

Minutes
West Virginia University Faculty Senate
Monday, November 9, 2020

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.	Cui, A.	Goodykoontz, E.	McCrary, J.	Sims, J.
Angeline, M.	Davari, A.	Graziani, G.	McCusker, B.	Singh-Corcoran, N.
Arthurs, J.	Davis, D.	Gross, J.	Mucino, V.	Soccorsi, A.
Benedito, V.	DiBartolomeo, L.	Grushecky, S.	Murphy, E.	Squire, D.
Bernardes, E.	Dotson, S.	Hardy, S.	Myers, S.	Steele, J.
Bernstein, M.	Downes, M.	Harmon, I.	Nguyen, Y.	Swager, L.
Bhandari, R.	Eades, D.	Hatipoglu, K.	Nutter, R.	Tack, F.
Billings, H.	Elliott, E.	Hauser, D.	Ogden, L.	ter Haseborg, H.
Bragg, R.	Ellison, M.	Hessl, A.	Olfert, M.	Toppe, M.
Bravo, G.	Elswick, D.	Hibbert, A.	Olson, K.	Tu, S.
Bresock, K.	Eubank, T.	Hileman, S.	Orr, E.	Valentine, K.
Bryner, R.	Evans, J.	Hodge, J.	Phillips, T.	Vanderhoff, J.
Butina, M.	Evans, K.	Honaker, L.	Rakes, P.	Vercelli, M.
Casey, R.	Famouri, P.	Kitchen, S.	Reddy, R.	Watson, J.
Celikbas, E.	Feaster, K.	Law, K.	Reece, R.	Wayne, S.
Chantler, P.	Fleming, S.	Leary, M.	Rice, T.	Welsh, A.
Cohen, S.	Fullen, M.	Li, H.	Sabolsky, E.	Woloshuk, J.
Costas, M.	Funk, A.	Mallow, J.	Samuels, H.	Woods, S.
Cottrell, L.	Galvan-Turner, V.	Marra, A.	Sand-Jecklin, K.	Young, S.
Crichlow, S.	Galvez, M.	Martucci, A.	Scaife, B.	Zegre, N.
Cronin, A.	Gilleland, D.	McCombie, R.	Schimmel, C.	

Members Excused:

Bonner, D.	Dilcher, B.	Jaczynski, J.	Momen, J.	Nix, A.
Burt, A.	Hamrick, A.	Miltenberger, M.	Morris, T.	Rogers, T.

Members Absent:

Bastress, R.	Geldenhuis, W.	John, C.	Peckens, S.	Sealey, V.
Burnside, J.	Germana, M.	Kelly, K.	Perhinschi, M.	Sedney, C.
Chisholm, S.	Holbein, M.	Klein, A.	Petrone, A.	Shrader, C.
Clemmer, M.	Hornsby, G.	Kupec, J.	Renzelli-Cain, R.	Willard, M.
Corio, E.	Hudgins, C.	McGinnis, R.	Ryan, E.	Williams, D.
Donley, D.	Hutson, Z.	Morgan, J.	Schaefer, G.	

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, October 12, 2020 meeting. Motion carried by unanimous consent.
3. President Gordon Gee reported the following:
 - We have just been through a very brutal and bruising election and he is hopeful that the university itself will start leading the way toward more civil discourse.

- He is uncertain about whether Congress will move quickly towards a new CARES Act stimulus. In all of the proposals that have existed our university would have received \$42 - 49 million, which of course closes a lot of gaps.
- Both the House and the Senate in this state have veto-proof Republican majorities now. That does not present a challenge because we have great friends in the Senate and in the House, and certainly our governor is a strong supporter of the university. But it does mean that we are going to have to continue to make our case for investment.
- We are starting to see our numbers spike in West Virginia and in Morgantown. We are monitoring those very carefully and are hopeful that we can keep them within a range that will allow us to continue our plans as we have outlined.

4. Provost Maryanne Reed reported the following:

- The university made a decision in June not to bring students back after the Thanksgiving holiday. So, we will have a week of online classes after Thanksgiving and then finals. Students will return on the 19th of January.
- We saw an uptick in cases at WVU, and in Morgantown, beginning on November 6. Those are predominantly student cases, but we had a total of six employee cases as well. Our evidence strongly suggests that our classrooms are safe and that these transmissions primarily occurred off campus.
- We believe that our contact tracing teams are managing this very well. Cases are being assessed very quickly. We have a great deal of availability in Arnold Hall should we need to isolate students on campus and we have many hospital beds remaining if it should come to that. If students test positive prior to the 24th of November, they will be allowed to isolate here. They can isolate in Arnold Hall and services will be provided to them. Should they choose to quarantine off campus, we will determine where students might live and how we would provide services to them.
- We are now of course looking ahead to the spring 21 semester, which will provide students with a mix of instruction similar to what we did this fall, but with a small increase of in-person classes. Our goal, again, is to preserve as much as possible the on-campus experience for freshmen and graduate students and, whenever possible, to offer our capstone experiential courses to graduating seniors. Prior to registration, 57% of course seats were designated as online, 10% as hybrid, and 30% as in-person. In addition, 54% of online courses will offer synchronous or real-time instruction, which is an increase of nearly 8% from fall. The majority of complaints from students and parents are that we are offering too much asynchronous online instruction.
- We are hearing from the care team that our students are under a great deal of stress, beyond anything that that we have seen before. She thinks it is important for faculty to be gentle and supportive of students. Faculty who want to discuss the possibility of a pass/fail option should communicate with the Office of the Provost.
- We are already planning for fall 2021. The tentative schedule based on last year will be circulated to the academic units over the next week or so for changes and adjustments. Right now, we are planning for a typical fall, meaning a return to mostly on campus instruction. We are not making a statement about fall yet, but it is much easier to change the schedule from on campus to online than it is to do the reverse.
- At this point, we are also looking at a normal summer. The bulk of our summer instruction is already offered online and there will be plenty of room and classroom spaces to socially

