

Minutes
West Virginia University Faculty Senate
Monday, January 11, 2021

1. Nathalie Singh-Corcoran, Faculty Senate Chair, called the meeting to order at 3:16 p.m. The Senate met by videoconference.

Members Present:

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

Members Excused:

Galvan-Turner, V. Hodge, J.

Members Absent:

Donley, D.	Holbein, M.	Klein, A.	Rakes, P.	Sedney, C.
Ellison, M.	Hornsby, G.	McGinnis, R.	Renzelli-Cain, R.	Shrader, C.
Fullen, M.	Hutson, Z.	Miltenberger, M.	Rice, T.	Zegre, N.
Gilleland, D.				

Faculty Senate Officers Present:

Hauser, D.	Hileman, S.	Murphy, E.	Nutter, R.	Singh-Corcoran, N.
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2. Chair Singh-Corcoran presented for approval the minutes from the Monday, December 7, 2020 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:
 - He reflected on the January 6 attack on our nation's democracy.

- He encouraged everyone to visit the Return to Campus web page for the latest information about COVID-19 protocols for the new semester.
- Our actions, especially those of our financial team, have allowed us to make it through the semester without many of the financial problems faced by other institutions.
- The current political climate is not friendly to higher education, whether at the state or national level. The value of higher education is not viewed by a vast number of people as a common good.
- The provost is working diligently with faculty leadership on transitions and transformations. We have no choice but to change, but we have the opportunity to be the architects of that change and the university is going to be better for the changes we make.

4. Provost Maryanne Reed reported the following:

- We will begin classes as planned on January 19. The majority of our classes will be online and about 33% of seats will be in face-to-face or hybrid sections.
- All students and employees working on campus or studying on campus must demonstrate a negative COVID test result before coming to campus. Faculty will have access to information telling them which students are eligible to be in their classrooms based on test results and faculty will again be expected to upload their seating charts with assigned seating at the beginning of the semester.
- Last semester the university organized and paid for tutoring for children of faculty to augment their mostly online K through 12 academic experience. The demand far exceeded our supply, but Presha Neidermeyer has been working with Nathalie Singh-Corcoran and Ashley Martucci to identify many more tutors and we should be able to meet the demand this semester. Tutoring will likely be provided in group sessions on Zoom.
- An incentivized phased separation program will be rolled out later this week by Talent and Culture. This program was created in part because Talent and Culture had received a lot of questions from faculty and staff about retirement options, so a survey was sent out to solicit feedback about the kinds of things that employees want to see in a retirement program. That resulted in the incentivized phased separation program. It is open to employees with 15 or more years of service. Employees are not actually required to retire and take benefits, but they are required to separate from the institution as benefits-eligible employees. There is a financial incentive to separate but it is not as robust as the VSIP program was, so it will not provide a huge cost savings. Revenues will go back to the colleges where they can redirect them to areas where they want to grow.
- We had a successful dean search for the College of Law. An announcement will be made on January 12.
- At the December 20 board meeting, President Gee issued a charge to campus to begin a process of strategic transformation designed to ensure the relevance of our academic programming, as well as the resiliency of our institution to weather the challenges that lie ahead. The provost's office is in the very early stages of gathering data that will help to inform those efforts. We are also partnering with EAB to help us develop our approach and strategy. Academic transformation will likely entail a two-pronged approach, one that looks at growth and opportunities and another that looks at academic efficiencies. Faculty will be engaged in these discussions and they will have the opportunity to provide input, not just at the end of the process, but at important points throughout. She is working with Nathalie

Singh-Corcoran and Ashley Martucci, as well as EAB, to determine what that engagement will look like. She does not believe that we are facing an existential crisis right now, but if we do not move thoughtfully, strategically, and expeditiously, we could be in a very challenging position within the next couple of years.

