Minutes
West Virginia University Faculty Senate
Monday, April 14, 2014

1. Lisa DiBartolomeo, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Ameri, S.	Cronin, A.	Jacknowitz, A.	Montgomery-Downs, H.	Sherlock, L.
Anderson, J.	Curtis, R.	Jaczynski, J.	Munasinghe, R.	Sperow, M.
Anderson, K.	Eschen, E.	Johnstone, R.	Nutter, R.	Srivastava, A.
Atkins, C.	Famouri, P.	Kale, U.	Oberhauser, A.	Stolzenberg, A.
Baldwin, C.	Ferrara, L.	Kershner, R.	Orlikoff, J.	Tveter, K.
Barretto, G.	Finkel, M.	Kite, S.	Peace, G.	Utzman, R.
Bastress, R.	Fuller, E.	Kleist, V.	Perna, N.	Valenti, M.
Bergner, G.	Funk, A.	Knight, J.	Petronis, J.	Vester, M.
Billings, H.	Gilleland, D.	Kromar, R.	Polak, J.	Vona-Davis, L.
Bonner, D.	Graber, S.	Lively, M.	Proudfoot, C.	Walter, S.
Boone, D.	Graves, C.	Lofaso, A.	Prudhomme, J.	Waterson, R.
Bowen, E.	Griffith, R.	Mandich, M.	Reymond, R.	Watson, J.
Brazaitis, M.	Haines, K.	Matak, K.	Riedel, B.	Weihman, L.
Brock, R.	Harner, J.	Maynor, L.	Ruscello, D.	Wilcox, G.
Brooks, R.	Harris, T.	Mays, M.	Ryan, K.	Woloshuk, J.
Bryner, R.	Hartley, D.	McTeer, M.	Sand-Jecklin, K.	Yang, H.
Campbell, L.	Hileman, S.	Merrifield, J.	Schreurs, B.	
Cottrell, L.	Hostuttler, L.	Miltenberger, M.	Scott, H.	

Members Excused:

Abate, M.	Connors, J.	Hitt, L.	Johnston, A.	Petty, T.
Bilgesu, I.	Elmore, S.	Hutson, Z.	Meckstroth, R.	Tippets, W.
Britten, R.	Garrett, V.	Insch, G.	Mucino, V.	Wenger, S.
Cassels, A.	Giacobbi, P.			

Members Absent:

Burnside, J.	Hornsby, G.	Paternostro, M.	Rishel, C.	Tower, L.
Cohen, S.	Kopriva, N.	Reddy, R.	Sadler, J.	Watson, D.
Hartnett, H.	Kuhlman, J.	Regier, M.	Salm, A.	Whiteman, C.
Holmes, M.	Lorimer, D.			

Faculty Senate Officers Present:

DiBartolomeo, L.	Lee, P.	Orlikoff, J.

2. Chair DiBartolomeo moved for approval of the minutes from the Monday, February 10, 2014 meeting. Motion carried.

3. President E. Gordon Gee reported the following:
   - He is honored and humbled by his appointment as WVU's permanent president.
   - He believes WVU was change oriented and forward thinking in our approach to the HLC visit.
   - We received a modest budget reduction in the recent legislative session.

- For the third time in our institution's history, three students have been named Goldwater Scholars in the same year. Very few institutions have had this number of scholars in the same year. In addition, three WVU students have been awarded National Science Foundation fellowships.
- He congratulated two faculty Senators who won awards. Anne Lofaso received a Claude Worthington Benedum Distinguish Scholar Award. Ann Oberhauser received the Mary Catherine Buswell Award for advancing the concerns of women.
- The Board of Governors approved the establishment of a School of Politics and Policy within the Eberly College of Arts and Sciences, the creation of a Department of Forensic and Investigative Sciences, and the addition of a Master of MS in Health Sciences Degree in the School of Medicine.
- WVU and the National Radio Astronomy Observatory in Green Bank have inaugurated a new super high-speed broadband data network to bolster collaboration and scientific research between the two organizations.
- We have two outstanding new deans. Jon Cawthorne, who comes to us from Florida State University, is the new dean of libraries. Tara Hulsey is the new dean of the School of Nursing.
- This is the 100th anniversary of the Smith-Lever Act, which established the Cooperative Agricultural Extension Service. WVU's Extension Service has been an exemplary program.

4. Chair DiBartolomeo reported the following:
- The 2014 Country Roads Scholars Tour will take place May 14 and 15. For further information, please visit wvufaculty.wvu.edu/crst or contact Ann Bailey Berry.
- She, Roy Nutter, Jennifer Orlikoff, Staff Council President Lisa Martin, and SGA President Chris Nyden traveled to WVU-Tech to meet with their constituencies and with President Carolyn Long.
- The Ad Hoc Calendar committee plans to present a proposed calendar at the May Senate meeting.
- She thanked everyone who participated in the HLC site visit.
- She encouraged everyone to attend graduation ceremonies, at least for your own college.

5. Chair DiBartolomeo asked for nominations from the floor for Faculty Senate Chair-Elect. No nominations were offered. A motion was made and seconded to close nominations. Motion carried. The declared candidate, Richard Turton, addressed the Senate.

6. Robert Bastress, on behalf of the Adhoc Committee on Senate Eligibility, moved for approval of the following operational rule: "To be eligible to serve as the Faculty Representative from Health Sciences or Extension to the WVU Board of Governors, the faculty member must have at least 60% of his or her time assigned to either Health Sciences or Extension." Motion carried.

7. Faculty Secretary Alan Stolzenberg announced the following declared candidates for BOG representative from the health sciences or extension: Taura Barr (Nursing), Heather Billings (Neurobiology and Anatomy), Abra L. Elkins (Pathology), Becca Fint-Clark (Extension), Robert Griffith (Pharmacy), Gail O'Malley Van Voorhis (Nursing), and Joe Prudhomme (Medicine). Candidates will be given an opportunity to present a brief statement at the May Senate meeting. The election will take place following the May meeting, and results will be announced at the

June meeting. Dr. Stolzenberg asked for nominations from the floor. No further nominations were offered. A motion was made and seconded to close nominations. <u>Motion carried</u>.

8. Nick Perna, Chair, Curriculum Committee, moved for approval of the following reports:

> Annex I, New Courses and Course Changes for March 2014. <u>Motion carried</u>.
> Annex II, New Courses and Course Changes for April 2014. <u>Motion carried</u>.
> Annex III, Request to Establish a School of Politics and Policy within the Eberly College of Arts and Sciences. <u>Accepted</u>.
> Annex IV, Changes to the Public Service Administration Major at WVU-Tech. <u>Motion carried</u>.
> Annex V, SEP Curriculum Change. <u>Motion carried</u>.
> Annex VI, Alterations Report for March 2014. <u>Accepted</u>.
> Annex VII, Alterations Report for April 2014. <u>Accepted</u>.

9. Lisa Weihman, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:

> Annex VIII, GEC Actions for March 2014. <u>Motion carried</u>.
> Annex IX, GEC Actions for April 2014. <u>Motion carried</u>.
> Annex X, Changes to the Language Regarding Writing Courses. It was moved and duly seconded to table consideration of this annex. <u>Motion to table carried</u>.
> Annex XI, GEC Audits for March 2014. <u>Accepted</u>.
> Annex XII, GEC Audits for April 2014. <u>Accepted</u>.

10. C.B. Wilson and Michael Mays presented Annex XIV, Draft III of the Faculty Evaluation, Promotion, and Tenure document for comments. The final draft will be presented for a vote at the May Faculty Senate meeting.

11. Nigel Clark and Chair DiBartolomeo presented Annex XV, Educational Responsibility Roundtable Phase 1 Recommendations that suggested modifications to the General Education Curriculum. A proposal will be submitted at the May Faculty Senate meeting.

12. Ken Gray, Vice President for Student Affairs, Cathy Yura, Assistant Vice President for Student Wellness, and Toni Christian, Director of Employee Benefits, provided an update on changes to student health insurance.

13. Melanie Page, Assistant Vice President for Creative and Scholarly Activities, thanked the Faculty Senate Research and Scholarship Committee for all of their work in reviewing proposals for the internal grants program. She also asked Senators to publicize the grants writing seminar, Annex XVII and Annex XVIII, as well as the PSCoR program, Annex XIX and Annex XX.

14. Robert Griffith, BOG Representative, reported the following:
- Most members of the board attended a memorial service for Charles Vest on February 20 in Washington, D.C.
- The board revised its policy that the interim president could not serve as the permanent president.

- The board approved a name change for the Perley Isaac Reed School of Journalism to the Reed College of Media.
- At the April meeting, the board visited Student Affairs and authorized financing of improvements to the PRT and renovations to athletic facilities.

15. Chair DiBartolomeo presented Annex XVI, 2014 Faculty Senate Election Results.

16. New Business

Ruth Kershner asked the Executive Committee to look at policies for spring break to determine whether students can be assigned coursework to complete while classes are not in session. She also indicated that she is aware of faculty members scheduling exams outside of their normal class time; the Chair advised her to report such situations to the Provost's Office.

Steve Graber moved for approval of the following resolution: "While the Faculty Senate does not question the ability or the authority of the Athletic Director to manage athletics at West Virginia University, it does condemn the manner in which Coach Turnbull was terminated as the head coach of the wrestling program. After 36 years of meritorious service to the University and without evidence of criminal, unethical, or grossly incompetent behavior by Coach Turnbull, we believe he has earned the right to other than an immediate termination effective at the end of a single working day. Furthermore, for the best interests of the wrestling program and its student-athletes and also to preserve the reputation of West Virginia University as an institution that values the long term service and dedication of its employees, we believe that Coach Turnbull should be reinstated as the head coach of the wrestling program for an additional year so that an orderly transition to new leadership can occur." The motion was duly seconded. Motion failed.

On behalf of the Committee on Committees, Membership, and Constituencies, Bob Griffith moved that the Student Instruction Committee and Student Evaluation of Instruction Committee be merged into a new committee to be called the Teaching and Assessment Committee, which will be charged to combine the duties of the two current committees. The makeup of the committee shall be six Senators, six regular faculty, three students, and three ex officio administrative representatives, one each from the Office of the Provost, the Health Sciences Center, and the Academic Innovation Division. Motion carried.

Jim Harner presented Annex XXI, Interpretative Guide for the Revised SEI, and Annex XXII, a mock-up of the revised survey. The Student Evaluation of Instruction Committee is seeking feedback on these two documents. Senators should send their comments to Dr. Harner or to the Faculty Senate Office. The committee intends to bring final documents before the Senate in either May or June.

17. The meeting adjourned at 5:37 p.m. to reconvene on Monday, May 12, 2014.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Nick Perna, Chair, Faculty Senate Curriculum Committee
Date: February 24, 2014
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

New Courses:

Biology

BIOL 215. Cell Biology for Pre-Pharmacy. 3-Hr. PR: BIOL 115 and BIOL 117 and CHEM 115 or CHEM 117. Structure, function and diversity of cells with an emphasis on gene expression and cellular phenotype including cell chemistry, energetics, and regulation of cell activities. This course is offered only to Pre-Pharmacy majors. (Effective Date: Fall, 2014).

Rationale: This course will serve Pre-Pharmacy students as an entry requirement to the Doctor of Pharmacy (Pharm. D.) curriculum. This will be a non-laboratory course that examines both prokaryotic and eukaryotic cells at the genetic and biochemical levels as it pertains to pharmaceutical and biomedical applications. The course will discuss energetics, protein structure/function, DNA structure/function, gene expression, genomic organization, the molecular basis of heredity, cell division, etc. Cell biology is a critical part of the biomedical sciences (e.g. Pharmacy), and is relevant to understanding the effects of drugs on human physiology. An understanding of the cell, its components, and their structures and functions at the molecular level is important to placing the effect(s) and mechanism(s) of a drug in perspective, as well as the possible adverse effects of drugs. CHEM 115 or CHEM 117 and BIOL 115 and BIOL 117 are listed as pre-requisites because this course will build on the knowledge students gained in these classes, and they are entry requirements to the Pharm. D. program here at WVU. The course will be offered as a non-laboratory section of BIOL 219, but students will become familiar with the current technology used in molecular biology research relevant to each topic covered in lecture. BIOL 215 is a new course requirement for pre-Pharmacy students, developed in response to a request made by the School of Pharmacy, and is a wholly separate course from BIOL 219. This course will not be a substitute for BIOL 219 required for most majors including Biology, Forensics, or Biochemistry. The course number proposed for this class is BIOL 215 to alleviate any confusion in advising and scheduling.