distance. We have not made a decision yet about summer abroad or faculty-led trips, but we hope to be able to make that decision as soon as possible. The majority of countries where our students and faculty travel are not accepting Americans at this point because of COVID-19.

- In addition to seeing adverse impacts on our students, we continue to recognize the stress that the COVID-19 crisis is having on our faculty and staff. Our faculty emergency childcare fund has not seen a lot of takers, but there has been a tremendous demand for paid tutoring services for the children of faculty and staff. In fact, there has been a far greater demand than supply of available tutors. We are working on this for spring and hope to be able to accommodate the need. The Office of the Provost has partnered with Talent and Culture to launch several new parenting discussion boards for employees. This will provide a platform that faculty and staff will manage, to swap strategies, pool resources, and come up with shared solutions to the shortage of childcare. This came directly out of a conversation that the provost's office had with Faculty Senate leadership about something that we could do to support faculty with childcare needs.
- There has been so much demand for mental health services that the university has hired another full-time counselor for the Faculty and Staff Assistance Program.
- The retention rate of first-time freshmen increased more than 3% between fall 2019 and fall 2020. We know that some of that was due to a one-time relaxation of our academic policies, but we also know at least 1% of that was due to our increased focus and effort on this topic. So, to continue the momentum we are again working with the academic consultant TorchStar. They have provided us with a three-year retention roadmap which identifies several concrete actions that we can take, such as addressing courses with high DFW rates, developing realistic paths for struggling students, and strengthening and further professionalizing our academic advising and support services. Associate Provost Evan Widders has created a committee consisting of 27 people, about half faculty and about half relevant academic administrators, that will be tackling this effort in the coming year.
- The search for the new dean of the College of Law is well underway. The committee has identified five finalists who they want to bring to campus for a series of virtual interviews and presentations. The next step would be to have one or two top candidates come to campus for a more selective set of interviews and meetings.
- She introduced Annex IA, which is a statement created as a direct response to concerns around COVID-19 raised by Faculty Senate leadership. It is the result of a collaborative process to identify those areas of concern and represents what the university could commit to at this time. Central administration commits to adding faculty to key COVID-19 planning committees, even those that are not primarily academic in nature, but which impact faculty. And they affirm that there is a formal process if, for any reason, there would be a reduction in force. Finally, she thinks the most exciting part is that her office commits to a collaborative process to review and possibly revise our faculty governance model with the goal of strengthening and improving faculty governance at WVU.

5. Ryan Watson, Senior Associate General Counsel, gave a presentation on Intellectual Property Rights.

6. Faculty Senate Chair Nathalie Singh-Corcoran reported the following:

- At the January Faculty Senate meeting, Rob Alsop will talk about the legislative agenda and what we might expect from the Republican-dominated state legislature.
- The statement on faculty governance came about because of concerns brought to the attention of Senate leadership. It outlines the current freedoms in the classroom with respect to modality and provides some clarity on how SEIs will count over the next few semesters. It is also meant to reassure faculty that there is a process for a reduction in force and, should that become necessary, WVU will make every effort to retain faculty. Lastly, the statement is a commitment to strengthen and improve our structure of shared governance.
- The ad hoc committee on third party tools should have their recommendations ready to present at the March senate meeting.
- Karen Diaz, the dean of the libraries, will share the library's new vendor policy at the February Senate meeting.

7. Jen Steele, Chair of the Curriculum Committee, presented the following reports for approval. Motion carried.

Annex I, New Courses Report.

Annex II, Course Changes Report.

New Certificate in Behavior Analysis.

The following report was submitted for information. Report filed.

Annex III, Graduate Programs Report.

8. Lisa Di Bartolomeo, Chair of the General Education Foundations Committee, submitted the following report for information. Report filed.

Annex IV, GEF Transition Review.

