Changing required prerequisite course grade from D- to C- to conform with college standards.

Field	Old	New
LAW 781		
Catalog Description	This course explores contemporary legal philosophy. It examines reactions of postmodern schools - law and literature, law and economics, critical race, gender law, queercrit, pragmatism, therapeutic jurisprudence - to classical jurisprudence including natural law, positivism and realism.	The first of a two-semester clinical course in which students represent clients in child and family law matters under faculty supervision. It includes two weekly classes with a requirement to visit Chestnut Ridge Hospital monthly as part of a medical- legal partnership and attend Judge Aloï's drug court at least once. Students are expected to work 15-20 hours per week.
Catalog Prerequisites		PR or CONC: LAW 727 and LAW 769.
Credit Hours	3	7
Full Title	Postmodern Jurisprudence	Child and Family Advocacy Clinic 1
Justification for Course Change		Post Modern Jurisprudence was deactivated. The course number LAW 781 has been issued a new title for this new course Child and Family Advocacy Law Clinic 1.
Transcript Title	Postmodern Jurisprudence	Child/Family Advocacy Clinic 1

LEGS 771		
Catalog Description	This course focuses on skilled care services and long term care delivered in sub-acute facilities, otherwise traditionally called 'nursing homes.' The course introduces students to the administration, organization, management and operations as well as compliance with federal or state directives regarding provision of long term care services in a sub-acute facility.	Overview of all areas of the law which concern adult care such as living facilities, insurance, estate planning, probate, age discrimination, durable powers of attorney, right-to-die issues, trusts, disability planning, long-term care, guardianship, Social Security, and elder abuse.
Catalog Prerequisites		MLS major or consent
Full Title	Long Term Care Regulation	Legal Issues for Adults in Care
Justification for Course Change		The course title simply did not reflect the true nature of the course. Review of this course and a special topic course that was purposed, it was identified that the Long-term Care course truly was Elder Law which included the area of Long-term Care. Leading to the decision to request better catalog representation by updating the title and learning outcomes.
Transcript Title	Long Term Care Regulation	Legal Issues: Adults in Care

MDIA 689		
Catalog Description	This course focuses on placing students with a community media publication to identify best models for audience development, digital subscriptions, analytics, digital content strategy, community outreach and engagement that will lead to long-term sustainability within the media industry.	This course focuses on identifying the best models for audience development, digital subscriptions, analytics, digital content strategy, community outreach and engagement that will lead to long-term sustainability within the media industry. Students will develop a cohesive acquisition proposal, an enhancement proposal or an industry-related playbook addressing a key problem in local media.
Justification for Course Change		We are updating the learning objectives and course description for this course to better reflect student experience within the course.

Field	Old	New
NSG 361		
Catalog Prerequisites		RN licensure.
Credit Hours	3	4
Justification for Course Change		This course includes clinical-based activities that add to the student's workload. The only change made to this course is an increase in credit hours by 1 credit to more accurately reflect the traditional credit:contact hour ratio (1:2) for online clinical activities and the student's workload. Student feedback regarding this change was positive, and the course will now be more aligned with credits required in health assessment courses in other nursing education programs. This will help us more explicitly show how we are meeting clinical outcomes in accreditation reviews.

NSG 362		
Credit Hours	3	4
Justification for Course Change		The only change made to this course is an increase in credit hours by 1 credit. NSG 372 (2 credits) was deleted from the curriculum because much of the content overlapped with that in other courses. The content that was not covered elsewhere in the curriculum was added to this course. Student feedback regarding this change was positive. Highlighted areas in syllabus indicate content added.

NSG 471		
Catalog Prerequisites	NSG 361 and NSG 362 with a minimum grade of C-.	NSG 361 and NSG 362 with a minimum grade of C-, RN licensure, NSG 361 and NSG 362 may be taken concurrently with special approval to pursue the accelerated progression option.
Credit Hours	4	5
Justification for Course Change	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.	This course includes clinical-based activities that add to the student's workload. The only change made to this course is an increase in credit hours by 1 credit to more accurately reflect the traditional credit:contact hour ratio (1:2) for clinical activities and the student's workload. Student feedback regarding this change was positive, and the course will now be more aligned with credits required in community health courses in other nursing education programs. This will help us more explicitly show how we are meeting clinical outcomes in accreditation reviews.