BIOL 318. Writing Appalachian Ecology. 3-Hr.This course encourages students to think about the long-term future of our planet. What could our world be like in 200 years? How will current environmental problems change the future? How will relationships with the natural world change? Students address questions like these in creative nonfiction essays they write about research being conducted at the Fernow Experimental Forest in WV. (Effective Date: Summer, 2014).

Rationale: This new and innovative writing course creates a bridge between the sciences (Biology) and humanities (English) at WVU, resulting in more effective ways to communicate scientific results, and their implications, to society. As the only course of its kind offered by the

Biology Department, Writing Appalachian Ecology will challenge students in the sciences to reconnect with the sense of wonder that inspired them to pursue science.

Statistics:

DSCI 501. Data Analysis. 3-Hr. Basic statistical principles, probability rules, R programming, probability distributions, estimation and testing related to binomial and Poisson distributions, goodness-of-fit tests, contingency-table models, the normal distribution, sampling distributions, simulations, one- and two-sample inferences, bootstrap inferences, nonparametric tests, simple linear regression, one-way analysis of variance, model assessment, and multiple testing. R is used for modeling and plotting data based examples and exercises. (Effective Date: Fall, 2014)

Rationale: This is a required course in the Master of Data Science program. Although DSCI covers some of the same topics as STAT 511, it differs in several important ways. First, R programming is used for statistical computations and plots throughout. This includes the use of simulations to illustrate concepts and bootstrapping to make inferences. Second, single-variable calculus (a pre-requisite to entering the program) is used to develop the topics related to probability, estimation, and testing. Finally, the pace of DSCI is faster than that of STAT 511 and thus more topics are covered.

DSCI 502. Data Modeling. 3-Hr. PR: DSCI 501 or consent. Matrix algebra using R, analysis of covariance, least squares means, model assessment, multi-way analysis of variance, fixed, random, and mixed effects models, expected mean squares, variance components, unbalanced models, multiple comparisons, nested and block designs, multilevel models, multiple regression, transformations, polynomial and nonlinear regression, logistic regression, and Poisson regression. R is used in data based examples and exercises. (Effective Date: Fall, 2014).

Rationale: This is a required course in the Master of Data Science program. Although DSCI covers some of the same topics as STAT 512, it differs in several important ways. First, R programming is used for statistical computations and plots in problem solving throughout the course. Second, matrix algebra is used in developing linear, mixed, generalized linear, and non-linear models. Finally, the pace of DSCI 502 is faster than that of STAT 512 and thus more topics are covered.

Honor's College

New Course:

HONR 213. Growing up in America. 3-Hr. Students in this course explore how the issues of gender, race/ethnicity, social class, time period, and location shaped cultural understandings of the "child" and a child's experience as a child throughout American history. (Effective Date: Summer, 2014).

Rationale: Each student enrolled in the Honors College is required to complete 25 hours of Honors courses to graduate as an Honors Scholar. To help Honors students meet this requirement, the Honors College seeks to provide unique, interdisciplinary courses, such "Growing Up in America." However, the intent of such a course extends beyond the fulfillment

of a graduation requirement. This course is designed to present students with the opportunity to broaden their knowledge into academic areas beyond their major fields of study and to hone their critical thinking and communication skills. The depth of engagement and the active learning techniques utilized in this course also help prepare students for graduate-level seminars, which is a benefit for the substantial portion of Honors College students who intend to continue their education at the graduate level after their graduation from West Virginia University. In addition, pending approval of this course by the West Virginia University Faculty Senate, I intend to apply for GEC credit for this course.

In "Growing Up in America," students draw upon a variety of disciplines, including cultural and social history, sociology, child development, literature and communication, to explore the varied understandings of the social construct called "the child." Additionally, during this course students utilize a variety of media—correspondence, journals, memoirs, prescriptive literature, oratory—to assist them in the difficult task of uncovering children's experiences as children as influenced by their gender, class, race or ethnicity, time period, and location.

College of Education and Human Services

Special Education

New Course:

SPED 767. Professional Product Preparation. 1-Hr. Supervised experiences in planning and developing responses, preparing documentation, and responding to faculty feedback in the preparation of professional products for committee review. (Date Effective: Summer, 2014)

Rationale: Doctoral students benefit from some support when preparing for and submitting professional products for review by program committees. Such guidance can assist students in navigating the formal process for admission to candidacy for the terminal degree. Many SPED doctoral students work full time and live at some distance form campus so they need additional structure and support to be successful after formal coursework is over. This course will be a required course but it does NOT increase the number of credit hours because students previously enrolled in SPED 797 when they were preparing professional products to be submitted for faculty review during the admission to candidacy process. Finally, this course will allow the department to identify/differentiate the specific credit associated with this component of the doctoral program for tracking student progress.

School of Journalism

New Course:

JRL 472. Advanced Interactive Design. 3-Hr. PR: JRL 322 and ART 372. Multimedia studio art course addressing core principles of interactivity, non-linear narration and interaction design. (Effective Date: Fall, 2014).

Rationale: This course is part of the proposed Interactive Design for Media minor that is to be housed jointly by the College of Creative Arts and the Perley Isaac Reed School of Journalism. Interactive Design for Media is an 18-credit hour curriculum comprised by four newly proposed courses and three existing courses, each worth 3 credits (the 3-credit discrepancy is explained by a course option at the 200-level, determined by the student's academic major).

College of Creative Arts

New Courses:

ART

ART 242. Life Modeling. 3-Hr. PR: ART 111, ART 112, ART 121 and ART 122. Explores entry-level figure modeling including basic bust and small-scale figure modeling. Covers techniques of clay building from armature to plaster or wax castings. (Effective Date: Fall, 2014).

Rationale: We desperately need a beginning life-modeling, advanced life modeling and graduate life modeling course as part of the Ceramics Area in the school of Art and Design as an integral component to maximize our students' learning potential. All of the top ceramics programs in the country offer life modeling as a regular component of their curriculum. This course is open to all majors who have completed their foundation courses.

Music

MUSC 411. Intellectual Property in Music Industry. 3-Hr. Regulatory frameworks and copyright law application and implementation as related to music industry systems. Tools and strategies used to identify, protect and manage intellectual property in the music industry. Topics include: domestic and international perspective of music ownership issues, music industry contracts, licensing, and the commercializing of intellectual property in music industry. (Effective Date: Fall, 2014).

Rationale: Intellectual Property in Music Industry is the only course in the Music Industry Undergraduate Minor and Certificate sequence dealing exclusively with this essential subject matter, encompassing its full scope and, as such, is a necessary component of students' academic and practical understanding of the field.

MUSC 412. Music Product Development and Placement. 3-Hr. PR: MUSC 411. Key music product development and placement principles structures, and practices using today's music commerce mechanisms, techniques and technologies for publicity, product advancement, consumer research, and distribution. Design, implementation, control, and evaluation of effective music product market advancement and positioning. (Effective Date: Fall, 2014).

Rationale: Music Product Development and Placement is the only course in the Music Industry Undergraduate Minor and Certificate sequence dealing with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.

MUSC 413. Live Music Industry. 3-Hr. PR: MUSC 411. Regulations, standards, strategies, and methods of live music event planning, advancement, and implementation. Topics include: talent and venue buying and deal structuring, budgeting, sponsorships, live sound production, music event contracts, licensing, publicity and placement, ticketing, and insurance. (Effective Date: Fall, 2014).

Rationale: Live Music Industry is the only course in the Music Industry Undergraduate Minor and Certificate sequence dealing with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.

MUSC 414. Recording Industry. 3-Hr. PR: MUSC 411. Recording industry system development, markets, structures, commercial methods and strategies. Topics include: historical development of the recording industry; industry specific copyright regulations and commercial agreements; record company structures and models; recording production processes and technology; global music markets. (Effective Date: Fall, 2014).

Rationale: Recording Industry is the only course in the Music Industry Undergraduate Minor and Certificate sequence dealing with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.

MUSC 415. Music Publishing. 3-Hr. PR: MUSC 411. Development, and commercial methods, scopes, and practices of the music publishing industry: copyrights acquisition, advancement, and protection. Topics include: history of the music publishing and related copyright regulations; royalties and licensing; performing rights; music publishing and television, film, commercials, musicals, video games, and other media; music publishing agreements; international music publishing. (Effective Date: Fall, 2014).

Rationale: Music Publishing is the only course in the Music Industry Undergraduate Minor and Certificate sequence dealing with this essential subject matter and, as such, is a necessary component of students' academic and practical understanding of the field.

Theatre

THET 712. Entertainment Rigging. 3-Hr.Examines the tools, equipment, hardware, and safety practices in the entertainment industry. Rigging exploration ranges from traditional theatrical houses to concert settings. (Effective Date: Fall, 2014).

Rationale: This course fills the need for advanced rigging instruction to our students. It will examine real world applications in rigging and provide hands-on teaching to prepare them for a career after graduate study.

THET 726. Graduate Automation. 3-Hr. PR: THET 629. Graduate Automation is the exploration of motorized equipment used in the arts and how it can be utilized for production purposes. Topics from electricity to mechanical design will be discussed. (Effective Date: Fall, 2014).

Rationale: A new course for design tech graduate students that keeps the School of Theatre and Dance competitive with peer institutions and industry trends. This course will instruct students on automation used in the arts and how to design their own system. Students are introduced to all

of the components in a system and how to approach mechanical problem solving. Projects will be developed to work with the production season to give hands on learning.

School of Nursing

New Courses:

NSG 372. Safety, Quality, and Informatics. 2-Hr. PR: RN licensure. Delivery of healthcare through information management to promote patient safety and quality of care. Emphasis on assessing and improving quality through prevention of adverse and never events. (Effective Date: Summer, 2014)

Rationale: This course is a required course in the RN to BSN program. It addresses patient safety and quality of care issues, and information management systems that affect quality patient care. This content is required by the program's accrediting body, the Commission on Collegiate Nursing Education. (Effective Date: Summer, 2014)

NSG 373. Leadership in Organizations. 3-Hr. PR: NSG 333. Leadership and management principles related to professional nursing roles in organizations and systems including system theory, change theory, and inter-professional team building. (Effective Date: Summer, 2014)

Rationale: This course is a required course in the RN to BSN program. It addresses leadership and systems theory as it relates to professional nursing practice in the delivery of quality patient care. This content is required by the program's accrediting body, the Commission on Collegiate Nursing Education.

NSG 461. Health Policy for Professional Nursing Practice. 3-Hr. PR: RN Licensure. Fosters an appreciation for how policy drives the organization and financing of health care and shapes professional nursing practice. Issues of access to care, cost effectiveness, and quality of care are discussed and policy implications are considered. (Effective Date: Summer, 2014)

Rationale: This course is a required course in the RN to BSN program. It addresses healthcare policy, finance, and regulatory environments as they relate to professional nursing. This content is required by the program's accrediting body, the Commission on Collegiate Nursing Education.

NSG 465. Foundations of Research and Evidence Based Practice. 3-Hr. PR: NSG 333. Introduction to the development and application of evidence with an emphasis on the fundamental elements of the research process, appraisal of current evidence, and interpretation of evidence to improve patient outcomes. (Effective Date: Summer, 2014)

Rationale: This course is a required course in the RN to BSN program. It introduces the student to principles of the research process and concepts of evidence based practice as the foundation for professional nursing practice. This content is required by the program's accrediting body, the Commission on Collegiate Nursing Education.

NSG 471. Community Health Nursing: Theory and Interventions. 4-Hr. PR: NSG 362. Concentrates on health promotion, disease and injury prevention to promote conditions and

behaviors that improve the health of individuals, families, aggregates, communities, and populations through identifying determinants of health, available resources, and interventions. (Effective Date: Summer, 2014)

Rationale: NSG 471 is a required course in the RN to BSN curriculum. It addresses population health and health promotion in a community setting. This content is required by the program's accrediting agency, the Commission on Collegiate Nursing Education.

NSG 480. Core Concepts in Gerontological Nursing. 2-Hr. PR: NSG 211 and NSG 212 and Junior or Senior Standing. Examination of patient specific concepts, nursing assessments, interventions, and models of care that guide nursing practice related to the holistic care of the older adult. (Effective Date: Summer, 2014)

Rationale: Core Concepts in Gerontological Nursing is an elective course in the Bachelor of Science Nursing program. It will provide for more in depth knowledge in how to assess and provide nursing care to older adults, addressing the health care needs of this population from both a health promotion and health maintenance perspective. Older adults comprise a growing percentage of overall population, and nurses need to be able to address their healthcare needs in acute care and community settings.