9. Jessica Vanderhoff, Chair of the Teaching and Assessment Committee, reported the following:

- The committee is working to finalize the report on the early semester teaching assessment survey, as well as the post-assessment instructor survey. They hope to have a final report for the December Faculty Senate meeting.
- A subcommittee is working on an inventory of all the professional development activities surrounding teaching and assessment. In conjunction with the Office of the Provost and the Teaching and Learning Commons, they hope to compile a comprehensive calendar of those professional development activities.

10. Ann Marie Hibbert, Chair-Elect of the Committee on Committees, Membership and Constituencies, presented the following report for approval. Motion carried.

Annex V, Committee Appointments.

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

- Some of the two-year schools are closing programs and have given notice of layoffs. In addition, the Board of Governors at West Virginia State University has reportedly put reduction in force rules in place and announced layoffs of 16 faculty and staff.

- He has heard speculation that, because of COVID-19, the legislature will deal with the budget and have no other business or bills until later in the year.
12. Stan Hileman, BOG Representative, reported that the Board of Governors met on November 6, 2020. The Board:
- Approved Governance Rule 1.6 (Rules Regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships) and Student Life Rule 6.1 (Student Rights and Responsibilities; Student Conduct). These amendments were proposed to comply with the most recent Title IX regulations.
 - Received the annual Classified Staff report from Lisa Martin.
 - Received an “unmodified” audit opinion, the highest possible, from the auditing firm of Clifton Larson Allen. The auditors were very, very complimentary about the job our financial folks have done.
 - Heard updates on COVID-19 preparations for spring.
13. New Business: Lisa Di Bartolomeo passed along a request from the Office of Student Conduct that faculty respond to emails from Carrie Showalter or Amanda DeBastiani inquiring whether a particular student is attending class. Your response will allow them to determine whether the student is following sanctions and is in compliance with COVID-19 regulations. This only pertains to a small number of students.
14. The meeting adjourned at 4:30 p.m. to reconvene on Monday, December 7, 2020.

Judy Hamilton
Office Administrator

Statement on COVID-19 and Faculty Governance

WVU Office of the Provost

October 26, 2020

- 1) Faculty have representation on new and existing University committees & task forces that are working to resolve COVID-19 issues impacting teaching and learning.
- 2) Faculty have the freedom to determine if their in-person classes should meet online in the short term, when the learning objectives cannot be met in a face-to-face setting. In the context of COVID-19, this shift might occur when a faculty member is ill and cannot be present, or when a large number of students are absent due to quarantine or isolation. In such situations, the faculty member should always consult the department or division chair
- 3) Faculty cannot change their modality for a class currently in session for an extended period of time, but a change of modality may happen if a chair agrees to a shift in modality. For the duration of COVID-19 pandemic such changes should be **approved by the** dean or designee.

Note: Public health emergencies impact 2 and 3.

- 4) Faculty Evaluation Committees treat eSEIs as formative assessment for the duration of the COVID-19 pandemic. **In addition** to eSEIs, a faculty member may choose to upload other evidence of teaching effectiveness to their Digital Measure file. Examples include but are not limited to teaching observations, evidence of professional development undertaken to improve teaching, demonstrated efforts to provide support to students in multiple modalities, and new or revised course content. If a faculty places additional content in the files, evaluation committees must consider that content.
- 5) During this time of COVID-19, the administration recognizes the centrality of faculty to the academic enterprise, and therefore, we reaffirm BOG Rule 4.7, 3.1.1-3.1.3.
(<https://policies.wvu.edu/finalized-bog-rules/proposed-bog-faculty-rule-4-7-reduction-in-force>)
- 6) The office of the Provost commits to work with the WVU Faculty Senate during and beyond COVID-19 in a collaborative process that comprehensively reviews and recommends changes to the faculty governance structure with the goal of strengthening and improving shared governance and shared responsibility.

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Faculty Senate Curriculum Committee
 Date: October 26, 2020
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description
GEOG 450: Political Ecology Seminar	A&S	3	Enrollment in the Geography major or minor and a GPA of 3.0 across coursework in Geography at the 300 level or above is recommended for this course.	Examination of some of the world's most pressing social-ecological challenges, including the impacts of and responses to climate change and issues of environmental justice. Exploration of foundational texts, core themes and debates, and future trajectories in political ecology through extensive reading, classroom discussion, and written assignments.
GEOG 650: Political Ecology Seminar	A&S	3		Critical examination of the some of the most world's most pressing social-ecological challenges, including the impacts of and responses to climate change and issues of environmental justice, based on scholarship from the social and biophysical sciences. Students will explore foundational texts, core themes and debates, and future trajectories in political ecology.
GRAD 672: Designing Engaging Scenarios	ACD AF	1	Must be a graduate student at WVU.	Navigating through self-guided scenarios can help to effectively engage students in visualizing mental images of concepts and how to accomplish specific tasks. The purpose of Designing Engaging Scenarios is to identify and apply strategies to write dynamic branching and captivating scenarios that emphasize thinking critically about specific topics. Throughout the course, students will experience sample scenarios and examine best practices.