NSG 475		
Catalog Prerequisites	NSG 465 with a minimum grade of C- and must be taken in the last semester of the program.	NSG 465 with a minimum grade of C-, RN licensure, and must be taken in the last semester of the program.
Credit Hours	4	5
Justification for Course Change	Prerequisites were listed incorrectly in CIM. This is a prerequisite correction only.	This course includes clinical-based activities that add to the student's workload. The only change made to this course is an increase in credit hours by 1 credit to more accurately reflect the traditional credit:contact hour ratio (1:2) for online clinical activities and the student's workload. Student feedback regarding this change was positive, and the course will now be more aligned with credits required in practicum/capstone courses in other nursing education programs. This will help us more explicitly show how we are meeting clinical outcomes in accreditation reviews.

Field

Old

New

NSG 733

Catalog Prerequisites	NSG 781.	NSG 729 and NSG 731.
Justification for Course Change		In working with Course instructor, it is the expectation that students have already completed a quantitative and qualitative methods course prior to entering the grant development course as this is needed prerequisite knowledge to successfully write the methods section of a grant proposal. Course faculty agreed that NSG 781 is not necessarily needed knowledge.

NSG 734

Catalog Prerequisites	NSG 729.	NSG 724 and NSG 725 and NSG 729.
Justification for Course Change		These are the courses that reflect the actual knowledge required to complete the uses of data course

NSG 736

Catalog Prerequisites	NSG 704, NSG 724, NSG 725, NSG 728, NSG 732, and NSG 735.	NSG 732.
Justification for Course Change		Faculty agree that you only need prerequisite knowledge from NSG 732 to be successful in this course.

PNGE 332

Catalog Prerequisites	PNGE 200 and CHEM 116 and (ENGL 102 or ENGL 103).	PNGE 200 and PHYS 111 and (ENGL 102 or ENGL 103).
Credit Hours	0 or 3	3
Justification for Course Change		The course description requires more of PHYS 111 knowledge than CHEM 116.

PSYC 302

Catalog Prerequisites	PSYC 101 and (PSYC 202 or PSYC 204 for Psychology majors) or (BIOL 302 or STAT 312 for Neuroscience majors).	PSYC 101 with a minimum grade of C- and (PSYC 202 or PSYC 204 with a minimum grade of C- for Psychology majors) or (BIOL 302 or STAT 312 for Neuroscience majors).
Justification for Course Change	Updated prerequisites based on new course. Updated prerequisites to accommodate the new Behavioral Neuroscience (NRSC) major.	Updated prerequisites based on new course. Updated prerequisites to accommodate the new Behavioral Neuroscience (NRSC) major. Updated prerequisites based on program updates.

THET 113

Credit Hours	1	3
Justification for Course Change		Cannot fulfill learning objectives in a 1-credit course, meeting once weekly for 75-minutes. The course needs to meet 2 times per week and have a greater credit load to reflect the necessary work.

Administrative Course Approval

Course	Course Title
ANTH 357	Archaeological Field School

Course Deactivations

Course	Course Title
FIS 604	Forensic Fingerprint Examination
GEOG 517	Climatological Analysis
MATH 126C	College Algebra 3-Day
SOCA 389	Writing in Sociology and Anthropology