School of Public Health

New Courses:

Public Health

PUBH 622. MPH Practice-based Experience. 1-6 Hr. PR: Consent. The practice-based experience provides students with the opportunity to develop their practical skills and enhance professional competencies by applying the knowledge and techniques gained from their MPH coursework to public health practice. Repeatable for a comprehensive total of 6 credits. (Effective Date: Summer, 2014).

Rationale: The MPH program is a professional program; practice-based experience is critical to development of professional goals and competence. All MPH students must complete a minimum of 180 field contact hours with a public, private or governmental agency or organization which provides public health services.

PUBH 659. Public Health Foundations. 3-Hr.Examines the history of public health, from its roots in sanitation to current efforts to broadly improve population heath. Each of the five core disciplines, epidemiology, biostatistics, environmental health, social and behavioral sciences, and health policy and management receives attention. Quantitative and qualitative research designs are covered as well as infectious diseases, tuberculosis, and risk management. (Effective Date: Spring, 2015).

Rationale: The course is a key link across the disciplines / departmental doctoral programs within the School of Public Health, providing otherwise specialized students with a broadened base of

knowledge of the multiple disciplines within the larger field of public health; as such is it an important element in accreditation evaluation. This broad base equips students to build programs with specialists across the field of public health. It also establishes a foundation for cross-discipline competencies and practical skills relevant to post-graduate professional employment in public health teaching, research and service.

Community Health Promotion

CHPR 440. Clinical Research Methods and Practice. 3-Hr**.** Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care. Students also participate in real-time clinical research and interact with patients/potential study subjects in the Emergency Department. Also listed as PUBH 662; only one of which can be counted toward degree requirements. (Effective Date: Fall, 2014)

Rationale: Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care. Students also participate in real-time clinical research and interact with patients/potential study subjects in the Emergency Department. Also listed as PUBH 662; only one of which can be counted toward degree requirements.

Course Change:

From:

CHPR 655. Intro to Health Promotion. 3-Hr. The course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health promotion/health education profession. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting. Course material will assist health education/health promotion professionals in training to identify and pursue career goals.

To:

CHPR 655. Foundations of Public Health for School Health Educators. 3-Hr.This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting. (Effective Date: Fall, 2014)

Rationale: The changes to this course are being requested for three primary reasons. First, the new language used in the course title, description, expected learning outcomes, and syllabus more accurately represent the content of the course. Second, this new language incorporates terminology that is more current in our field, particularly the addition of the word "public." And third, this language better aligns with the requirements of our accrediting bodies. In terms of actual course content, these changes do not significantly change the content historically covered in the course.

Biostatistics:

Course Change:

From:

BIOS 624. Consulting Experience. 2-Hr. PR: BIOS 623. Students will gain practical experience in the Biostatistics Consulting Group, under the guidance of the faculty director of the group to assist with general consulting for the HSC.

To:

BIOS 629. Application of Biostatistics to Public Health Data/Capstone. 3-Hr. PR: PUBH 622 and BIOS 628. Students will develop research questions (s) pertaining to an available public health related data set, determine the public health relevance of that question, plan analyses and implement that plan, and determine public health impact of analysis results. Students will gin practical experience integrating biostatistics concepts within a public health issue. (Effective Date: Summer, 2014)

Rationale: BIOS 629 will provide students the opportunity to apply methods learned across their public health training by synthesizing and integrating topics covered in previous courses. The ability to develop research questions, apply biostatistical methods, and collaborate with others outside of biostatistics are critical skills to succeed as a biostatistician.

Occupational and Environmental Health Sciences:

OEHS 620. Occupational and Environmental Hazard Assessment. 4-Hr. Lecture and laboratory experience to understand occupational and environmental hazards related to the workplace. Principles from chemistry, physics and biology are used quantify exposures. This course provides an overview of various industrial hygiene concepts. (Effective Date: Fall, 2014)

Rationale: This is a required course of all OEHS students in the MPH program. The industrial hygiene concepts, ergonomics and safety principles provided in this course are the basis for the occupational and environmental track in the School of Public Health. This course also addresses how the workplace, the community and the environment interact with each other.

OEHS 623. Occupational Injury Prevention. 3-Hr.This course introduces students to the problem of occupational injury. It covers the epidemiology of occupational injury and provides a critical perspective on injury causation and the strategies used to prevent occupational injury. This course is listed as OEHS 623 and OEHS 732, only one of which can be counted toward degree requirements. (Effective Date: Fall, 2014)

Rationale: All students graduating from the OEHS program must have a breadth of knowledge of the field that includes occupational safety and injury prevention. This course provides students the opportunity to gain an understanding of this key area of occupational and environmental health. The SPH offers courses co-listed at both the 600 and 700 levels in order to meet our accrediting body's requirements for the number of doctoral courses offered, while attending to the reality of our small doctoral cohorts (4 PhD majors) and the number of faculty we have teaching those courses.

Epidemiology:

EPID 771. Infectious Diseases Epidemiology. 3-Hr. PR: EPID 610 or EPID 710. This course is designed to cover the basic epidemiological, public health, economic, surveillance, prevention and other issues related to infectious diseases. The focus includes the major infectious diseases experienced globally as well as those specific to the United States. (Effective Date: Spring, 2015)

Rationale: There is currently no course offered in the School of Public Health or any identifiable academic unit at WVU on the epidemiology of infectious diseases from a public health approach. Infectious diseases are an important topic from a public and global health perspective, one which our students will need an understanding of to be successful epidemiologists. There is a strong interest in this course from many students (current and incoming).

Social and Behavioral Sciences:

SBHS 629. Social and Behavioral Sciences Capstone. 2-Hr.The SBHS capstone is the culminating experience for social and behavioral sciences majors in the MPH program and requires students to demonstrate their capacity to synthesize and integrate the core and SBHS departmental competencies via a paper and poster. (Effective Date: Fall, 2014)

Rationale: This course will serve as the culminating experience for Social and Behavioral Science students in the MPH program. This course replaces the old culminating experience, the Report course (PUBH 688). In our transition to a School of Public Health, we have developed department-specific culminating experiences that better meet the needs of our students and the disciplines they are studying. SBHS students will be evaluated on the synthesis and integration of our department's core and departmental competencies by the SBHS faculty, which will allow us to better evaluate each student's acquisition of knowledge and skills that have been gained during the MPH program.

SBHS 661. Qualitative Research Methods. 3-Hr. Introduces students to qualitative research methods and study designs. Includes critiques of qualitative study literature, student-driven studies using various types of study designs and how to analyze and report the results of qualitative studies. (Also listed as SBHS 761, only one of which can be counted toward degree requirements.) (Effective Date: Spring, 2015)

Rationale: This course will provide students with important skills and knowledge for implementing and analyzing qualitative studies, an important component of Social and Behavioral Sciences and reflective of skills needed to be successful professionally. Students will gain the capacity to translate research discoveries into policies and practices that promote health and prevent disease. This newly created course for MPH students will be an elective course and will strengthen students' methodology skills. The SPH offers courses co-listed at both the 600 and 700 levels in order to meet our accrediting body's requirements for the number of doctoral courses offered, while attending to the reality of our small doctoral cohorts (4 PhD majors) and the number of faculty we have teaching those courses.

SBHS 663. Advanced Evaluation in Public Health. 3-Hr. PR: BIOS 601 and SBHS 613 and EPD 617 or Consent. Advanced topics will include the use of logic models, innovative approaches in

evaluation, analyzing and interpreting evaluation data, the role of evaluation in shaping policy, and developmental evaluation. Didactic instruction and experiential learning will be emphasized. (Effective Date: Spring, 2015)

Rationale: This newly created course for MPH students will be an elective course that will provide students with advanced evaluation skills, a critical component of the social and behavioral sciences. This course provides skills that make our students more competitive in professional job markets.

SBHS 664. Public Health Advocacy. 3-Hr. The course will introduce students to advocacy as an important tool to mobilize social and organizational change through education and community support. The course will train students to develop effective advocacy strategies, present those strategies through written and oral communication, and refine their professional skills. This course requires some amount of travel for course related activities. (Effective Date: Spring, 2015)

Rationale: The Institute of Medicine's 2003 report "Who will keep the Public Healthy? Educating Public Health Professionals for the 21st Century", noted a dearth of public health professionals competent in policy development or advocacy. In its recommendations for improving the public health professional training, it highlighted the need for enhanced training. This course will prepare the student on the role of advocacy in public health and skills in developing effective advocacy strategies through oral and written communications.

SBHS 665. Grant Writing for Public Health Practice. 3-Hr. PR: This course is limited to Social and Behavioral Sciences students who have taken SBHS 601 Social and Behavioral Theory and either SBHS 613 Program Evaluation for the Health Sciences or SBHS 612 Intervention Design. Instructor's permission is required for registration. This course addresses skills and techniques necessary for writing successful grant proposals for professionals in public health agencies. This is a writing intensive course focused on grant writing and evaluation of social and behavioral based health promotion and disease prevention programs and interventions and is specifically tailored for the public health practice workforce. (Date Effective: Fall, 2014)

Rationale: SBHS 665 is a writing intensive course designed to teach the grant writing process and to provide students with actual experience writing grants. Grantsmanship is a highly needed and marketable skill for public health professionals. This course builds on skills acquired in other SBS courses, particularly SBHS 601 Social and Behavioral Theory and either SBHS 613 Program Evaluation for the Health Sciences or SBHS 612 Intervention Design.

SBHS 715. Intervention Design. 3-Hr. PR: SBHS 601 and SBHS 610 and Consent. This course will provide students with the conceptual and practical tools used in planning, designing, implementing, and evaluating health promotion programs. Through reading, cooperative learning, and discussing, students will gain experience in these four areas. Students will also apply information learned in foundation courses. (Date Effective: Fall, 2014)

Rationale: This doctoral level course was designed specifically to give doctoral students additional depth in the area of intervention design, a critical component of all social and

behavioral interventions. This advanced course is ensure our students are competitive in the professional marketplace.

SBHS 760. Survey Research Methods. 3-Hr.This course presents scientific knowledge and practical skills used in survey research. Focus is on question construction and development, questionnaire design, sampling and survey modes, interviewing techniques, and survey data analysis. (Also listed as SBHS 660, only one of which can be counted toward degree requirements.) (Date Effective: Summer, 2014)

Rationale: This doctoral level section was created to give doctoral students additional depth in the science survey methods. Survey research is an important skill for public health social scientists; one which enhances our graduates employability. The SPH offers courses co-listed at both the 600 and 700 levels in order to meet our accrediting body's requirements for the number of doctoral courses offered, while attending to the reality of our small doctoral cohorts (4 PhD majors) and the number of faculty we have teaching those courses.

To: Faculty Senate Executive Committee
From: Nick Perna, Chair, Faculty Senate Curriculum Committee
Date: March 24, 2014
Re: New Courses and Course Changes

Academic Affairs

New Course:

GRAD 550. Grants and Grantsmanship. 2-Hr. This course aims at teaching basic concepts and techniques on how to write a competitive grant proposal to any funding agency and maximize chances of being a successful grant seeker. (Effective Date: Summer, 2015).

Rationale: This course will be offered through WVU's Graduate Academy as part of its Writing Support program. The Writing Support program offers "guidance, structure, and mentoring to help students write academic documents" because writing is "a crucial component of completing a graduate degree and becoming a successful professional". The course will help students learn the grant writing process (http://grad.wvu.edu/graduate_academy/writing-support) from preparation to submission as well as providing insight into the review process.

Eberly College of Arts and Sciences

New Courses:

Multidisciplinary Studies

MDS 389. Interdisciplinary Research Methods. 3-Hr. PR: MDS 199. Instructs students to approach research from an interdisciplinary perspective. Students will develop skill in applying methodologies and principles from more than one academic discipline to frame perspectives and conduct research. The final research project will address a political, economic, social, scientific, or humanitarian issue with relevance to the student's post-graduate career or academic aspirations using interdisciplinary tools and analysis. (Date Effective: Spring, 2015).

Rationale: This course serves as an intermediate step between the MDS 199 introductory course and the MDS 489 capstone. It will provide a theoretical accompaniment to the experientially-based MDS capstone. By integrating a research methods course into the MDS curriculum, we will both enhance the academic profile of the MDS degree and provide a greater foundational understanding of interdisciplinary theory.

World Languages, Literatures and Linguistics

JAPN 201. Japanese Language Immersion. 3-Hr. PR: JAPN 102 or equivalent. CoReq: FCLT 307. Faculty-led study abroad course. Development of oral and written communication skills in Japanese through in-class and outside of class activities and assignments in an authentic cultural environment. (Effective Date: Spring, 2015).