Title	College	Credits	Prerequisites	Course Description
ART 410: Introduction to Visual Arts Therapy	CCA	3	Course open to undergrads in art, counseling, psychology, education, or special education	Introduces students to basic principles and practices of visual arts therapy through historical background, theoretical frameworks, and in-field issues. Provides information on pioneers in the field, how and where art therapists practice, training required for the profession, as well as interactive art explorations to incorporate art therapy principles into their own teaching and/or artistic practice. Online lectures and discussion.
ART 411: Theory of Art Education & Art Therapy	CCA	3	ART 410 and 412; Course open to undergrads in art, counseling, psychology, education, or special education	Introduces students to the historical, theoretical and philosophical foundations of visual arts therapy. Provides students with an overall understanding of how visual arts therapy relates to practice in art education. Specific theories relating to creativity development and visual literacy are explored.
ART 412: Art Methods/Materials for Special Populations	CCA	3	Course open to undergrads in art, counseling, psychology, education, or special education	Provides students with in-depth understanding of art methods and materials used in artistic development of children, adolescents and adults, while using creative process of art making to enhance the physical, mental and emotional well being of individuals of all ages. Research, assigned readings, online discussions, and hands-on projects and critiques. On-campus art-making seminar is required.
LAW 668: Healthcare Fraud & Abuse	LAW	3		An examination of health care fraud and abuse laws from civil and criminal perspectives, with an emphasis on federal statutes, to include a review of governmental enforcement initiatives. Health care compliance programs for health care providers, fraud and abuse driven by Affordable Care Act changes, access to pharmaceuticals, quality of care, and patient abuse will be explored.
LAW 669: Scholarly Writing Workshop	LAW	1	Students must be enrolled concurrently in a law school seminar of their choice.	A course designed to help students develop scholarly writing skills and serves as a companion course to the seminar requirement. Emphasis is placed on identifying writing conventions specific to scholarly legal writing and on the scholarly writing process.

Title	College	Credits	Prerequisites	Course Description
MICB 722: Bioinformatics Resource for Epigenomic Data Analysis	MED	2		The course introduces basic concepts in epigenomic data analysis for several commonly used genome-wide profiling techniques, such as RNA-Seq, ChIP-seq, and DNase-seq/ATAC-seq, and offers hand-on experience for a set of frequently used standalone GUI tools, online databases, and web servers.
OTH 313: Clinical Reasoning in OT 2	MED	2	MOT Student	Using the Occupational Therapy Practice Framework and the OT Code of Ethics, 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 information from prior courses in the professional curriculum.
OTH 325: Interventions Across the Lifespan 2	MED	4	MOT Student	Intervention planning of occupational performance in instrumental activities of daily living, work, education, social participation, performance patterns, and contexts and environments across the lifespan.
OTH 409: Occupational Performance Evaluation 3	MED	4	MOT Student	Standardized and non-standardized screening and assessment of the following areas: sensory neurobehavioral, cognition, psychological/ emotional, developmental, play, leisure, social participation and education inclusive of values, beliefs, and spirituality as they impact occupational performance across the lifespan.
OTH 423: Interventions Across the Lifespan 3	MED	4	MOT Student	Critical reasoning, goal writing, documentation, and intervention planning on client factors and performance skills addressing neuromusculoskeletal and movement related functions, cardiovascular and respiratory functions, motor skills incorporating performance patterns, and contexts and environments across the lifespan.

Title	College	Credits	Prerequisites	Course Description
OTH 504: Clinical Reasoning In OT 4	MED	3	MOT Student	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations. Analysis of unmet occupational needs of persons, groups, and populations and propose real world solutions to improve, to advocate for, and influence health policy to reduce occupational deprivation.
OTH 512: Professional Development Seminar 2	MED	1	MOT Student	Preparing for second Level II Fieldwork and developing essential skills for entry to the profession. Includes NBCOT exam prep and job search skills. Experiences within the professional organization and ongoing plan for professional activity. Conduct a personal professional development assessment and address professional development needed for second Fieldwork rotation
OTH 513: Professional Development Seminar 3	MED	1	MOT Student	Addressing skills necessary for entry into the profession while completing the 2nd Level II fieldwork. Includes NBCOT exam prep, prep for state licensure, job search skills including resume, cover letter, and interview skills. Student experiences within the professional organization and ongoing plan for professional activity. Develop a professional development to ensure continuing competence.
OTH 524: Interventions Across the Lifespan 4	MED	4	MOT Student	Critical reasoning, goal writing, documentation, and intervention planning of education, play, leisure, and social participation, inclusive of client factors and performance skills that address mental functions, sensory functions, social interaction skills, developmental milestones, and motor skills incorporating performance patterns, and contexts and environments across the lifespan.