Course Adoptions

Course	Course Title	Adopting Campus	Catalog Description
COUN 350	Families & Addiction	PSC	Overview of the impact addiction has on the family unit and the process of family recovery. Emphasis on the family as a system, attachment, adaptation, enabling and enmeshment, and techniques to support family healing.
PET 101	Games in American Culture	PSC	Examination of how the social history of a variety of American physical games has impacted their development and conversely how the games have impacted American society.
HIST 314	France Since 1815	WVUIT	French history from the French Revolution to the present. Emphasizes the development of a modern industrial society, nineteenth-century revolutions, the impact of the World Wars, and France's role in new Europe.
PSYC 304	Critical Thinking in Psychology	WVUIT	This course teaches critical thinking skills in psychology, which include the ability to recognize patterns; to solve problems in practical, creative, or scientific ways; to engage in psychological reasoning; and to adopt different perspectives when evaluating ideas or issues.
PSYC 233	Psychology of Cinema	PSC	This course examines film from a psychological perspective. Areas of focus include the art and science of film production, and the impact of cinema on the individual and society. Analysis of psychological themes is emphasized.

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: April 26, 2021
 Re: Capstone Courses Report

Capstone Courses

Title	College	How will students demonstrate each of the following abilities			Capstone Comments	
		1. Gather material independently, as needed:	2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.	2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.
GEOL 403: Geological Data Analysis	AS	Students will be required to collect widely distributed geological data (such as groundwater hydrologic data, stream flow data, earthquakes, flood risk, high resolution topography or bathymetry, etc) from public databases such as the USGS, NOAA, FEMA, several state geological surveys and state departments of natural resources..	In order to interpret, synthesize and present the data collected above, students will have to bring to bear knowledge from classes in hydrogeology, structural geology, sedimentary geology and GIS, in addition to broad geological knowledge and skills from their other classes.	Every project in this class is accompanied by a written report that describes the impact of the geological environment on human activity and vice versa. Specific projects will deal with ground water pumping in an arid setting, earthquake potential of an active fault, natural resource exploitation in the Appalachian basin and potential for natural hazards on specific communities in the US.	As described above, after analyzing the appropriate data set for each project, students will complete a professional-quality written report illustrated with photographs, maps, cross sections and graphs that address the specific geological/societal issue at hand.	At the end of each project, students will present their results to the class.

TO: Faculty Senate
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair
DATE: April 26, 2021
RE: Graduate program reviews from Graduate Council, March 18, 2021

1. Program proposals

- a. **New degree:** MS in GIS and Spatial Analysis (Key 1010)

Graduate Council action: Approved

- b. **New degree:** MA in Game Design (Key 1240)