Rationale: This course provides a fully immersive language learning experience for students who have finished two semesters of Japanese study. Students will apply learned knowledge and skills in an authentic cultural environment. This four-week course is part of an attractive faculty-led study abroad option for students completing a Japanese Studies minor who would like to

experience Japan with short period commitment or as trial run to a semester abroad. The feedback from students who took this course (under JAPN 293 Special Topic) was positive, and several students participated in semester-long study abroad after this summer program. Since the language depends so heavily on the culture, language learning is made much easier when the students have basic cultural understanding.

FCLT 307. Japanese Culture Immersion. 3-Hr. Faculty-led study abroad course combining travel with cultural learning. Students learn Japanese culture, traditions, and customs through lectures, workshops, visits to historical and religious sites, and interaction with local Japanese people. (Effective Date: Spring, 2015).

Rationale: This study abroad course provides students with hands-on experience in learning about Japanese culture. Students will observe and learn about past and present Japanese life styles through subjects such as art and architecture. Students will apply knowledge and principles to compare and contrast the differences in family traditions, moral values, social etiquette, etc. between Japanese and American society. The course will serve as one of the requirements to fulfill the Japanese Studies minor, and there is no comparable course currently offered at WVU.

Public Administration

PUBA 650. Local Governance. 3-Hr. Introduction to the institutions and processes of local governance. Institutions include: government structures (county, municipal, special districts), volunteer boards and commissions, and various types of community-based organizations. . (Effective Date: Spring, 2015).

Rationale: The Master of Public Administration Program (MPA) was approved by the WVU Faculty Senate to create an Area of Emphasis in Local Governance and Community Development. This course directly contributes to this Area of Emphasis by providing students an understanding of the institutions, powers, processes, operations, and context of public administration in local government.

PUBA 655. Public Engagement. 3-Hr. Explores theories of community engagement. Develops skills in techniques for engaging citizens and other stakeholders in collaborative local governance and community building efforts. (Effective Date: Spring, 2015).

Rationale: The Master of Public Administration Program (MPA) was approved by the WVU Faculty Senate to create an Area of Emphasis in Local Governance and Community Development. This course directly contributes to this Area of Emphasis by providing students contemporary expectations and practices actively engaging the public in public planning, decision making, and program implementation in the context of local government and community development.

PUBA 755. Sustainable Community Development. 3-Hr. PR PUBA 645 or 750. Explores the theory, principles, and ethics of economic, environmental, and social sustainability as applied to community and economic development activities, with a focus on project and program implementation. (Date Effective: Spring, 2015)

Rationale: The Master of Public Administration Program (MPA) was approved by the WVU Faculty Senate to create an Area of Emphasis in Local Governance and Community

Development. This course directly contributes to this Area of Emphasis (AoE) by engaging students in the principles and practices of sustainable community development by applying the theories and techniques of implementing sustainable community development projects in a field based setting. This course is required for the AoE and functions similarly to a capstone in that it draws upon theory and techniques in all other courses within the AoE.

Course Change:

From:

PUBA 611. Public Planning. 3-Hr. Principles and practices of government planning including development and management of policy, political and economic context of strategic planning, and social planning.

To:

PUBA 750. Public Planning. 3-Hr. Examine the substantive range of public planning arenas. Principles and practices of organizational, program, project, or physical planning with consideration of the political and economic context. (Date Effective: Spring, 2015).

Rationale: The Master of Public Administration Program (MPA) was approved by the WVU Faculty Senate to create an Area of Emphasis in Local Governance and Community Development. This course directly contributes to this Area of Emphasis by engaging students in the principles and practices of public planning with consideration of the political and economic context of local governance. This course replaces PUBA 611 Public Planning. The new 700 level course number is based on the revision of the course description and student learning outcomes that provides a greater emphasis on analysis, evaluation, and application of public planning principles and practices in a field based setting.

Sociology and Anthropology

Course Changes:

From:

SOCA 235. Race Relations. 3-Hr. Causes and consequences of prejudice and discriminatory practices involving minority group members. Emphasis is on blacks, but social and economic conditions of Indians and other racial and religious minorities are also discussed.

To:

SOCA 235. Race and Ethnic Relations. 3-Hr. Racial and ethnic groups are examined in terms of their history, transformation over time, and the contemporary conditions and issues they face. Emphasis is on prejudice as well as systemic racism. (Date Effective: Spring, 2015).

Rationale: This proposed course change is to merge the existing Race Relations (SOCA 235-GEC 4/7) and Ethnic Groups (SOCA 238) courses into one course. We have already deactivated SOCA 238. This change is consistent with practice at peer institutions.

From:

SOCA 233. Juvenile Delinquency. 3-Hr. Nature, extent, and causal explanation of forms of juvenile delinquency. The nature of juvenile courts, the correctional systems, and prevention programs. Emphasizes current issues.

To:

SOCA 303. Juvenile Delinquency. 3-Hr. PR: SOCA 232 and SOCA 234 or consent. Nature, extent, and causal explanation of forms of juvenile delinquency. The nature of juvenile courts, the correctional systems, and prevention programs. Emphasizes current issues. (Date Effective: Spring, 2015).

Rationale: Juvenile Delinquency has long been offered as a foundation course (SOCA 233). We are proposing to move this course from the foundation to intermediate level and add course PRs as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated. SOCA 232 (Criminology) and 234 (The Criminal Justice System) will provide students the foundational concepts and tools of the discipline needed to analyze intermediate-level topics. We consider Juvenile Delinquency to constitute an intermediate-level topic, as it is a more specialized area of inquiry (academically and professionally) within the field of criminology. This course sequencing plan is also consistent with practices at peer institutions. Because this course will also serve sociology majors and minors, we included "consent" as a Prerequisite and will formalize a permit process for these students.

College of Business and Economics

New Course:

Marketing

MKTG 385. CRM and Social Media. 3-Hr. PR: BCOR 350 and MKTG 315. This course discusses Customer Relationship Management (CRM) as an approach to improving customer connections and loyalty. Execution of CRM has been accelerated by emergence of social media. Combining these two new trends has led to increased customer lifetime value. (Date Effective: Spring, 2015).

Rationale: This is one of the four courses in the integrated digital marketing communications (iDMC) track. The content of the course increases student learning in the areas of social media and customer relationships.

Reed School of Journalism

New Courses:

Public Relations

PR 431. Promotion for Entertainment Media. 3-Hr. PR: JRL 101 and (PR 215 or STCM 215). This online course offers an exploration of the foundations of entertainment promotion and the various opportunities and channels available. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Entertainment Media we are proposing, will be a required course designed to allow students to explore the foundations of entertainment promotion and the various opportunities and channels available.

PR 432. Entertainment Media Branding. 3-Hr. PR: JRL 101 and (PR 215 or STCM 215). This online course offers an examination of the issues facing entertainment brands with case studies that illuminate both successful and unsuccessful instances of entertainment branding. (Effective Date: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Entertainment Media we are proposing, will be an optional course designed to allow students to examine the issues facing entertainment brands with case studies that illuminate both successful and unsuccessful instances of entertainment branding.

PR 433. Entertainment Media Campaigns. 3-Hr. JRL 101 and (PR 215 or STCM 215). This online course offers students the opportunity to apply accumulated knowledge to various real-world entertainment promotional campaigns via case studies. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Entertainment Media we are proposing, will be a required course designed to allow students to apply accumulated knowledge to various real-world entertainment promotional campaigns via case studies.

PR 436. Event Planning. 3-Hr. PR: JRL 101 and (PR 215 or STCM 215). This online course offers an exploration of the foundations of event planning including an examination of the uses and purposes of events to clients. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Event Planning we are proposing, will be a required course designed to allow students to explore the foundations of event planning including an examination of the uses and purposes of large scale events to clients.

PR 437. Event Promotion. 3-Hr. PR: JRL 101 and (PR 215 or STCM 215). This online course offers an examination of the issues facing events and the promotional tactics used to ensure they are successful. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Event Planning we are proposing, will be a required course designed to allow students to examine the issues facing events and the promotional tactics used to ensure they are successful.

PR 438. Event Execution. 3-Hr. JRL 101 and (PR 215 or STCM 215). This online course offers an application of knowledge of how events operate and an examination of what tactics can lead to success. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new SOJ minor curriculum in Event Planning we are proposing, will be a required course designed to allow students an application of knowledge of how events operate and an examination of what tactics can lead to success.

Journalism

JRL 419. Entertainment Reporting. 3-Hr. PR: JRL 101 and (STCM 215 or PR 215). This online course is an examination of the issues facing the field of entertainment reporting. Students will cover beats, produce reporting and examine the entertainment industry. (Date Effective: Spring, 2015).

Rationale: This course, as a part of a new School of Journalism minor curriculum in Entertainment Media we are proposing, will be an optional course designed to allow students an opportunity to examine the issues facing entertainment journalists with case studies that illuminate both successful and unsuccessful instances of entertainment reporting.

College of Creative Arts

New Courses:

Music:

MUSC 166. Theory for Music Theatre 1. 2-Hr. Basics of music theory, including intervals, rhythm, notation and musical vocabulary. Emphasis on acquiring these skills through sight singing. (Date Effective: Spring, 2015).

Rationale: Theory for Music Theater 1 is a required course for the proposed BFA major in musical theatre. This course will provide these students with the music literacy skills to sight read vocal music from the standard music theater repertoire. This course is needed apart from the traditional music theory sequence for focus on sight-singing skills according to the NASM and NAST guidelines.

MUSC 167. Theory for Music Theatre 2. 2-Hr. PR: MUSC 166. Intermediate skills in music theory, including rhythmic syncopation, melodic chromaticism and an introduction to basic harmony and lead sheets. (Date Effective: Spring, 2015).

Rationale: Theory for Music Theatre 2 is a required course for the BFA major in Music Theater. This course is a continuation of MUSC 166, Theory for Music Theatre 1, and will develop the skills to sight sing chromatic melodies and to read a lead sheet from the standard music theatre repertoire. This course is needed apart from the traditional music theory sequence for focus on sight-singing skills according to the NASM and NAST guidelines.
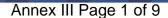
School of Medicine

New Course:

Exercise Physiology

EXPH 386. Advanced Physiology of Exercise I. 3-Hr. PR: BIOL 101, BIOL 102, BIOL 103 and BIOL 104 or BIOL 115 and BIOL 117 and CHEM 115 and PHYS 101. The study of the major systems of the body and how they function during acute and chronic adaptations that occur from exercise stress. Special focus is given to metabolism and the neuromuscular, respiratory, and cardiovascular systems. (Date Effective: Spring, 2015).

Rationale: This course is one of two foundational theories courses within the Exercise Physiology undergraduate curriculum. Previously, it was taught as a one-semester course. However, the Exercise Physiology Curriculum Committee unanimously agreed that more vital material needed to be added to the course in order to stay current with new advances in research and clinical science pertaining to exercise physiology. Therefore, the course was split into two parts to be taught over two semesters. EXPH 386 provides the scientific foundation for the major

systems of the body and how they function during acute and chronic adaptations that occur from exercise stress. This information will be used by students in the laboratory section of the course (EXPH 393A) and is the foundation for the second semester courses (EXPH 393B and EXPH 393C). EXPH 393A is currently in the review process and the new number will be EXPH 388. We plan to submit EXPH 393B and C to Faculty Senate as soon as the first semester courses are approved. EXPH 386 along with EXPH 393b: Physiology of Exercise II (hopefully soon to be EXPH 387) expands on EXPH 365: Exercise Physiology (a one semester course). Although these two courses will replace EXPH 365 in our curriculum we still plan to offer the single semester course (EXPH 365) to units in CPASS. We very much need to keep the terms "physiology" and "exercise" in the titles of the two new courses. However, we cannot use the term "advanced" because EXPH 386 (and EXPH 387) still teach beginning principles to the students.

To: Michele Wheatley
         Provost

From: Robert H. Jones
         Dean, Eberly College of Arts and Sciences

Re: Request to Establish a School of Politics and Policy within the Eberly College of Arts and Sciences

Date: February 17, 2014

The Eberly College of Arts and Sciences is requesting approval to establish a School of Politics and Policy. The School will be administratively situated within the Eberly College and will provide an identity integrating existing departments and programs, following successful models at the University of Arizona (School of Government and Public Policy, housed in the College of Behavioral Sciences; encompassing political science, public administration, public management and policy, international security studies), Oregon State University (School of Public Policy, housed in the College of Liberal Arts; encompassing political science, public policy, economics, sociology), and Virginia Commonwealth University (Douglas Wilder School of Government and Public Affairs, housed within the College of Humanities and Sciences; encompassing political science, public administration, international studies, sociology, urban/regional planning, economics, homeland security, non-profit studies).