Title	College	Credits	Prerequisites	Course Description
OTH 601: Disruption of Occupational Performance	MED	4	OTD student	An overview of the effects of human disease and disability to include inflammatory and immune conditions, musculoskeletal disorders, cardiovascular disorders, neurodegenerative disease, genetic and developmental disorders, mental health disorders, neurological conditions, and chronic conditions on the occupational performance of humans across the lifespan.
OTH 602: Clinical Reasoning in OT 1	MED	2	OTD Student	Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating context from courses in the professional curriculum.
OTH 603: Foundations of OT Intervention	MED	3	OTD Student status	Clinical reasoning, goal writing, documentation, and intervention planning utilizing activity analysis and grading as a foundation for the occupational therapy process and intervention. Implement strategies for grading activity to facilitate the use of occupation as intervention, while incorporating client factors, performance skills, performance patterns, contexts and environments, and practice settings across the lifespan
OTH 605: Clinical Reasoning in OT 2	MED	2		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.
OTH 612: Functional Kinesiology in Occupational Therapy	MED	2	OTD Student	Develop enhanced understanding of functional anatomical correlations and the use of the principles of kinesiology including statics, dynamics, and biomechanics to conduct functional movement analyses of occupational performance.

Title	College	Credits	Prerequisites	Course Description
OTH 670: Theories and Science of Occupation	MED	3	OTD student	Through an introduction and understanding of the concepts of occupational science and history of occupational therapy, view the world through an occupation perspective. Introduction to the process of theory development and basic theories from occupational therapy and a variety of related fields including psychology, sociology, anthropology, etc. and how they are applied to occupational therapy.
OTH 704: Interventions Across the Lifespan 1	MED	4	OTD Student	Critical reasoning, goal writing, documentation, and intervention planning to address basic activities of daily living incorporating client factors, performance skills, performance patterns, and contexts and environments across the lifespan.
OTH 705: Occupational Performance Evaluation 2	MED	4	OTD Student	Standardized and non-standardized screening and assessment of motor skills including but not limited to range of motion, strength, coordination, balance, endurance and pain inclusive of values, beliefs, and spirituality as they impact occupational performance across the lifespan
OTH 706: Occupational Performance Eval 3	MED	4	OTD Student	Standardized and non-standardized screening and assessment of the following areas: sensory neurobehavioral, cognition, psychological/ emotional, developmental, play, leisure, social participation and education inclusive of values, beliefs, and spirituality as they impact occupational performance across the lifespan.
OTH 707: Interventions Across the Lifespan 2	MED	4	OTD Student	Intervention planning of occupational performance in instrumental activities of daily living, work, education, social participation, performance patterns, and contexts and environments across the lifespan.

Title	College	Credits	Prerequisites	Course Description
OTH 812: Professional Development Seminar 2	MED	1	OTD Student	Preparing for the second Level II Fieldwork and developing essential skills for entry to the profession, including NBCOT exam prep and job search skills. Experiences within the professional organization and ongoing plan for professional activity. Conduct a personal professional development assessment and address professional development needed for the next Level II Fieldwork rotation.
OTH 823: Interventions Across the Lifespan 3	MED	4	OTD Student	Critical reasoning, goal writing, documentation, and intervention planning for client factors and performance skills addressing neuromusculoskeletal and movement related functions, cardiovascular and respiratory functions, motor skills incorporating performance patterns, and contexts and environments across the lifespan.
OTH 824: Interventions Across the Lifespan 4	MED	4	OTD Student	Clinical reasoning, goal writing, documentation, and intervention planning for education, play, leisure, and social participation, inclusive of client factors and performance skills that address mental functions, sensory functions, social interaction skills, developmental milestones, and motor skills incorporating performance patterns, and contexts and environments across the lifespan.
ADV 347: Martin Hall Agency: Advertising Tactics	RCM	3		This course is part of a student-run advertising and public relations agency designed to be the closest to a real-world professional experience as is possible in the university setting. Students will learn about the global and diverse work conducted in an agency setting, while serving in an advertising-related staff position within the Martin Hall Agency.

Title	College	Credits	Prerequisites	Course Description
PR 347: Martin Hall Agency: Public Relations Tactics	RCM	3		This course is part of a student-run advertising and public relations agency designed to be the closest to a real-world professional experience as is possible in the university setting. Students will learn about the global and diverse work conducted in an agency setting, while serving in a public relations-related staff position within the Martin Hall Agency.
PR 420: International Public Relations	RCM	3		This seminar-style course provides an in-depth examination of the unique challenges of global and multicultural public relations. Students learn about cultures across the world and analyze how these cultures affect international public relations practices.
PR 424: 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.
PR 426: Advocacy Communication	RCM	3		This course is designed to introduce students to ethical and strategic advocacy communication practices. Students will learn practical skills commonly used to promote ideas and issues. The course takes an experiential learning approach, which means students will learn foundational concepts and professional skills through meaningful involvement in issue advocacy.