Graduate Council action: Approved

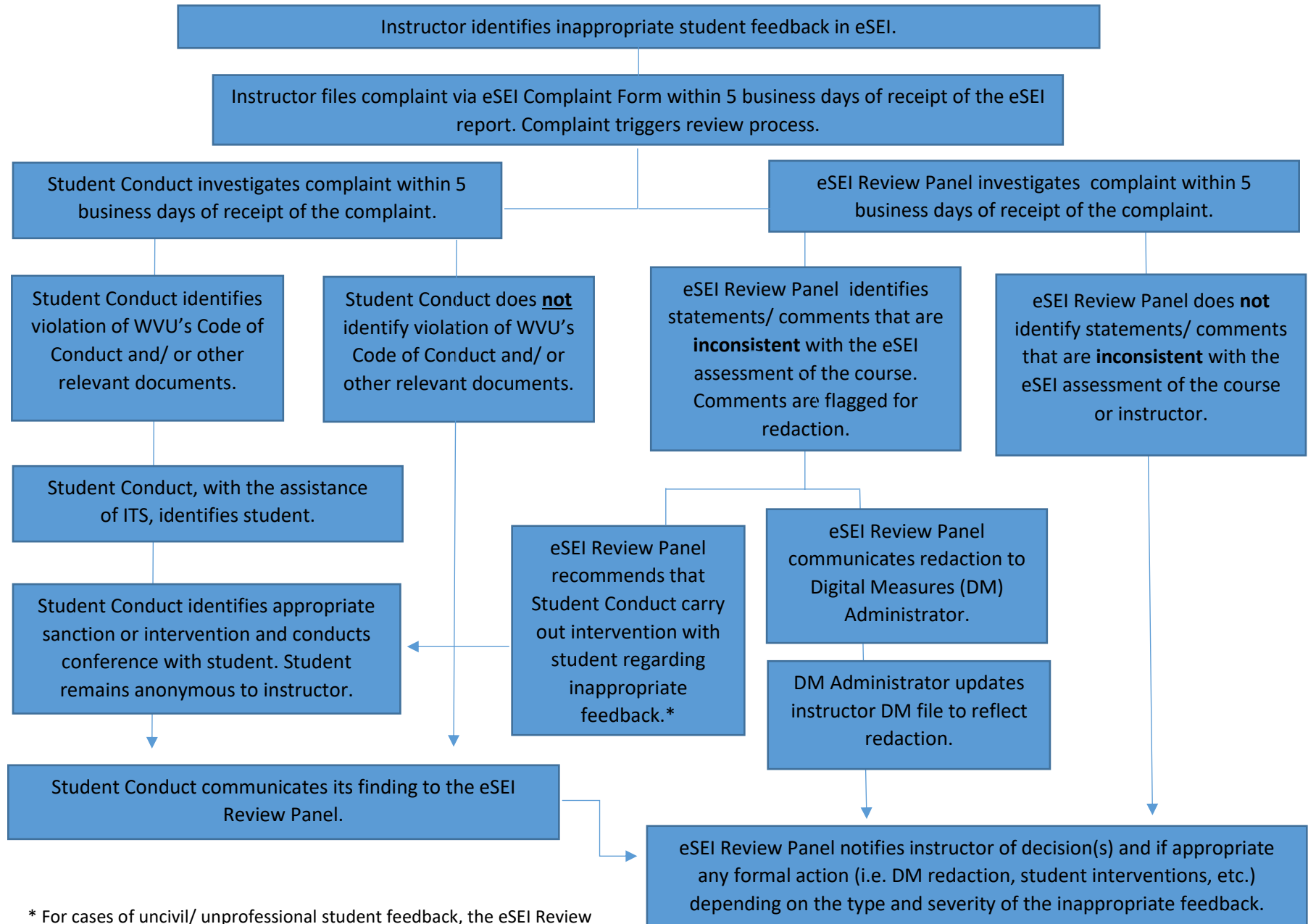
- c. **New degree:** MS in Population Health (Key 1283)

Graduate Council action: Approved

- d. **New certificate:** Certificate in Sustainable Trails (Key 1259)

Graduate Council action: Approved

Faculty Senate Teaching & Assessment Committee: eSEI Complaint Workflow



* For cases of uncivil/ unprofessional student feedback, the eSEI Review Panel may request that the offending student complete educational sessions or consultation with Student Conduct .

Recommendation to Establish eSEI Review Panel

Revised May 3, 2021

The Faculty Senate Teaching & Assessment Committee recommends the creation of an eSEI Review Panel. This panel will:

- Develop and periodically review criteria/ rubric to evaluate complaints/ violations
- Review time-sensitive reports of inappropriate eSEI student feedback
- Liaise with the Office of Student Conduct, ITS, and/ or Digital Measures Administrator on matters of eSEI student feedback complaints
- Recommend (to Student Conduct) educational interventions, when appropriate, for students who submit unprofessional or inappropriate eSEI feedback
- Offer recommendations to TACO to improve the eSEI process, when necessary
- Summarize and report the total number and types of eSEI student feedback complaints to the Office of the Associate Provost for Academic Personnel and TACO

Recommended eSEI Review Panel Membership:

- o Teaching & Assessment Committee Chair-elect
- o Teaching & Assessment Committee Chair *or* Past Chair
- o One voting member of the Faculty Senate Executive Committee
- o University Ombudsman
- o Staff Representative from Student Conduct or Division of Diversity, Equity, and Inclusion involved in student education and programming

It is recommended that the Panel reside within Academic Personnel under the Office of the Provost.