5. Rob Alsop, Vice President for Strategic Initiatives, provided an update on the budget and the legislative agenda.
6. Presha Neidermeyer, Associate Provost for Academic Personnel, provided a report on faculty teaching evaluations.
7. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:
 - If you are a Senate committee chair whose committee meets monthly or more frequently, you should have received an email from her, inviting you to an informal lunchtime chat with her, chair-elect Ashley Martucci, and members of the Office of the Provost. These lunchtime chats are meant as an opportunity for committee chairs to have some face time with university leadership and to discuss the goings-on of the committee to problem solve and to do things like brainstorm together. If you are a chair who did not receive an email invitation but would like the opportunity to participate in a lunchtime chat, send her an email and she can get one scheduled for you.
 - You should have received an email from Judy Hamilton that included some syllabus language about mental health resources available to students. Student government would like to make sure that the syllabus language gets into everyone's hands so that folks can include it in their spring syllabi, so please distribute the language to your constituents.
 - Dave Harshberger, the wellness manager for Health Sciences, asked her to let everyone know that their online wellness classes or workshops are available to all faculty. For a list of those offerings, you can see their weekly newsletter called the Wellness Wire, or you can visit their web page at wvumedicine.org/wellness.
 - Before we ended the semester in December, she asked faculty senators who had been placed on the university's COVID-19 planning committees to share brief updates of the committee's activities. The Health and Safety committee meets weekly and our faculty representative on that committee is Lesley Cottrell. She reports that the committee has been focused on how the CDC guidelines translate to the WVU context. Other topics discussed on that committee have been about self-monitoring and student quarantine procedures. Scott Fleming is our representative on the Talent and Culture Committee, and he reports that remote work issues such as technology and work life balance, travel, parking, the Morgantown user fee, and social engagement have all been topics of conversation, as have conversations regarding long term remote options post-COVID. Our Student Life committee representative is Lisa Di Bartolomeo, who reports that the committee receives regular updates on student judiciary issues, such as when students have large parties or students fail to test or quarantine.
8. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval.
Motion carried by a vote of 87-0.
 - Annex I, New Courses Report.
 - Annex II, Course Changes Report.

Annex III, Capstone Courses Report.
New Major in Art Therapy.
New Certification in WVU Teach Earth and Space Science.

The following reports were submitted for information. Reports filed.

Annex IV, Graduate Programs Report.
New Minor in Secondary STEM Education.
New Minor in English.

9. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, reported that the committee will meet on February 1, 2021. Agenda items include a review of honors courses, a report of the results of the Area 3 assessment, discussion of an assessment plan for Area 7, and designing a survey to identify course content dedicated to social justice.
10. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, reported that instructors will receive an email starting January 19 allowing them to opt-in to the early semester teaching assessment. One additional reminder email will be sent.
11. Michael Germana, Chair of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried by a vote of 87-0.
Annex V, Committee Appointments.
12. Roy Nutter, Faculty Representative to State Government, reported that ACF will meet on January 21. The legislative session will take place from February 10 through April 10, 2021.
13. Stan Hileman, BOG Representative, reported that the Board of Governors met on December 18, 2020. They discussed finances and received COVID updates, extended the special emergency leave plan for 90 days, approved interim appointments to the WVU Hospital System Board of Directors, and brought up a rule change for BOG Talent and Culture Rule 3.4 (Drug and Alcohol Testing for FTA and FMSCA Covered Positions). The next meeting is scheduled for February 19, 2021.
14. New Business – none.
15. The meeting adjourned at 5:04 p.m. to reconvene on Monday, February 8, 2021.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: December 14, 2020
 Re: New Courses Report

Title	College	Credits	Prerequisites	Catalog Description
ESL 170: Academic Language Skills and Cultural Studies	A&S	3	Restricted to students registered in the AMPS program.	For undergraduate international students. Provides practice in academic speaking and listening skills with an emphasis on presentations, lectures, note-taking, and pronunciation. Incorporates cultural aspects of the language in the learning process.
ESL 260: English for STEM	A&S	3	Restricted to students registered in the AMPS program.	Students will build the language skills they need to be successful STEM students in a university context. No prerequisites required.
ESL 270: Introduction to Environmental Science	A&S	3	Restricted to students registered in the AMPS program.	This introduction to environmental science course for ESL students aims to introduce the topic of environmental issues with focus on sustainability and the effects that human activity has on the environment. The course will familiarize students with the ideas behind and the debates within sustainability studies.
ESL 280: Academic Writing	A&S	3	Restricted to students registered in the AMPS program.	The goal of this course is to prepare you to succeed in your academic classes at WVU by improving your academic writing skills. In this context, you will be expected to analyze, synthesize, and report on a variety of topics in multiple genres, both in out-of-class writing assignments, as well as for in-class timed essays or short answer questions.
MATH 474: Actuarial Mathematics 2	A&S	3	Math 156 with a minimum grade of C-.	In this course, students will be introduced to useful credibility theory, insurance and reinsurance coverage, and pricing and reserving for short-term insurance coverages. This course covers parts of the learning objectives of Short-Term Actuarial Mathematics (STAM) Exam by the Society of Actuaries (SOA).