The principal goal of the West Virginia University School of Politics and Policy is to enhance WVU's academic reputation and public engagement in the disciplines of political science, public administration, international studies, and leadership studies. The resources of the departments of Political Science and Public Administration, programs in International Studies and Leadership Studies, and all programs and institutes currently affiliated with these entities, will be combined to increase organizational efficiencies, enhance interdisciplinary research and learning, and provide a platform for external funding and relationships that will enhance academic initiatives and strengthen public policy research and outreach.

The existing Institute for Public Affairs (within the Department of Political Science) will be reconfigured to engage in translational and participatory action research, working within the institute's original mission of providing state and local governments with policy and program analysis and training and continuing education. This institute will evolve into a new entity with the goal of a self-sustaining business model that generates revenue and delivers leadership training, non-partisan policy and program analysis, a scholar-in-residence program, community economic development, survey research and faculty development.

All existing degree programs (BA, MA and PhD in Political Science; MPA; BA International Studies, Minor in Leadership Studies) will be sustained. There will be no effect on department names, degree program titles, and major/minor program titles. There will be no effect on the Curriculum Matrix or CIP codes.

Faculty and staff of the constituent programs have been involved in planning since early 2013. Discussions with alumni and external stakeholders provide strong indication that a WVU School of Politics and Policy will likely enhance student and faculty recruitment, overall visibility in the state and the nation, and relationships with key stakeholders in practice, the profession, and alumni community.

The combined faculty voted unanimously [or 17 for, 1 against, 1 abstaining] on January 24, 2014 in support of establishing a WVU School of Politics and Policy, effective August 16, 2014.

Request to Establish a School of Politics and Policy within the Eberly College of Arts and Sciences

Effective August 16, 2014

<u>Endorsements</u>

For the Department of Political Science
R. Scott Crichlow, Chair

Signature_____   Date_____

For the Department of Public Administration
John Kilwein, Chair

Signature_____   Date_____

For the Leadership Studies Program
Lisa DeFrank-Cole, Coordinator

Signature_____   Date_____

For the International Studies Program
Joe Hagan, Coordinator

Signature_____   Date_____

For the Master of Legal Studies Program
Nancy Adams, Coordinator

Signature_____   Date_____

For the Eberly College of Arts and Sciences
Robert H. Jones, Dean

Signature_____   Date_____

For Academic Affairs
Michele Wheatley, Provost

Signature_____   Date_____

Faculty Senate Curriculum Committee   Date_____

Faculty Senate   Date_____

Request to Establish a **School of** Politics and Policy
within the Eberly College of Arts and Sciences

Note: All existing degree programs (BA, MA and PhD in Political Science; MPA; BA International Studies, Minor in Leadership Studies) will be sustained. There will be no effect on department names, degree program titles, and major/minor program titles. There will be no effect on the Curriculum Matrix or CIP codes.

Effective date: August 16, 2014

Rationale
As WVU and the Eberly College push toward national prominence, success will be measured by the quality of students attracted and trained, the quality and productivity of faculty scholars, and the reputation of whole programs. In certain circumstances, these goals can be met by strategic re-organization and investment. Such an opportunity exists for joining **Political Science, Public Administration, International Studies, Leadership Studies, the Institute for Public Affairs,** and several programs embedded within these (e.g., Master of Legal Studies program). The resulting coalition will benefit through economy of scale, and draw internal and external investments to create something greater than the sum of the parts. The combined strengths of the independent units can help bridge the gap between theory and practice in the fields of politics, policy and public affairs, and collaboratively expand signature degree programs.

Other universities have constructed schools by joining political science, public administration and other social science entities. Several have done so with great success and have drawn in substantial private funds to create endowed schools. One model is to create free-standing, independent schools. Well known examples include the University of Georgia's School of Public and International Affairs and the Maxwell School at Syracuse University. Another model situates these schools within colleges with missions and structures similar to those of the Eberly College of Arts & Sciences. Two notable examples are the School of Government and Public Policy at the University of Arizona and the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University. The designation of a school within a college at West Virginia University is not without precedent; e.g., the School of Social Work is administratively situated within the Eberly College of Arts and Sciences.

The Eberly College is well positioned to establish and sustain a new school.   It has three large and well-established academic programs (political science, international studies, and public administration), two relatively new and growing academic programs (master of legal studies and leadership studies), and one institute (public affairs) from which to build a solid foundation. The proposed name - Politics and Policy – reflects the vision, purposes, and the units that comprise the school.

The resources of the departments of Political Science and Public Administration, programs in International Studies and Leadership Studies, and all programs and institutes currently affiliated with these entities, will be combined to increase organizational efficiencies, enhance interdisciplinary research and learning, and provide a platform for external funding and relationships that will enhance academic initiatives and strengthen public policy research and outreach. Tables 1 and 2 indicate potential realized by peer and aspirational peer institutions who have capitalized on integrative structures in the politics and policy arena.

The combined faculty constituents have been involved in collaborative planning since early 2013 and voted unanimously [or 17 for, 1 against, 1 abstaining] on January 24, 2014 in support of establishing a WVU School of Politics and Policy, effective August 16, 2014.

Core Planning Team

Nancy Adams	Public Administration, Legal Studies
Scott Crichlow	Political Science
Lisa DeFrank-Cole	Leadership Studies
Joe Hagan	Political Science, International Studies
Bob Jones	Eberly College
John Kilwein	Public Administration, Political Science
Karen Kunz	Public Administration
Cyanne Loyle	Political Science
Trisha Phillips	Political Science
Chris Plein	Public Administration, Social Work, Eberly College

Vision

The School will create an academic unit of national stature that:

- **Identifies** and seeks ways to solve pressing local, national and international issues
- **Establishes** an interdisciplinary environment that fosters creativity
- **Attracts** resources and high-caliber faculty, students, and scholars from inside and outside the university

Mission

The School will:

- Discover, research and discuss underlying human behavior in political processes, systems, and institutions including public and other non-profit organizations, at local, state and international levels; and develop, test and disseminate theories that best explain these human activities
- Educate students to build citizenship skills, leadership capacity, and knowledge resulting in a talented workforce serving society in a variety of careers and roles
- Engage with communities, the state, the nation and beyond to improve intergovernmental relations; promote social justice and security; identify opportunities for peace and economic well-being; and improve the development, implementation, and evaluation of public policies

Current Assets

- Political Science Department
  - ~450 undergrad, ~25 MA, and ~60 PhD students; offering BA, MA, PhD in Political Science
  - Nationally ranked in U.S. News and World Report ratings
  - Research or teaching foci in American Politics, Policy, and Business, International Relations, Comparative Politics, National Security
  - Home of nationally competitive debate and Model UN teams
- Public Administration Department
  - ~70 Master of Public Administration students
  - The MPA program is the only NASPAA accredited program in the state and is nationally ranked by U.S. News and World Report
  - Home to Master of Legal Studies program with ~66 students enrolled
- International Studies Program
  - ~300 undergraduates enrolled
  - Signature program at WVU with many of the institution's most productive students
- Leadership Studies Program
  - ~200 students in an academic minor; plus international outreach
  - Significant endowment to support experiential learning
- Institute for Public Affairs
  - Currently without a director and open for redirection to help meet goals of a new school
  - Current objectives are to

- promote public policy research on issues of importance to the state and the citizens of West Virginia
- provide educational training to local government officials on leadership, public policy, and governance issues
- become an important center for scholarly research on public policy
- seek funds, grants, and other sources of assistance from other agencies of government as well as the private sector for the purposes of research, service and/or economic and community development

o To create greater visibility in outreach and engagement, the current Institute of Public Affairs will be renamed the **Institute of Public Affairs and Policy,** along the lines of programs at University of North Carolina http://www.sog.unc.edu/, University of Illinois http://igpa.uillinois.edu/, and SUNY-Albany's Nelson Rockefeller Institute of Government http://www.rockinst.org/. A leader of the institute, possibly from outside of traditional faculty ranks, will be sought and charged with adding to the portfolio of initiatives including:

- assisting in policy development and implementation in the state and region using non-partisan policy analysis, service learning activities, and by hosting policy forums similar to those of Texas Lyceum (http://www.texaslyceum.org/)
- initiating a scholar-in-residence program that brings exceptional scholars and leaders with diverse backgrounds to campus to inspire scholarship and learning among diverse groups (including women and underrepresented groups) and attract attention to WVU
- providing survey research support in which stakeholders purchase content modules and faculty can include modules related to their own research agendas [similar to the Cooperative Congressional Election Study (CCES) at Harvard]; the institute will consider establishing a Polimetrics/Survey Unit that can conduct critical surveys needed to help policy makers
- connecting the School faculty and students with community development efforts such as the Campus COMPACT for service learning and the university's Community Design Team

Faculty will participate in this institute by providing subject matter expertise on matters of public policy and administration, politics and leadership; fostering legislative-executive interactions; facilitating group decision making; contributing to continuing education curriculum development; and providing commentary through media relations, expert testimony to legislatures and other bodies, and so forth. The Institute will operate in both "outreach" and "in-reach" mode, connecting expertise with problems, issues and opportunities.

Research
Current broad themes include political institutions; political behavior; public management and administration; leadership; law and legal systems; policy development, implementation and evaluation. Beginning in AY 2014, faculty from all units will begin to discuss a long-term vision for research that will focus on building a strong national reputation. Synergies among research areas will be encouraged; e.g., addressing key issues in politics and policymaking, from theory to practice and implementation, on a variety of pressing issues, from rebuilding failed states to balancing the concerns of interested parties in domestic and global energy markets. Strategic partnerships may be formed with other research groups on campus; e.g., collaboration with forensic and investigative sciences, statistics and math, and computer science could help create a national security thrust.

Leadership, Governance and Administration
The administrative structure of the school will streamline administrative costs yet protect the unique identities of existing programs by retaining current department (Political Science and Public Administration), and program (International and Leadership Studies) names.

The School will be led and managed to blend the various cultures and yet permit each to remain highly visible and strong. The faculty structure will include a "Department of Political Science" a "Department of Public Administration", and "Programs in International Studies and Leadership Studies". Faculty will be able to affiliate with any one or a combination of departments and programs depending on their area of work and academic credentials.

Because the current units of the proposed School are spread across three buildings (Political Science and International Studies in Woodburn Hall, Leadership Studies in Stansbury Hall, and Public Administration and Legal Studies in Knapp Hall), the blending of the administration and rearrangement of staffing functions must necessarily be a measured process until the point in time when all programs can be physically combined under one roof (anticipated by 2018 or thereabouts).

Starting as soon as is feasible but no later than fall 2015, the administrative structure will include:
a) a single director, reporting to the dean of the Eberly College of Arts and Sciences, and an associate director; one of these two administrators for the School will serve as director of Public Administration to meet NASPAA accreditation Rules; this individual must have appropriate PA credentials
b) one graduate coordinator for each of the professional degrees (MPA, MLS)
c) a graduate coordinator assigned to the political science MA and PhD
d) one undergraduate coordinator for each of the undergraduate programs (BA Political Science, BA International Studies)
e) a coordinator of Leadership Studies to manage the leadership minor and leadership outreach activities
f) a coordinator of the newly revamped Institute for Public Affairs.

Through time, and especially after the school is physically co-located within the same building, some of these leadership positions may be consolidated to improve efficiency, and duties of non-faculty positions will very likely be redefined.

The faculty evaluation and promotion and tenure processes will be changed methodically. Existing faculty will be permitted to complete their next promotion under the guidelines they currently follow. In spring 2014, the school will begin planning for a new unified faculty evaluation, promotion and tenure document that will serve the needs of the faculty in the future. Effective no later than fall 2015, the School will initiate a single executive/personnel committee comprised of faculty representatives from Public Administration, Political Science and Leadership Studies. This committee will serve both as an advisory capacity to assist the Director, and as an independent body for conducting annual faculty evaluations and promotion and tenure actions.

Resource Implications
Implementation of the School of Politics and Policy does not require additional institutional fiscal, curricular, or other resources. Its creation will almost certainly create future opportunities.