Prepared by the Faculty Senate Teaching & Assessment Committee


eSEI Instructor Complaint Form (Screenshot)

Form available at: https://wvu.qualtrics.com/jfe/form/SV_419GCdn2wdh2X78

Revised May 3, 2021

Prepared by the Faculty Senate Teaching & Assessment Committee

Restart Survey Place Bookmark Mobile view on Tools



WWU Instructors,

If you believe you have received inappropriate feedback from a student(s) on your eSEI report, you may report a complaint using this form. Written complaints must be received within five (5) business days of receipt of the respective semester's SEI Report (see SEI Reporting Timeline below).

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

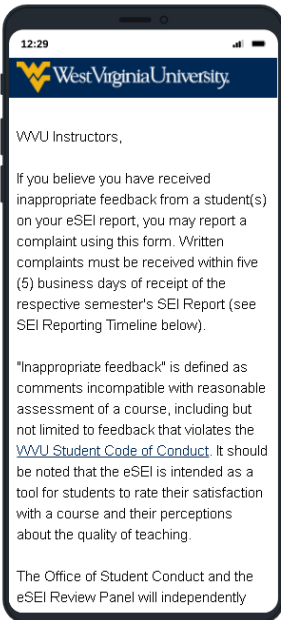
The Office of Student Conduct and the eSEI Review Panel will independently review the complaint, and if appropriate, recommend formal action depending on the type and severity of the student offense. Instructors will be informed of the outcome within five (5) business days. Normal remedies/ actions include redaction of inappropriate qualitative comment(s) and/ or educational intervention with offending student.

To review the eSEI Complaint Workflow, please visit: <WORKFLOW WILL BE LINKED ONCE IT IS APPROVED BY SENATE>.

Thank you,
eSEI Review Panel

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

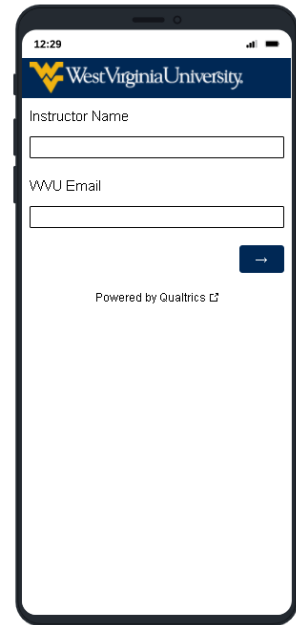
College of Law Courses: The College of Law SEI reports are released later than other WVU courses. Typically, the SEI reports for College of Law are published and released to faculty near the end of the second week of class in the following semester.





Instructor Name

WVU Email



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

Ex. Fall 2021

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

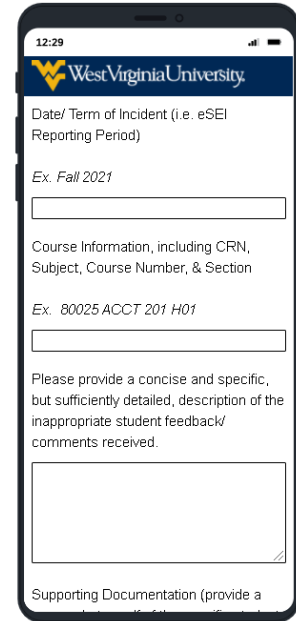
Ex. 80025 ACCT 201 H01

Please provide a concise and specific, but sufficiently detailed, description of the inappropriate student feedback/ comments received.

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

Drop files or click here to upload

Please provide information about the desired resolution you are seeking and how you would like to see this incident addressed.