Title	College	Credits	Prerequisites	Catalog Description
PSYC 780: Advanced Integrative Seminar	A&S	3		(May be repeated for credit with consent.) Examination of the integration of two of the following areas of knowledge in scientific psychology: affective, biological, cognitive, developmental, or social aspects of behavior.
SOCA 722: Mixed Methodology for the Social Sciences	A&S	3		Focus is on designing and conducting a mixed methods research study including how to identify appropriate research questions and answering them by combining quantitative and qualitative methods approaches.
SOCA 724: Structural Equation Modeling for the Social Sciences	A&S	3	SOCA 640.	Focus on how to specify, estimate, and test structural equation models. Topics include path analysis, confirmatory factor analysis and linear models with latent variables. Emphasizes applications to substantive problems in the social sciences.
DSGN 270: Product Design Foundations	AG&FOR	3		This course concentrates on materials/manufacturing technology, visualization techniques and observational techniques of people as well as to design better consumer products. Sketching and digital prototyping techniques will be introduced and practiced to display and analyze possible effectiveness of the design solution. In-class lecture, discussion and design work is augmented by out-of-class work towards presentations to the group.
DSGN 310: Product Design-Footwear	AG&FOR	3		This course will explore the R&D processes associated with footwear design from concept to market. Discussions, lectures and projects will provide a complete understanding of how designers work within the constraints of economics, manufacturing and consumer culture in a collective effort to get a shoe on the shelf in stores.
RPTR 436: 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. Cross listed with RPTR 536 (for graduate students).

Title	College	Credits	Prerequisites	Catalog Description
MIST 400: Advanced Information Security	B&E	3	MIST 355 with a minimum grade of C- and PR or CONC: MIST 356 with a minimum grade of C-.	This course will provide students with advanced knowledge on offensive security and penetration testing topics from a technical and management perspective. This is a highly technical course that will provide students with hands-on knowledge of a multitude of common penetration testing techniques and tools, as well as broad knowledge about offensive security from a business and information security management perspective.
ART 445: Senior Capstone	CCA	3		Seminar culminating scholarly experience of the undergraduate art therapy program. Provides the opportunity to explore, research, and articulate individual perspectives on art-making and personal strengths related to future careers in art therapy. Includes lectures, guest speakers/visiting artists, reflective art-making and written assignments.
ART 564: Intro to Art Education	CCA	3	Limited to graduate students who are seeking certification for teaching art.	Introduction to objectives, procedures, resources, and activities related to art education for the culturally responsive and creative elementary arts educator. Emphasis on content knowledge and student growth and achievement connected to self-motivation, emotional wellbeing and active engagement. Limited to students enrolled in art education majors, or consent of school. Online lectures and activities.
ART 566: Art Education: Secondary	CCA	3	ART 564.	Forms a foundation for using arts as an active process for learning at the secondary school level. Offers experiential and theoretical tools for understanding creativity and critical thinking in arts education, beginning with critical theory, visual culture, and individual pre-service teachers' art studio practice. Pedagogical approaches include an introduction to social justice issues and an anti-bias education.

Title	College	Credits	Prerequisites	Catalog Description
ART 567: Technology Methods in Art Education	CCA	3	Any graduate art or education major.	Examines multiple aspects of classroom technologies used in art and design education. The course combines hands-on computer techniques, critical analysis of digital art and practical experiences in the K-12 classroom and focuses on the integration and teaching of new and emerging technologies within elementary and secondary school classrooms.
NSG 625: Statistics	NSG	3		This course provides an introduction to the collection and analysis of nursing and health sciences data. Topics include sampling, data presentation, summary measures, probability, confidence interval, hypothesis testing, t-test and ANOVA, correlation analysis, simple/multiple linear regression, chi-square test, power and sample size calculation.