To: Faculty Senate Executive Committee
 From: Jennifer Steele, Chair, Senate Curriculum Committee
 Date: October 26, 2020
 Re: Course Changes Report

Field	Old Value	New Value
ADV 315		
Catalog Description	Writing advertising copy and designing effective layouts. Elements of effective advertising: creating strategies, building campaigns, writing and rewriting, and preparing roughs and comps. Developing a portfolio. Emphasis on print advertising.	Students will learn to write advertising copy and design effective layouts for targeted audiences. Focuses on creative ideation process and includes advertising graphics, copy preparation and layout, evaluation and selection of media. Developing a portfolio.
Justification for Course Change	Update the PRs to match the new course codes.	We recently returned this course to our core offerings and needed to update the course description and learning outcomes. The revisions eliminate redundancies between courses and reflect the changing communication landscape.

ADV 401		
College/School	SOJ	Media
Catalog Description	Principles and practices of advertising creativity. Focuses on creative ideation process and includes advertising graphics, copy preparation and layout, evaluation and selection of media.	This course builds on the processes introduced in Advertising Copywriting. Emphasis on creativity, concept development, idea generation & principles of effective communication using words and visuals in a variety of print, social, digital and broadcast media.
Catalog Prerequisites	STCM 215, STCM 315.	ADV 315 or STCM 315 with a minimum grade of C-.
Justification for Course Change		We recently updated our core offerings and needed to update this course's description and learning outcomes. The revisions eliminate redundancies between courses and reflect the changing communication landscape.

Field	Old Value	New Value
DMC 660		
Catalog Description	An overview of the Data Marketing Communications program with a focus on upcoming curriculum and industry trends at large and an overview of campaign management systems available in the market. Course will include specific units on privacy, law and ethics and focus on the many uses of data and the ramifications of misuse.	An overview of the Data Marketing Communications program with a focus on upcoming curriculum and industry trends at large. Course will include specific units on database marketing, loyalty programs, financial and marketing metrics, audience targeting and segmentation, data for digital marketing, data visualization and marketing automation.
Justification for Course Change		Updating the course description and learning outcomes to better reflect the course content, and to provide more measurable learning outcomes.

DMC 665		
Full Title	Customer Engagement Strategy	Customer Engagement Ethics & Strategies
Transcript Title	Customer Engagement Strategy	Customer Engagement Ethics
Catalog Description	Examines contemporary content strategies for engaging customers through the channels and at the times they prefer. With omnichannel marketing at the center, students will learn to recognize and facilitate customer journeys that provide seamless user experience and path to purchase.	Examines contemporary content strategies for engaging customers through channels and the ethical considerations and responsibilities of professional communications. With omnichannel marketing at the center, students will learn to recognize and facilitate customer journeys that provide seamless user experience and paths to action.
Justification for Course Change		Updating the course title, description and learning outcomes to better reflect a new ethics component for the course.

Field	Old Value	New Value
FDM 311		
Course is Repeatable	Yes	No
Total Credits:	2	
Maximum Attempts:	1	
Catalog Prerequisites	FDM 260 with a minimum grade of C-.	Departmental consent. Restricted to FDM majors junior standing or above.
Justification for Course Change	The previous pre-requisite of "Junior or Senior standing in FDM" was confusing and difficult to follow and enforce. Using FDM 260 as the pre-requisite provides students with the necessary background to get the most out of the study tour.	The previous pre-req will not be a required course going forward. We now require an application process students must complete before being granted permission to enroll.

FDM 360

Catalog Prerequisites	FDM 260 or PR or CONC: FDM 211 with a minimum grade of C- in each.	FDM 110 with a minimum grade of C-
Justification for Course Change	The previous prerequisites did not accurately reflect the necessary curriculum enhancements, and some of the prerequisites were outdated.	The previous prerequisites did not accurately reflect the necessary curriculum enhancements. This is also a required course for FDM Minor students. We are updating the pre-reqs to ensure they are able to easily navigate the program alongside our FDM Majors.

IMC 640

Catalog Description	Provides an overview of digital media and the latest methods for collecting, creating and disseminating persuasive messages. Focuses on the evolution of digital media and the ways they are used in entertainment, information-gathering and community-building.	Introduces students to the fundamentals of Digital Marketing Communications. Students learn and apply how organizations can integrate digital communication strategies into traditional media to help meet marketing objectives. An audit of techniques, tools, and processes including practical methods for online research, development of digital strategy, and implementation of marketing communications online.
Justification for Course Change	Changing the course title slightly to reflect this course's inclusion in the new Digital Marketing Communication Master's Program recently approved by graduate council.	Slight updates to course description and learning outcomes to better reflect course content.

Field	Old Value	New Value
MANG 426		
Catalog Prerequisites	CS 101 and (ECON 225 or STAT 211) all with a minimum grade of C-.	(CS 101 or BCOR 121) and (ECON 225 or STAT 211) all with a minimum grade of C-.
Justification for Course Change	This course is required by one of our new minors, which is open to all students. The current prerequisite, while fine for Chambers students, keeps others from pursuing the minor. The prerequisites are being updated to better meet the needs of the course and the target population.	Chambers is changing from CS 101 to BCOR 121.