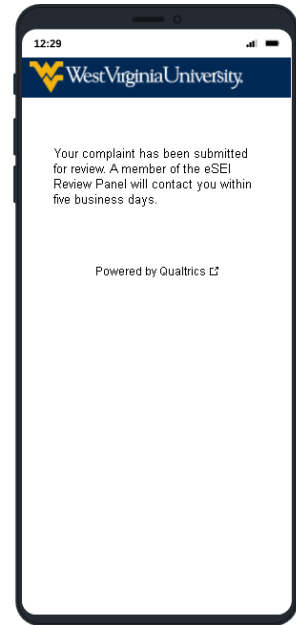
Restart Survey

Place Bookmark

Mobile view on Tools ▼



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



A Faculty Senate Resolution to Increase the Use of Renewable Energy Sources for West Virginia University

In affirmation of the mission of West Virginia University as a Land Grant institution founded to educate and conduct research in service of the citizens of West Virginia;

And facing overwhelming evidence supported by the leading scientific institutions of our time (including the National Academy of Sciences and the Intergovernmental Panel on Climate Change) of increasing climate change fueled by human behavior;

And whereas this strong evidence demands urgent action from the leading institutions of the country to avoid the most severe economic, environmental, and social consequences of these changes to the Earth's climate;

And given that climate change creates direct challenges to the people and economy of both the nation and the State of West Virginia, through elevated temperatures, increases in rainfall, flooding hazards, and threats to human health. These effects on environmental systems continue to be well documented through careful scientific analysis, and they will only worsen with time if no action is taken to slow and/or reverse them;

And in support of the Office of Sustainability's carbon footprint analysis and success in recognition of WVU's status as a Silver STARS institution by the Association for the Advancement of Sustainability in Higher Education (AASHE) as well as West Virginia Student Government's 2019 resolution AR-2019-03 that West Virginia University conduct a carbon footprint analysis;

And in affirmation of WVU's recent survey of faculty, staff, and students supporting the adoption of renewable energy, thereby reducing carbon emissions by WVU;

We therefore resolve that Faculty Senate urges West Virginia University to perform a greenhouse gas inventory annually, to supply 25% of its energy demand from renewable sources generated in West Virginia by 2030, and to reach carbon neutrality by 2050.

Be it further resolved that the Faculty Senate of West Virginia University strongly supports increased research on policies and technologies that focus on renewable energy sources and greenhouse gas reductions and impacts on communities, education that prepares our citizens to understand and make decisions based on scientific evidence, and extension activities that promote environmentally sustainable economic development, consistent with our mission as a Land Grant Institution.

WVU Representative to State Government Statement of Interest

I understand that the role as an appointed member of the WV Advisory Council of Faculty (WVACF) representing West Virginia University would be to “serve as a resource to the legislature and advise the legislature on Higher Education, to provide advice to the higher education policy commission and the Council for Community and Technical College Education” , and to report to the WVU faculty senate and faculty senate executive committee legislative issues pertaining to higher education and faculty. I am also aware that the WVACF holds a number of yearly meetings, including a mandated retreat where higher education priorities for informing and advising the WV legislature are discussed based on identified issues that are likely to be presented in the upcoming legislative session.

I have a keen interest in serving as the WVU Representative to State Government. As a lifelong West Virginian, I know many stakeholders and policy leaders throughout the state, and have been invited or have initiated many meetings with government officials related to relevant topics to higher education in general, and more specifically to the health service projects in which I’m involved. I have been interested in legislative work for many years. I was appointed by Governor Manchin to serve on the Governor’s Clinical Advisory Council for the Healthy Lifestyles Coalition from 2006-2013, and I am still working with Gayle Manchin on health-related initiatives to impact the state. Prior to that, I was chair of the legislative committee for Action for Healthy Kids and was instrumental in crafting and advocating for legislative action to increase physical education and physical activity in and around schools. I also serve as the co-chair of the WV CARDIAC Project housed in the WVU School of Medicine and CPASS, which received funding from the state budget for many years until 2017, allowing the opportunity to meet with many state government leaders.

Before coming to WVU fulltime in 2010, I also served as the Concord University faculty representative to the WV ACF, and at that time, I met our current representative, Roy Nutter! Roy will be a hard act to follow and will be greatly missed in this position! But I am willing to serve if confirmed.

Eloise Elliott, PhD
Ware Distinguished Professor
College of Physical Activity and Sport Sciences