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Senate Curriculum Committee
 Date: December 14, 2020
 Re: Course Changes and Deactivations Report

Field	Old	New
ACCT 201		
Full Title	Principles of Accounting	Principles of Accounting 1
Catalog Description	The concepts, principles, and procedures pertaining to the preparation, analysis, and interpretation of financial statements.	This course introduces basic concepts of financial and managerial accounting with emphasis on how accounting reports are used by internal and external users.
Transcript Title	Principles of Accounting	Principles of Accounting 1
Justification for Course Change		Chambers College has determined that not all majors need six hours of accounting. Currently ACCT 201 is Financial and ACCT 202 is Managerial Accounting. The curriculum for both courses is being revised. ACCT 201 will now include fundamental concepts of both financial and managerial accounting necessary for successful completion by all business majors. The second course will now include financial accounting topics for majors requiring six hours of accounting.

Field

Old

New

ACCT 202

Full Title	Principles of Accounting	Principles of Accounting 2
Catalog Description	Utilization of accounting information for purposes of managerial control and decision making; cost concepts, profit and financial budgeting, analysis of financial statements.	This course introduces financial accounting concepts and reporting with an emphasis on measuring, recording and reporting transactions for business entities.
Transcript Title	Principles of Accounting	Principles of Accounting 2
Catalog Prerequisites	ACCT 201 with grade of C or better.	ACCT 201 with a minimum grade of C-.
Justification for Course Change		Chambers College has determined that not all majors need six hours of accounting. Currently ACCT 201 is Financial and ACCT 202 is Managerial Accounting. The curriculum for both courses is being revised. ACCT 201 will now include fundamental concepts of both financial and managerial accounting necessary for successful completion by all business majors. The second course, ACCT 202, will now include financial accounting topics for majors requiring six hours of accounting.

ACCT 321

Catalog Prerequisites	ACCT 202 and CS 101 with a minimum grade of C- in each.	ACCT 202 with a minimum grade of B- and (CS 101 or BCOR 121) with a minimum grade of C-.
Justification for Course Change	The reason for the course change was to change the course description. The updates to the Outcomes and Syllabus, were required because the description change was requested.	Chambers is changing from CS 101 to BCOR 121.

Field

Old

New

ART 565

Full Title	Graduate Studies: Art Education	Pre-Student Teaching
Catalog Description	(May be repeated for credit.) PR: Consent. Studies in art education and related areas. The development of a master's degree project in conjunction with a faculty committee.	Focuses on curriculum development to prepare students for teaching art. Studies curriculum theory and research, practices, and addresses the wide range of issues and topics of curriculum necessary for new teachers in the art field. Includes discussions of historical, sociopolitical and cultural aspects of schooling as they relate to art curriculum.
Transcript Title	Graduate Studies:Art Education	Pre-Student Teaching
Maximum Attempts:	11	
Total Credits:	12	
Credit Hours	1 to 12	3
Course is Repeatable	Yes	No
Catalog Prerequisites		ART 564.
Justification for Course Change		To provide a dedicated online course to graduate students who are seeking art teaching certification that fulfills the ART 365 Pre-Student Teaching requirement.

BCOR 299

Justification for Course Change		This course change will allow BCOR 299 to be taught on the PSC campus.
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CDFS 423

Credit Hours	1	3
Justification for Course Change		-Modify course from 1 credit to 3 credits -Move from a 10 credit Credential to a 12 credit Certificate CDFS 420, CDFS 421, CDFS 422, CDFS 423

CE 321

Catalog Prerequisites	MATH 261 and MAE 242.	MATH 261 and MAE 241 with a minimum grade of C- in each.
Justification for Course Change		CEE faculty voted to change the prerequisite for this course as MATH 261.

Field	Old	New
EDUC 410		
Full Title	Practicum 3/Technology Application	Practicum 3
Catalog Description	Planning and implementing content area instruction, applying different instructional models, instructional technologies, and assessment techniques to small and large groups in an assigned public school site.	In this course, students (further referred to as teacher candidates) will be planning and implementing content area instruction, applying different instructional models, instructional technologies, and assessment techniques to small and large groups in an assigned public school site.
Transcript Title	Practicum 3/Technology App	Practicum 3
Catalog Prerequisites	EDUC 312 and EDUC 400.	EDUC 312 with a minimum grade of C-.
Justification for Course Change		This course was formerly part of two academic programs, with the teach out of the 5 year program, we can now tailor this course more specifically to fit the needs of the BA Elem Ed program. This removal of EDUC 400 as a course prereq also supports future curricular changes that will imbed the instructional design content of EDUC 400 into respective content teaching methods courses.