MDIA 362		
Course Code	JRL 362	MDIA 362
Full Title	User Experience Design for Media Applications	UI/UX Design for Media Applications
Catalog Description	Covers the skills and knowledge necessary to develop mobile application technology (Apps) on Android and iOS platforms. Allows the student to explore creative, commercial, and entrepreneurial opportunities in the mobile app marketplace.	Introduces research and methods used in the field of User Experience design with an emphasis in digital media. Students learn to ideate, develop concepts, conduct user research and how to communicate user experiences to stakeholders.
Catalog Prerequisites	JRL 262.	JRL 262 or MDIA 262 with a minimum grade of C-.
Justification for Course Change		Updated course description to better reflect the content of the course. Changed prefix to our new MDIA prefix.

Field	Old Value	New Value
OTH 302		
Full Title	Surv:Clin Prblm-Solv/Sci Inqry	Clinical Reasoning in OT 1
Catalog Description	An introduction to analysis of clinical and research problems, including strategies for problem analysis and outcome.	Critically interpret evidenced based data, theory and frames of reference to evaluate and justify occupational therapy clinical reasoning in applied clinical and case-based contexts, integrating information from courses in the professional curriculum.
Catalog Prerequisites	OTH student status.	MOT student status.
Justification for Course Change		The MOT curriculum is being modified due to changes in accreditation standards and to integrate the new OTD education program into the Division of Occupational Therapy. This course number has been inactive for over 5 years and is being used again. This is the first course in the Clinical reasoning series. It introduces the student to the process of clinical reasoning and therefore is in the 2nd semester of the program.

Field	Old Value	New Value
OTH 306		
Full Title	Kinesiologic Foundations	Occupational Performance Eval 1
Transcript Title	Kinesiologic Foundations	Occ. Performance Eval 1
Catalog Description	Functional anatomical correlations and human movement. Statics, biomechanics, dynamics and functional movement analysis.	Standardized and non-standardized screening and assessment of occupational performance in basic and instrumental activities of daily living, work, rest and sleep, performance patterns, and contexts and environments across the lifespan.
Catalog Prerequisites	OTH student status.	MOT student status.
Justification for Course Change		This course is part of the redesign of the MOT curriculum in response to educational accreditation standards changes as well as to integrate the new OTD curriculum. This course is the first in the series of evaluation courses. It is positioned in the 2nd semester after the student has learned about the theories and science of OT and occurs while the students are learning about normal development, limitations in occupational performance and the foundations of research that establish norms of standardized assessments. This course serves as the foundation for the first intervention course which address how to intervene with occupational performance evaluated in this course.

Field	Old Value	New Value
OTH 370		
Full Title	Principles of Occupational Science	Theories and Science of Occupation
Transcript Title	Principles of Occupational Sci	Theory Science of Occupation
Catalog Description	Students will review concepts associated with human behavior from the behavioral sciences, social sciences, and occupational science. This course will introduce students to the developing discipline of occupational science, occupational therapy’s role in health, wellness, and prevention, and global issues effecting the profession.	Introduction and understanding of the concepts of occupation, occupational science and history of occupational therapy, students will learn to view the world through an occupational lens. Introduction to the process of theory development and basic theories from occupational therapy and a variety of related fields including psychology, sociology, anthropology, and how they are applied
Catalog Prerequisites	OTH student status.	MOT student status.
Justification for Course Change		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.

PCOL 516		
Course Code	PA 516	PCOL 516
Justification for Course Change		Course is taught by a faculty member in the Department of Physiology and Pharmacology and the efforts and resources generated should be associated with that department. Department has requested a change in course name from PA516 Pharmacology for PA to PCOL516 Pharmacology for PA. See attached request from department chair.

Field	Old Value	New Value
PR 324		
Catalog Description	Employs strategy and writing to engage various public relations audiences through the development of communications tactics such as social media releases, social media plans, media advisories, press releases, public service announcements, speeches and broadcast writing. Some sections are offered as formal service learning opportunities.	This course employs strategy and writing to engage various public relations audiences through the development of written public relations communication tactics such as social media releases, social media plans, media releases, public service announcements, speeches and broadcast writing. Some sections are offered as formal service learning opportunities.
Justification for Course Change	Updated to include new MDIA subject code.	Updated to better reflect the changing communication landscape and learning outcomes for the College of Media.

PT 724		
Full Title	Exercise Foundations	Cardiopulmonary Physical Therapy 1
Catalog Description	Principles of aerobic and resistance training for rehabilitation populations. Includes laboratory experience in exercise testing and development of exercise programs for therapeutic purposes.	Principles of aerobic and resistance training for both healthy and rehabilitation populations. Includes exercise testing and development of exercise programs for persons with either primary or secondary cardiopulmonary issues.
Justification for Course Change		Based on student feedback and outcomes on licensure exam, the cardiopulmonary content in the DPT curriculum is not felt to be emphasized enough. While the content of this course is not changing, the name (and minor course description) change will highlight that this course's content is fundamental to cardiopulmonary PT practice.