Table 1: Schools similar to proposed WVU school

Syracuse University	Maxwell School of Citizenship and Public Affairs Endowed1924, $500,000	http://www.maxwell.syr.edu/	Large college with 7 departments including Political Science and Public Administration. Offers BA International Relations; MPA, MPH (joint with Upstate Medical Center) and PhD in Public Administration; BA, MA and PhD Political Science; Policy Studies BA (joint with Arts and Sciences)
University of Arizona	School of Government and Public Policy	http://sgpp.arizona.edu/	The School of Government and Public Policy was formed in 2009 by combining two highly ranked programs: political science and public administration and policy. Housed in the College of Social & Behavioral Sciences. Offers BA Political Science, BA Public Management and Policy, MPA, MA International Security Studies, PhD
Oregon State University	School of Public Policy	http://oregonstate.edu/cla/spp/	A school that includes faculty in economics, political science, sociology and public policy. Offers Bachelors in Political Science, MPP, PhD Public Policy, and other degrees in economics and sociology. It is housed in the College of Liberal Arts
Columbia University	School of International and Public Affairs	http://sipa.columbia.edu/index.html	Independent school with MPA degree and variants and PhD in Sustainable development
	Department of Political Science	http://polisci.columbia.edu/	Home of Political Science degrees; a department in Columbia College
Virginia Common-wealth University	Douglas Wilder School of Government and Public Affairs Endowed 2004	http://www.wilder.vcu.edu/index.html	School within the College of Humanities and Sciences with degrees in PA, PS, Sociology, International Studies, Urban/Regional Planning, Economics, Homeland Security, Non-Profit Studies

Table 2: Other schools with some similarities to proposed WVU school

Georgetown University	Walsh School of Foreign Service Named 1919; not endowed	http://sfs.georgetown.edu/	Stand-alone school offers BS Foreign Services that includes 7 specialty majors, MS Foreign Service, MA Security Studies, LA Global Human Development; plus five masters degrees focused on different world cultures
	Department of Government	http://government.georgetown.edu/	Home of political science degrees; a department within Georgetown College, a liberal arts college. Offers BA Government and Political Economy; MA in American Government, MA International Law and Politics, MA Conflict Resolution, MA Development Management and Policy, MA Democracy and Government Studies, and Joint MA and PhD programs with several other Georgetown academic units.
UC Berkeley	Travers Department of Political Science Endowed 2004, $12 million	http://polisci.berkeley.edu/	A department within the College of Arts and Letters. Offers BA and PhD Political Science.
	Goldman School of Public Policy Endowed 1970, $1 million	http://gspp.berkeley.edu/index.shtml	An independent School. Offers MPP and PhD in Public Policy.
University of Michigan	Gerald R. Ford School of Public Policy Endowed 1999	http://www.fordschool.umich.edu/	An independent school offering BA Public Policy, MPP, MPA, PhD Public Policy.
	Department of Political Science	http://www.lsa.umich.edu/polisci/	A department within the College of Literature, Science and the Arts offering Bachelor and PhD degrees in Political Science
Texas A&M	Bush School of Government and Public Service Named 1995, $19 million in first two years, legislature added a startup that has become wrapped into base	http://bush.tamu.edu/	An independent school offering Master of Public Service and Administration, Master of International Affairs; joint programs with Political Science and Economics
	Department of Political Science	http://www-polisci.tamu.edu/	A department in the College of Liberal Arts offering Bachelor and PhD degrees in Political Science
Brandeis University	Heller School for Social Policy and Management Endowed 1959, $250,000	http://heller.brandeis.edu/	An independent School offering MA Coexistence and Conflict, MA International Health Policy and Management, MA Sustainable International Development, MA Nonprofit Management, MPP, PhD Social Policy
University of Virginia	Batten School of Leadership and Public Policy Endowed 2007, $100 million	http://batten.virginia.edu/content/faculty-research/faculty/sophie-	An independent school offering BA in Public Policy and Leadership and MPP

		trawalter	
	Woodrow Wilson Department of Politics	http://politics.virginia.edu/	Department on College of Arts and Sciences offering undergraduate degrees in Government and in Foreign Affairs, and MA and PhD degrees in American Politics and Political Theory, and MA and PhD degrees in Foreign Affairs
University of Kentucky	Martin School of public Policy and Administration Named 1984	http://www.martin.uky.edu/	An independent school offering the MPA, MPP and PhD Public Policy and Administration
	Patterson School of Diplomacy and International Commerce Endowed 1959	http://www.uky.edu/Patterson School/	An independent, small select school offering an MA in Diplomacy and International Commerce
	Department of Political Science	http://polisci.as.uky.edu/	A department within the College of Arts and Sciences offering Bachelors, Masters and PhD degrees in Political Science
Columbia University	School of International and Public Affairs	http://sipa.columbia.edu/index .html	Independent school with MPA degree and variants and PhD in Sustainable development
	Department of Political Science	http://polisci.columbia.edu/	Home of Political Science degrees; a department in Columbia College
Indiana University getting ready to redo international studies	School of Public and Environmental Affairs	http://www.indiana.edu/~spe a/	Very highly ranked independent school with multi-disciplinary programming and BS Public Affairs, BS Arts Management, BS Public Health, BS Environmental Science, MPA, MA Arts Administration, and PhDs in Public Policy, Public Affairs, and Environmental Science (Env. Sci. degrees are interdisciplinary with College of Arts and Sciences)
	Department of Political Science	http://polisci.indiana.edu/ho me/	Department within College of Arts and Sciences with BS and PhD in Political Science
University of Missouri	Truman School of Public Affairs Endowed 2001	http://truman.missouri.edu/	Independent school with many research components and MPA and PhD degrees
	Department of Political Science	http://politicalscience.missou ri.edu/	Department in the College of Arts and Sciences offering BA, MA and PhD in Political Science

Note: schools with major endowments and international reputation exist at Princeton, Harvard, and Johns Hopkins universities.

New pattern sheet for Public Service Administration (PSA) Major Code 023T (120-121 hours)

First semester		**Second semester**	
ENGL 101 Composition & Rhetoric	3	ENGL 102 Composition & Rhetoric	3
WVUE 191 First Year Seminar	1	Science with or without lab	3or 4
Math 123 or above	3		
		CS 101 Intro to Computer App*	4
Science with Lab	4	SOCA 101 Intro to Sociology*	3
General Elective	3	Restricted Elective	3
	14		16 or 17

Third Semester		**Fourth Semester**	
ECON 201 Principles of Microeconomics*	3	ECON 202 Principles of Macroecon.*	3
BCOR 370 Managing Individuals & Teams	3	SOCA 333 Work & Work Places	3
POLS 102 Intro to American Govern*	3	POLS 220 State & Local Govern.*	3
PSYC 101 Introduction to Psychology*	3	HUMS 210 Introduction to Welfare	3
GEC	3	ENGL 305 Technical Writing (W)	3
		POLS 260 International Relations*	3
	15		18

Fifth Semester		**Sixth Semester**	
ECON 441 Public Economics	3	SOCA 235 Race Relations* or	
HUMS 320 Public Administration	3	SOCA 207 Social Problems*	3
HUMS 480 Grant Writing	3	ECON 225 Elem. or Stats 211	3
GEC	3	GEC	3
Restricted Elective	3	GEC	3
		SOCA 305 Social Stratification	3
	15		15

Seventh Semester		Eighth Semester	
MANG 422 The Individual & Organization	3	POLS 480 Senior Seminar	3
POLS 313 American Constitutional Law	3	HUMS 489 Practicum Capstone Internship**	6
SOCA 311 Social Research Methods***	3	Restricted elective 300 level or above	3
Restricted Electives	6		
	15		12

*May count as a GEC
**6 credit hours = 240 contact hours.
***prerequisite of ECON 225 or STATS 211

(30 clock hours of community service must be completed, must be approved by the department chair and documentation must be shown – the student has an option to sign up for one credit hour of the community service course to fulfill this requirement).
Freshman and sophomores must have the permission of their advisor to enroll in 300 & 400 level courses.
Students may choose restricted electives in accounting, business, economics, political science, sociology, HUMS, Criminal Justice, History and other BHSS courses with permission of the advisor. These restricted electives will help to shape this degree into various fields of interest such as law, government careers, non-profit etc.

Students may choose a minor by completing 18 hours and following the requirements in any field offered through the college of BHSS.

Old PSA Pattern Sheet   2013-2014

Public Service Administration - Major Code 023T
Bachelor of Science

First Semester

ENGL	101	Composition and Rhetoric (GEC 1)	3
WVUE	191	First Year Seminar	1
MATH	126	College Algebra (GEC 2)	3
GEC	2	Lab Science	4
		General Elective	3
			14

Second Semester

ENGL	102	Composition and Rhetoric (GEC 1)	3
SOCA	101	Introduction to Sociology (GEC 4)	3
CS	101	Intro to Computer App. (GEC 2)	4
HUMS	100	Community Service	2
GEC	2	Science Group B	3-4
			15-16

Third Semester

ECON	201	Principles of Microeconomics	3
BCOR	370	Managing Individual & Teams	3
POLS	102	Intro to American Government (GEC 3)	3
PSYC	101	Introduction to Psychology	3
GEC	6	Individual in Society Elective	3
*		Restricted Elective	3
			18

Fourth Semester

ECON	202	Principles of Macroeconomics (GEC 8)	3
ECON	240	Intro to Labor Unions	3
POLS	220	State and Local Government	3
HUMS	210	Introduction to Welfare	3
ENGL	305	Technical Writing (GEC W)	3
			15

Fifth Semester

POLS	319	Comparative Government	3
ECON	441	Public Economics	3
HUMS	320	Public Administration	3
GEC	5	Artistic Expression Elective	3
*		Restricted Elective	3
			15

Sixth Semester

MANG	310	Management of Small Business	3
ECON	225	Elem. Business & Economic Statistics	3
SOCA	238	Ethnic Groups	3
GEC	7	American Culture Elective	3
GEC	9	Non-Western Culture Elective	3
*		Restricted Elective	3
			18

Seventh Semester

MANG	422	The Individual and the Organization	3
POLS	313	American Constitutional Law	3
		General Elective	3
*		Restricted Elective	9
			18

Eighth Semester

HUMS	494	Seminar	3
HUMS	489	Practicum Capstone Internship	12
			15

*Restricted electives may be taken from courses in accounting, economics, labor studies, political science, sociology, criminal justice, human services, or other courses with the consent of the advisor. The student may choose an 18-hour minor in any additional field in the College of Business, Humanities and Social Sciences.

Explanation for changes in the Public Service Administration PSA Pattern sheet: Dr. Janis Rezek, Chair Social Sciences and Public Administration. To take effect Fall, 2014.

Explanation for reducing the pattern sheet to 120 hours. The directive to reduce the pattern sheet hours from 128 to 120 came to me from the Associate Provost Garth Thomas and the Dean of BHSS, Dr. Stephen Brown. They were issued this directive directly from the HEPC. The reason for this occurring at this time is that the Public Service Administration major was up for its five year review. WE were told that in order for the program review to be approved by the HEPC this change would need to be made. The alternative was to prolong the change by providing a lengthy explanation of why it was not possible to make this change. The program review was submitted in October 2012 and approved in September of 2013 by WVU's Board of Governors.

Matt I have made the changes you suggested and color coded removed and added. I left my original explanations attached after the list because it was my understanding that I was to give an explanation for the changes. They are there in case anyone on the committee has questions about the changes.

In Bold

Removed   Added

Removed from pattern sheet old pattern sheet:

Math 126

HUMS 100 Community Service

ECON 240 Intro to Labor Unions

POLS 319 – Comparative Government

SOCA 238 – Ethnic Groups

MANG 310 – Management of Small Business

Restricted elective

General Elective

HUMS 494 remove 6 hours

Remove one hour lab from second science

Added to New Pattern Sheet:

MATH 123 or above

SOCA 333 Work and Work Places

POLS 260 International Relations

HUMS 480 Grant Writing

SOCA 305 Social Stratification

STATS 211 can count for ECON 225

SOCA 311 – Social Research Methods

POLS 480 – Senior Seminar

Detailed explanations for specific changes:

First semester:

 MATH 123 or above replaces **MATH 126** because we discovered that the prerequisite for ECON 225 is covered with **MATH 123 or above**.

Total credit hours remains at 14

Second semester:

GEC lab sequence two now has the option of being 3 credits without a lab or 4 credits with a lab. As per the WVU decision**. Remove one hour lab.**

HUMS 100 Community Service (2 hours) is being taken from the required courses and being moved to an additional requirement to complete during the four year degree program. This is to get this major in line with the WVU Tech standard set in other departments. It reads: 30 clock hours of community service must be completed, must be approved by the department chair and documentation must be shown-the student has an option to sign up for one credit hour of the community service course to fulfill this requirement.

One restricted elective moves to semester two in order for the student to experience a subject choice in one of our areas they may choose for a minor. (Example: political science, sociology, economics)

The total credit hours required in semester two changes 16-17 (dependent on the science they choose).

Third Semester:

Moved a restricted elective to the second semester.