ENTR 420

Catalog Prerequisites	ACCT 201 and ACCT 202 and PR or CONC: ENTR 400 with a minimum grade of C- in all.	(ACCT 200 or ACCT 201) and PR or CONC: ENTR 400 with a minimum grade of C- in all.
Justification for Course Change	Prerequisites have been updated to reflect changes in major.	The Chambers College has reevaluated the lower level accounting courses that are currently being required. ACCT 202 is no longer required for this major and is therefore being removed as a prereq for this course.

FDM 422

Catalog Prerequisites	FDM 220 and FDM 221 (or equivalent) with a minimum grade of B- in each or Senior or Graduate student status or instructor approval.	Senior or Graduate student status or instructor approval.
Justification for Course Change		Updating course pre-reqs to make it easier for those outside of the program to take the course as an elective or graduate level course.

Field	Old	New
FDM 435		
Catalog Prerequisites	FDM 110 and FDM 211 with a minimum grade of C- in each and MATH 124 or higher, Senior standing required.	FDM 360 with a minimum grade of C- and MATH 124 or higher and senior standing required.
Justification for Course Change	The course is being upgraded to a capstone course. The course syllabus is also being updated to include the latest fashion industry practices and standards into the course.	The course pre-reqs were not in line with the curriculum map. They have been updated to illustrate the advanced nature of this course and the minimum grade has been adjusted to reflect the department standard for all FDM courses.

FDM 471		
Catalog Prerequisites	FDM 260 with a minimum grade of C- or ADV 215 or consent.	FDM 360 with a minimum grade of C- and ADV 215 or instructor consent.
Justification for Course Change		Updating pre-reqs to reflect an updated course progression and to ensure fashion design AOE students are also easily able to enroll.

JRL 328		
Justification for Course Change	Updated to include MDIA subject code.	Course should be considered equivalent to JRL 328 and JRL 428. Updated to include MDIA subject code.

MDIA 262		
Subject Code	JRL - Journalism	MDIA - Media Studies Technology
Course Code	JRL 262	MDIA 262
Justification for Course Change		We are requesting a change to the course prefix to align with other Reed College of Media courses that have also changed their prefix. This course is better described by the term media technology then by journalism.

MDIA 322		
Subject Code	JRL - Journalism	MDIA - Media Studies Technology
Course Code	JRL 322	MDIA 322
Justification for Course Change		We are requesting a change to the course prefix and updating the learning objectives. The prefix change is needed to align with other Reed College of Media courses which have also changed their prefix. This course is better described by the term media technology then by journalism. The learning objectives are likewise being updated to better reflect the course content and its position in the Interactive Design for Media major curriculum.

Field

Old

New

MUSC 353

Full Title	Chamber Music: Large Jazz Ensemble 1	Large Jazz Ensemble 1
Transcript Title	Chmbr Musc: Large Jazz Ens 1	Large Jazz Ens 1
Catalog Description	(May be repeated a maximum of 8 credit hours.)	Performing jazz ensemble focusing on large jazz band repertoire. May be repeated a maximum of 8 credit hours.
Credit Hours	0 to 1	0 to 2
Justification for Course Change		<p>With regards to the name: The group is not a chamber group because "chamber group" has a connotation of a small Western classical ensemble such as a string quartet. This is a jazz big band and each semester there are between 15-18 members of the ensemble. I am proposing that the ensemble be offered for 0-2 credits because of the time commitment involved, the level of instruction that is being delivered, and the high quality of musicianship displayed in the ensemble. There are multiple hours of jazz ensemble rehearsals and expectations for individual practice each week, which is comparable to the amount of rehearsal time required for the WVU Symphony Orchestra that is offered for up to two credits. All of the big band rehearsals are directed by a full time faculty member with expertise in the field, which insures a higher quality of instruction than a chamber group, which is partially lead by students. In addition to the four hours of scheduled rehearsal time each week students are required to practice on their own to refine the technique, timbre, and phrasing needed to execute the given repertoire. On top of the students' time spent in their individual practice sessions and formal, scheduled rehearsal times, students are required to listen to audio playlists (YouTube and/or Spotify) to better understand and execute the repertoire for the ensemble. Finally, the performance level of this ensemble is of the highest standard and has the capability and expectation of matching and/or surpassing the level of competence of jazz ensembles at peer institutions. Rarely if ever will a non-music major have a successful audition for placement in this ensemble.</p>