Field	Old Value	New Value
PT 734		
Full Title	Cardiopulmonary Physical Therapy	Cardiopulmonary Physical Therapy 2
Transcript Title	Cardiopulmonary PT	Cardiopulmonary PT 2
Justification for Course Change	Due to the numbering change needed, all content for the former PT 733 is now being inserted into PT 734. No changes in content or learning outcomes are being made for the course titled Cardiopulmonary Physical Therapy-- just the number change.	In response to feedback, 2 courses are being renamed to better reflect their content. PT 724 is being renamed as 'Cardiopulmonary Physical Therapy 1', thus PT 734 needs to be differentiated. The only change being requested is to add the number '2' after the course name.

SOCA 720		
Catalog Description	Provides students with tools to critically evaluate and design survey research projects in sociology. Key topics include relationships among sampling, questionnaire construction, and mode choice. Course designed around types of error in surveys and ways to minimize.	Provides students with tools to evaluate and design survey research projects critically in sociology. Key topics include relationships among sampling, questionnaire construction, and mode choice. Course designed around types of error in surveys and ways to minimize.
Catalog Prerequisites	SOCA 620.	
Justification for Course Change		Delete SOCA 620 as a prerequisite. We will offer SOCA 720 as part of our online methods certificate and do not require SOCA 620 as a prerequisite for this class. Our on-campus students take SOCA 620 in their first semester and will not be affected by the removal of the prerequisite, as the normal course rotation indicates they take 620 in their first semester.

Field	Old Value	New Value
SOCA 726		
Catalog Description	This seminar offers training in theories and practical application of ethnographic methods. The focus is on understanding the types of questions best answered by ethnographic investigations, why such methods are appropriate, and hands-on training in various styles of ethnography. Students will be expected to perform original ethnographic research using the concepts and tools gained in this course.	Training in theories and practical application of ethnographic methods. Focus is on understanding the types of questions best answered by ethnographic investigations, why such methods are appropriate, and hands-on training in various styles of ethnography. Students will perform original ethnographic research using the concepts and tools gained.
Catalog Prerequisites	SOCA 620.	
Justification for Course Change		Delete SOCA 620 as a prerequisite. We will offer SOCA 726 as part of our online methods certificate and do not require SOCA 620 as a prerequisite for this class. Our on-campus students take SOCA 620 in their first semester and will not be affected by the removal of the prerequisite, as the normal course rotation indicates they take 620 in their first semester.

Course Deactivations

Course	Course Title
ENTR 340	Survey of Entrepreneurship
ENTR 380	Survey of Business Planning
GEOL 111	Environmental Geoscience Laboratory
HONR 199	Orientation to Honors

TO: Faculty Senate Executive Committee
FROM: Jennifer Steele, Faculty Senate Curriculum Committee Chair
DATE: October 26, 2020
RE: Graduate program reviews from Graduate Council, September 16, 2020

1. Program proposals

- a) **New Certificate:** Quantitative & Qualitative Social Science Research Methods (Key 1206)

Graduate Council action: Approved

To: Faculty Senate Executive Committee
From: Lisa Di Bartolomeo, Chair, GEFCO
Date: October 26, 2020
Re: GEF Transition Review

The General Education Foundations Committee met on October 5, 2020 and passed the following courses for GEF Transition Review:

Title	General Education Foundations	LEAP Learning Outcomes
PLSC 140: Sustainable Living	F7. Global Studies & Diversity	1: Knowledge of human cultures and the physical and natural world
PLSC 206: Principles of Plant Science	F2B. Science & Technology (with lab)	1: Knowledge of human cultures and the physical and natural world

Standing Committee**Library**

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Rose	Casey	rose.casey@mail.wvu.edu	Assistant Professor	Eberly	Yes	Chair-Elect

Special Committee

Third Party Vendors

First Name	Last Name	Email Address	Faculty Rank	Primary Constituency Appointment	Current Senator	Role (chair, chair-elect, member)
Lori	Ogden	lori.ogden@mail.wvu.edu	Teaching Assistant Professor	Eberly	Yes	Chair
Megan	Leight	mleight@mail.wvu.edu	Teaching Assistant Professor	Creative Arts	No	Co-chair
Heather	Billings	hbillings@hsc.wvu.edu	Teaching Associate Professor	Medicine	Yes	Member
Ian	Harmon	ian.harmon@mail.wvu.edu	Staff Librarian	Libraries	Yes	Member
Diana	Davis	dmdavis@hsc.wvu.edu	Associate Professor	Medicine	Yes	Member
Yenmula	Reddy	ramana.reddy@mail.wvu.edu	Professor	Statler	Yes	Member
Mark	Fullen	m.fullen@mail.wvu.edu	Director Safety & Health	Extension	Yes	Member
Jane	Ruseski	jane.ruseski@mail.wvu.edu	Associate Professor	Chambers	No	Member
Chase	Riggs	ccr0004@mix.wvu.edu	n/a	SGA	No	Member
Amelia	Jones	alj0016@mix.wvu.edu	n/a	SGA	No	Member