No other changes

Total credit hours: 15

Forth Semester:

Replace **ECON 240 Intro to Labor Unions** with **SOCA 333 Work and Work Places.**

WVU Tech no longer teaches ECON 240 Introduction to Labor Unions. SOCA 333 has one chapter on labor unions and also includes many work issues relevant to the Public Service Administration (PSA) program.

Added: POLS 260 International Relations.

This course was added to the pattern sheet for two reasons: 1. this course moves us toward internationalizing our curriculum as per the strategic plan adopted for WVU Tech. 2. We now have a political science professor who has a specialization in international relations.

Total credit hours: 18

Fifth Semester:

Remove comparative government POLS 319.

WVU Tech has not offered this course for some time and the topics are covered in other Political Science courses.

Add: HUMS 480 Grant Writing.

This course is essential to preparing anyone to work in a government agency or a nonprofit agency. When the old pattern sheet was made this course was not being offered at WVU Tech.

Total Credit Hours remains at 15.

Sixth Semester:

Changed SOCA 238 Ethnic Groups to SOCA 235 Race Relations.

This change occurred through a WVU change in curriculum.

Removed MANG 310 Management of Small Business.

This course is no longer offered by the business department at WVU Tech.

Changed the requirement for ECON 225 to say ECON 225 **or STATS 211.**

This change was made in order to allow students some flexibility in scheduling and either course satisfies the prerequisite for SOCA 311 Social Research methods.

Added SOCA 305 Social Stratification; removed a restricted elective.

This course adds a needed component to the PSA major and also adds a needed upper division course.

Total credit hours: 15

Seventh Semester:

Remove general elective and remove one restricted elective.

This was done in order to comply with reducing the total PSA major requirements to 120-121 hours.

Add---- SOCA 311 Social Research Methods. (Prerequisite of ECON 225 or STATS 211)

"This change was made at the suggestion of the Public Administration Department at WVU Grad School. I had a meeting with Dr. Margaret Stout discussing how the undergraduate program here could better prepare students for the graduate program at WVU and this was one of her suggestions. She was very helpful in suggestions for some of our other course changes as well."

Total credit hours: 15

Eighth Semester:

Changed----- HUMS 494 to POLS 480 Senior Seminar.

"This change is simply a course number change brought on by WVU dropping HUMS 494 from the curriculum. The course is a capstone course that prepares students to enter the work world or go to graduate school. "

HUMS 489 practicum Capstone Internship removed------ 6 hours to 6 credit hours total from 12 however the number of contact hours was only slightly reduced from 300 to 240.

The department of social sciences had practicums with a varying number of required course credit hours. After some research into what is usually associated with internships in other disciplines and at other schools we decided on 6 credit hours and 240 contact hours. This is basically 6 weeks of 8 hour days. Often our practicum site supervisors do not schedule interns for eight hour days so this allows for a student to complete an internship spread over the spring semester or in the summer if need be.

Moved -----one restricted elective to 8th semester and added that must be a 300 level course or above.

This addition allows for the eighth semester to be full time (12 credit hours) and also it completes the required upper division requirements for graduation.

The Sport Sciences department in the College of Physical Activity and Sport Sciences is proposing the following changes to the Sport and Exercise Psychology major be approved by the curriculum committee.

Proposed change/s:

The Sport and Exercise Psychology (SEP) program is proposing raising the cumulative GPA required for admittance into the SEP program from 2.25 to 2.5 and including a community service component (students must complete 20 hours as verified by the Center for Service and Learning) to the application process.

Rationale for change/s:

The addition of the SEP pre-major has worked well thus far for the SEP program. However, the minimum GPA required for admission was chosen with the understanding that faculty would revisit in a few years. The pre-major, as it stands, was implemented in Fall, 2010 and it is now Spring 2014. Faculty believe that the required cumulative GPA of 2.25 conflicts with one of the major goals of the program which is to prepare students for graduate programs which typically requires a minimum GPA of 3.0. As such a proposed raising of the entry GPA to 2.5 will increase the likelihood that students admitted to the program will have a better chance of raising their GPA to 3.0 thereby making them much more competitive for graduate school admission.

Adding a community service component to the application process allows students, once admitted into the major, to spread out their community service hours accrued as opposed to waiting until their final few semesters to complete this requirement. More specifically, if students complete 20 hours prior to being admitted to the major they will only be left with 30 hours to complete in order to meet the graduation requirement of 50 hours.

Department chair _____ Date_____
(indicates program & department approval)

Curriculum committee chair _____ Date _____
(undergraduate changes)

Acting Assistant Dean _____ Date _____

Dean _____ Date _____

cc: Carol Straight
cc: Robin McKinney

Below find the data regarding number of students that would have been admitted to the major if the minimum GPA required for entry into the SEP major was 2.5.

Semester of Entry	# of Student Applied	# of students that would have been accepted	# of students that would have been rejected	Average GPA of accepted students	Average GPA of rejected students
Fall 2011	3	3	0	3.07	N/A
Spring 2012	11	11	0	3.14	N/A
Fall 2012	34	30	4	3.05	2.39
Spring 2013	39	36	3	3.22	2.35
Fall 2013	39	33	6	3.13	2.31
Spring 2013	48	37	11	3.01	2.4

Below please find the data regarding the self-reported number of students who have gone on to graduate school from the SEP major.

Graduation Date	# of graduating students	# of students who went to graduate school	Percentage going to graduate school	
May 2011	12	3	25%	
August 2011	6	3	50%	
December 2011	6	0	N/A	
May 2012	26	13	50%	
August 2012	11	2	18%	
December 2012	10	5	50%	
May 2013	24	15	62.5%	

Memorandum

To: Faculty Senate Executive Committee

From: E. James Harner, Chair-Elect
Senate Curriculum Committee

Date: 2/24/14

RE: February Alterations Report

Action: Alterations (Minor Changes)

Sub Code	Course Number	Action	Old	New	Rationale	Effect Date
ENGL	618	Change maximum number of repeatable hours.	ENGL 618. Grad Writing Workshop:Poetry. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 6 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	ENGL 618. Grad Writing Workshop: Poetry. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	Students may take up to 12 hours due to the varieties of the course offered each semester. If this is their major genre then they are required to take 9 hours.	201405
ENGL	618A	Change maximum number of repeatable hours.	ENGL 618A. Grad Writing Wksp:Fiction. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 6 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	ENGL 618A. Grad Writing Workshop: Fiction. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	Students may take up to 12 hours due to the varieties of the course offered each semester. If this is their major genre then they are required to take 9 hours.	201405

ENGL	618B	Change maximum number of repeatable hours.	ENGL 618B. Grad Writing Wrksp:Non-Fiction. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 6 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	ENGL 618B. Grad Writing Workshop: Non-Fiction. 3 Hours. PR: Consent. (With departmental consent, may be repeated for a maximum of 12 credit hours.) Advanced workshop in creative writing. Genre and focus vary from semester to semester.	Students may take up to 12 hours due to the varieties of the course offered each semester. If this is their major genre then they are required to take 9 hours.	201405
EPID	740	Subject code change.	OEHS 740. Gene X Envrn Intrctns/Chrnc Ds. 3 Hours. The goal if this course is to inform students about the role of environmental factors in gene expression related to complex diseases such as CVD and cancer.	EPID 740. Gene X Envrn Intrctns/Chrnc Ds. 3 Hours. The goal if this course is to inform students about the role of environmental factors in gene expression related to complex diseases such as CVD and cancer.	The instructor has switched to the Dept. of Epidemiology and thus this course will be offered in Epidemiology where the expertise is now located.	201405
EPID	745	Subject code change.	OEHS 745. Epigenetics/Systems Biology. 3 Hours. Course provides overview of ways that non-genetic factors influence and interact with gene expression; comparing, contrasting systems biology approaches to more traditional reductionist methods for investigating complex phenotypes.	EPID 745. Epigenetics/Systems Biology. 3 Hours. Course provides overview of ways that non-genetic factors influence and interact with gene expression; comparing, contrasting systems biology approaches to more traditional reductionist methods for investigating complex phenotypes.	The instructor has switched to the Dept. of Epidemiology and thus this course will be offered in Epidemiology where the expertise is now located.	201405
GER	301	Change title and course description	GER 301. Advanced German Conversation 1. 3 Hours. PR: GER 204. Content-based conversation course with grammar review.	GER 301. Conversations in Context 1: Germany and its Past. 3 Hours. PR: GER 204. Advanced communication course that focuses on German history from 1800-1950. Students will develop all four language skills and review	The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405

				important grammatical structures.		
GER	302	Change title, PR, and course description.	GER 302. Advanced German Conversation 2. 3 Hours. PR: GER 301. Content-based conversation course with grammar review.	GER 302. Conversations in Context 2: Germany Today. 3 Hours. PR: GER 204. Advanced communication course that focuses on current events in Germany. Students will develop all four language skills and review important grammatical structures.	The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405
GER	303	Change title, PR, and course description	GER 303. Advanced German Composition 1. 3 Hours. PR: GER 302. Content-based composition course with grammar review.	GER 303. Communication through Culture: Building the German Nation. 3 Hours. PR: GER 204. Advanced communication course that focuses on the exploration of German identity and nationhood from 1806 to the present. Students will develop all four language skills and review important linguistic structures.	The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405
GER	304	Change title, PR, and course description	GER 304. Advanced German Composition 2. 3 Hours. PR: GER 303. Content-based composition course with grammar review.	GER 304. Stories and Histories: Reading and Writing German-Speaking Culture. 3 Hours. PR: GER 204. Advanced communication course that focuses on the experiences of minority and/or marginalized groups in German-speaking countries through texts and historical contexts. Students will develop all four language skills and	The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405

			review important linguistic structures.		
JRL	215	Change PR and course description	JRL 215. Media Writing. 3 Hours. PR: Major status. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	JRL 215. Media Writing. 3 Hours. PR: Minimum GPA of 2.0 and a student in the School of Journalism. Introduction to the fundamental reporting and storytelling skills that are the foundation of all media writing: print, radio, television, public relations, advertising and social media.	This course helps students master basic journalistic and storytelling skills.	201405
MKTG	325	Change title	MKTG 325. Marketing Research. 3 Hours. PR: MKTG 315. Scientific approach to the solution of marketing problems with emphasis on research methods and techniques.	MKTG 325. Marketing Analytics. 3 Hours. PR: MKTG 315. Scientific approach to the solution of marketing problems with emphasis on research methods and techniques.	Marketing research has expanded beyond collection and statistical analysis of primary data. Current expectations have added that actionable suggestions through analysis are included in reporting. Additionally, the availability of 'big data' has led to an increased emphasis in managerially relevant outcomes from analysis. All these changes have become encapsulated in the term Analytics.	201408

MKTG	410	Change PR	MKTG 410. Retail Management. 3 Hours. PR: BCOR 350. The organization and operating environment of retail firms. Special emphasis placed on consumer market segmentation and the marketing variables of merchandise mix, effective pricing, store location, and communication with suppliers and consumers.	MKTG 410. Retail Management. 3 Hours. PR: BCOR 350 and MKTG 315. The organization and operating environment of retail firms. Special emphasis placed on consumer market segmentation and the marketing variables of merchandise mix, effective pricing, store location, and communication with suppliers and consumers.	Students need the foundational theories that are covered in MKTG 315.	201408
PUBH	662	Change course description.	PUBH 662. Clinical Research Meth/Pract. 3 Hours. Students learn research techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care, conduct real-time clinical research, and interact with patients/potential study subjects in the Emergency Department.	PUBH 662. Clinical Research Meth/Pract. 3 Hours. Students learn research techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care, conduct real-time clinical research, and interact with patients/potential study subjects in the Emergency Department. Also listed as CHPR 440; students may not count both PUBH 662 and CHPR 440 toward degree requirements.	This course alteration is being requested to incorporate cross-listing with CHPR 440 (a separate new course application has also been submitted for CHPR 440). CHPR 440 will be the undergraduate version of this course.	201408
SBHS	763	Change course number and PR	SBHS 710. Adv Evaluation Public Health. 3 Hours. PR: SBHS 613. Application of scientific public health program evaluation methods. Students will learn about theory and methods of program evaluation, identification of stakeholders, data	SBHS 763. Adv Evaluation Public Health. 3 Hours. PR: BIOS 601 and SBHS 613 or consent. Application of scientific public health program evaluation methods. Students will learn about theory and methods of program evaluation, identification of stakeholders, data	Subject number changed in order to reflect the School of Public Health course numbering system. In addition, the course description has been altered slightly to better express the goals and outcomes of the course. This	201405

			collection, preparation, analysis, reporting and conclusion.	collection, preparation, analysis, reporting and conclusion.	course is required for PhD students. Course number SBHS 710 needs to be dropped.	
SOCA	232	Add PR	SOCA 232. Criminology. 3 Hours. Exploration of various theories of criminal behavior; emphasis on a critical study of the criminal justice system and efforts to reform the penal system.	SOCA 232. Criminology. 3 Hours. PR: SOCA 101. Exploration of various theories of criminal behavior; emphasis on a critical study of the criminal justice system and efforts to reform the penal system.	We are proposing to add a course PR of SOCA 101 (Introduction to Sociology) as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	234	Add PR	SOCA 234. The Criminal Justice System. 3 Hours. A sociological introduction to the justice system. Focuses on analysis of police work, court activities, and corrections within the context of American social organization and societal definitions of crime and justice.	SOCA 234. The Criminal Justice System. 3 Hours. PR: SOCA 101. A sociological introduction to the justice system. Focuses on analysis of police work, court activities, and corrections within the context of American social organization and societal definitions of crime and justice.	We are proposing to add a course PR of SOCA 101 (Introduction to Sociology) as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	301	Add PR	SOCA 301. Sociological Theory. 3 Hours. Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	SOCA 301. Sociological Theory. 3 Hours. PR: SOCA 101 and SOCA 105 and [STAT 201 or STAT 211 or STAT 111]. Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	We are proposing to add course PRs as part of our larger plan to control course sequencing for Criminology majors as well as Sociology & Anthropology majors.	201501