Field	Old	New
PSYC 511		
Catalog Description	Principles of experimental design in psychology including group and single subject methodologies. Topics include: (1) internal and external validity; (2) simple and complex analysis of variance; and (3) reversal and multiple baseline designs.	Principles of experimental research and data analysis, with the goal of building both applied skills (e.g., data analysis and interpretation; excel and SPSS) and conceptual knowledge (e.g., probability, normal distributions, null hypothesis testing, analysis of variance).
Justification for Course Change		The previous catalog description no longer aligned with the necessary content for the curriculum.
Catalog Description	Inferential statistics, simple correlation and regression, multiple correlation and regression, partial correlation, analysis of power, and analysis of covariance, analysis of variance of designs with unequal cell sizes.	Inferential statistics and quasi-experimental design strategies, including correlation and regression, and identification of moderation and indirect effects.
Justification for Course Change		Updated catalog description better reflects the content currently taught in the course.

PSYC 512

Catalog Description	Inferential statistics, simple correlation and regression, multiple correlation and regression, partial correlation, analysis of power, and analysis of covariance, analysis of variance of designs with unequal cell sizes.	Inferential statistics and quasi-experimental design strategies, including correlation and regression, and identification of moderation and indirect effects.
Justification for Course Change		Updated catalog description better reflects the content currently taught in the course.

Course Deactivations

Course	Course Title
ACCT 200	Survey of Accounting
BIOL 215	Cell Biology for Pre-Pharmacy
BIOL 384A	Marine EcoSystem Topics
BIOL 384B	Marine EcoSystem Topics
BIOL 384C	Marine EcoSystem Topics
BIOL 433	Herpetology
ENTR 300	Creativity and Idea Generation

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: December 14, 2020
 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
ART 445: Senior Capstone	CCA	Students will investigate potential graduate schools and complete various assignments to assist in development of application materials. The assignments in this course will require students to identify at least two graduate programs of interest, reasons for interest in the institution, and identify required components for application. Students will also produce a formal written statement of purpose as well as a professional studio art portfolio which highlight personal strengths as well as professional competencies in studio art practices and basic counseling skills.	Through development of a formal written statement of purpose , students will integrate theoretical and clinical knowledge acquired from art therapy coursework in order to identify personal strengths, preferred approaches to art therapy practice, and future career goals in the field. Additionally, students will engage in visual journal reflections which examine theoretical approaches to clinical art therapy practice and how these approaches have informed individual philosophies of art-making and creative approaches.	Through development of graduate application materials, students will reflect on personal strengths and future career goals in art therapy, including investigation of therapeutic approaches for specific populations and ethical concerns for working in the field. In addition, guest speakers will attend several lecture classes in order to engage students in discussions and provide real-world anecdotal evidence on ethical and social justice issues related to the art therapy profession and preparation for graduate school.	Over the course of the semester, students will develop and prepare a written statement of purpose as well as a professional studio art portfolio. These project components will assist students in formal writing evaluation of personal skills and strengths as well as future career goals in the field. Visual journal reflections (both written responses and visual art responses) will be completed throughout the semester and will aid in development of various components of the written statement of purpose.	The culminating project in this course is the final oral presentation. Students will present a 30-minute presentation discussing personal strengths, future career goals, and explanation of studio artwork. This oral presentation is integral for students in order to successfully communicate personal beliefs and philosophies of art making, as well as describe and articulate conceptual ideas in studio art practices. The oral presentation is intended to give students extensive practice for real-world graduate school application interviews and to strengthen oral communication skills.

TO: Faculty Senate Executive Committee
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair
DATE: December 14, 2020
RE: Graduate program reviews from Graduate Council, November 19, 2020

1. Program proposals

- a. **New Certificate:** Psychiatric Mental Health Nurse Practitioner (Key 1261)

Graduate Council action: Approved

- b. **New Certificate:** Online Teaching (Key 1232)

Graduate Council action: Approved

GEFCo

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Lisa	DiBartolomeo	lisa.dibartolomeo@mail.wvu.edu	Teaching Professor	AS World Languages	Yes	Chair
Amy	Welsh	amy.welsh@mail.wvu.edu	Associate Professor	ANRD Forestry and Natural Resources	Yes	Chair-Elect
Leslie	Cottrell	lcottrell@hsc.wvu.edu	Professor	SOM Pediatrics	Yes	Past-Chair
Crosby	Hipes	crosby.hipes@mail.wvu.edu	Assistant Professor	TECH Social Science	No	Member
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