SOCA	302	Change PR	SOCA 302. Deviant Behavior. 3 Hours. PR: 6 Hr. SOCA or consent. Examination of the processes by which "deviance" is defined in society, and the methods of social control attempted. Provides a critical understanding of society from the perspective of those defined as "outsiders"-criminals, addicts, etc.	SOCA 302. Deviant Behavior. 3 Hours. PR: SOCA 232 and SOCA 234 or consent. Examination of the processes by which "deviance" is defined in society, and the methods of social control attempted. Provides a critical understanding of society from the perspective of those defined as "outsiders"-criminals, addicts, etc.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	311	Change PR	SOCA 311. Social Research Methods. 3 Hours. PR: Junior status or consent. Logic of social research, elements of research design, and problems of measurement, with emphasis on survey research methodology and data analysis.	SOCA 311. Social Research Methods. 3 Hours. PR: SOCA 101 and SOCA 105 and [STAT 201 or STAT 211 or STAT 111]. Logic of social research, elements of research design, and problems of measurement, with emphasis on survey research methodology and data analysis.	We are proposing to add course PRs as part of our larger plan to control course sequencing for Criminology majors as well as Sociology & Anthropology majors.	201501
SOCA	318	Change PR	SOCA 318. Hate Crime. 3 Hours. PR: SOCA 101 and SOCA 232 or SOCA 233. Builds on basic knowledge in sociology to provide a detailed example of an emerging social problem, i.e., hate crime. Explores the ways social phenomena become social problems. Examines the causes and consequences of hate crime.	SOCA 318. Hate Crime. 3 Hours. PR: SOCA 232 and SOCA 234 or consent. Builds on basic knowledge in sociology to provide a detailed example of an emerging social problem, i.e., hate crime. Explores the ways social phenomena become social problems. Examines the causes and consequences of hate crime.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	319	Change PR	SOCA 319. Police Culture & Socialization. 3 Hours. PR: SOCA 101 and SOCA 232 or SOCA 233 and SOCA 330. Examines the institution of policing in the United States. Builds on basic sociological concepts to provide a sociological and historical perspective on the formal and informal structures and processes in the American system of policing.	SOCA 319. Police Culture & Socialization. 3 Hours. PR: SOCA 232 and SOCA 234. Examines the institution of policing in the United States. Builds on basic sociological concepts to provide a sociological and historical perspective on the formal and informal structures and processes in the American system of policing.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	321	Change PR	SOCA 321. Punishment and Social Control. 3 Hours. PR: SOCA 101 and SOCA 232 or SOCA 233. Builds on basic sociological concepts to provide detailed knowledge about the use of prisons and incarceration among other forms of punishment and surveillance in contemporary society.	SOCA 321. Punishment and Social Control. 3 Hours. PR: SOCA 232 and SOCA 234. Builds on basic sociological concepts to provide detailed knowledge about the use of prisons and incarceration among other forms of punishment and surveillance in contemporary society.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	324	Change PR	SOCA 324. Gender and Crime. 3 Hours. PR: SOCA 101 and SOCA 232 or SOCA 233. Builds on basic sociological principles and concepts, and focuses on issues of social structure and process that are at the intersection of gender crime, and crime control.	SOCA 324. Gender and Crime. 3 Hours. PR: SOCA 232 and SOCA 234. Builds on basic sociological principles and concepts, and focuses on issues of social structure and process that are at the intersection of gender crime, and crime control.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	331	Change PR	SOCA 331. Sociology of Law. 3 Hours. PR: SOCA 232 or SOCA 233 or consent. Development and practice of law as part of social systems; theoretical treatments of the relationship between law and social order; emphasis on issues of class, race, and gender.	SOCA 331. Sociology of Law. 3 Hours. PR: SOCA 232 and SOCA 234 or consent. Development and practice of law as part of social systems; theoretical treatments of the relationship between law and social order; emphasis on issues of class, race, and gender.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	334	Change PR	SOCA 334. Corp/White Collar Crime. 3 Hours. Examines law-breaking by respectable organizations and individuals engaged in professional economic activity. Studies sociocultural sources of such crime, consequences for victims, and public policy responses. Includes recent criminal cases, legal changes, and enforcement trends.	SOCA 334. Corp/White Collar Crime. 3 Hours. PR: SOCA 232 and SOCA 234. Examines law-breaking by respectable organizations and individuals engaged in professional economic activity. Studies sociocultural sources of such crime, consequences for victims, and public policy responses. Includes recent criminal cases, legal changes, and enforcement trends.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	339	Change PR	SOCA 339. Organized Crime. 3 Hours. PR: 6 hr SOCA or consent. Analyzes organized criminal groups in relation to the social structure, culture, and social psychology of societies. Topics include: history and leadership of crime groups; relations with government, business, and labor; enforcement policies; international crime groups.	SOCA 339. Organized Crime. 3 Hours. PR: SOCA 232 and SOCA 234. Analyzes organized criminal groups in relation to the social structure, culture, and social psychology of societies. Topics include: history and leadership of crime groups; relations with government, business, and labor; enforcement policies; international crime groups.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	345	Change PR	SOCA 345. Terrorism. 3 Hours. PR: 6 hours of SOCA or consent. A sociological understanding of terrorism, including its causes, relations to social context, and trends. Emphasis is placed on major terrorist groups, selected cases, explanatory theories and policies of containment and prevention.	SOCA 345. Terrorism. 3 Hours. PR: SOCA 232 and SOCA 234. A sociological understanding of terrorism, including its causes, relations to social context, and trends. Emphasis is placed on major terrorist groups, selected cases, explanatory theories and policies of containment and prevention.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	346	Change PR	SOCA 346. Victimology. 3 Hours. PR: SOCA 101. Introduction to the sociological study of victimization, which includes an examination of risks and frequencies, perceptions and fears, and the social and psychological impact of crime, accident and illness on individuals and their societies.	SOCA 346. Victimology. 3 Hours. PR: SOCA 232 and SOCA 234. Introduction to the sociological study of victimization, which includes an examination of risks and frequencies, perceptions and fears, and the social and psychological impact of crime, accident and illness on individuals and their societies.	We are adding 232 (Criminology) and 234 (The Criminal Justice System) as PRs to all our intermediate-level criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	402	Change PR	SOCA 402. The Investigating Professions. 3 Hours. An inside view of the investigative work and controversial social relations of trial attorneys and a variety of paid scientific experts who commonly evaluate and prepare legal cases.	SOCA 402. The Investigating Professions. 3 Hours. PR: SOCA 301 and SOCA 311. An inside view of the investigative work and controversial social relations of trial attorneys and a variety of paid scientific experts who commonly evaluate and prepare legal cases.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	407	Change PR	SOCA 407. Constructing Social Problems. 3 Hours. PR: Junior or senior standing or consent. Focuses on the dynamics of defining social problems, with emphasis on claims makers, especially activist groups and mass media. Examines how power influences perceptions, how perceptions affect policies, and how problem definitions relate to social change.	SOCA 407. Constructing Social Problems. 3 Hours. PR: SOCA 301 and SOCA 311. Focuses on the dynamics of defining social problems, with emphasis on claims makers, especially activist groups and mass media. Examines how power influences perceptions, how perceptions affect policies, and how problem definitions relate to social change.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	415	Change PR	SOCA 415. Mass Media/Crime & Deviance. 3 Hours. Critically examines how mass media and popular culture depict crime and deviance, and explores how these depictions influence social policies. Focuses especially on portrayals involving race, gender, class and ethnicity in particular historical contexts.	SOCA 415. Mass Media/Crime & Deviance. 3 Hours. PR: SOCA 301 and SOCA 311. Critically examines how mass media and popular culture depict crime and deviance, and explores how these depictions influence social policies. Focuses especially on portrayals involving race, gender, class and ethnicity in particular historical contexts.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	431	Change PR	SOCA 431. Cybercrime. 3 Hours. Examines the legal, social, and technical impacts of illegal activities facilitated through the use of computers or other technology devices. Focus is on these activities as a criminological phenomenon.	SOCA 431. Cybercrime. 3 Hours. PR: SOCA 301 and SOCA 311. Examines the legal, social, and technical impacts of illegal activities facilitated through the use of computers or other technology devices. Focus is on these activities as a criminological phenomenon.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	432	Change PR	SOCA 432. Drugs/Crime/Society. 3 Hours. PR: SOCA 101 and SOCA 232 or SOCA 233. Examines the relationships between drugs and society from both micro and macro perspectives, including the effects of drug use and abuse in everyday life and government intervention efforts.	SOCA 432. Drugs/Crime/Society. 3 Hours. PR: SOCA 301 and SOCA 311. Examines the relationships between drugs and society from both micro and macro perspectives, including the effects of drug use and abuse in everyday life and government intervention efforts.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	435	Change PR	SOCA 435. Criminal Justice Process. 3 Hours. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.	SOCA 435. Criminal Justice Process. 3 Hours. PR: SOCA 301 and SOCA 311. A sociological introduction to the formal and informal processes in the American criminal justice system that affect the investigation and prosecution of criminal cases, including the collection, analysis, and presentation of evidence.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	444	Change PR	SOCA 444. Neighborhoods and Crime. 3 Hours. PR: SOCA 101. This course introduces students to the growing sociological literature on neighborhoods and crime, with an emphasis on issues related to the race/ethnicity and economic inequality.	SOCA 444. Neighborhoods and Crime. 3 Hours. PR: SOCA 301 and SOCA 311. This course introduces students to the growing sociological literature on neighborhoods and crime, with an emphasis on issues related to the race/ethnicity and economic inequality.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

SOCA	461	Change PR	SOCA 461. Issues Crime & Justice. 3 Hours. PR: Junior standing or consent. Senior seminar on crime and social organization of justice. Focus on problems of prevention, enforcement, corrections and institutional reform. Emphasis on recent research, emerging trends, and policy.	SOCA 461. Issues Crime & Justice. 3 Hours. PR: SOCA 301 and SOCA 311. Senior seminar on crime and social organization of justice. Focus on problems of prevention, enforcement, corrections and institutional reform. Emphasis on recent research, emerging trends, and policy.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	470	Change PR	SOCA 470. Cities and Urban Life. 3 Hours. PR: SOCA 101 and SOCA 311. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of sociological perspectives on cities.	SOCA 470. Cities and Urban Life. 3 Hours. PR: SOCA 301 and SOCA 311. This course introduces students to the scientific study of urban social activity and urban problems, including crime. The primary goals are to present the methods, theories, and key concepts of sociological perspectives on cities.	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501
SOCA	488	Change PR	SOCA 488. The Capstone Experience. 1 Hour. PR: SOCA 101 and SOCA 105 and senior standing. CoReq: Enroll simultaneously in one of the approved capstone experience courses. An undergraduate course designed to facilitate the completion of the capstone experience. (Grading will be pass/fail.).	SOCA 488. The Capstone Experience. 1 Hour. PR: SOCA 301 and SOCA 311 and senior standing. CoReq: Enroll simultaneously in one of the approved capstone experience courses. An undergraduate course designed to facilitate the completion of the capstone experience. (Grading will be pass/fail.).	We are adding SOCA 301 (Sociological Theory) and SOCA 311 (Social Research Methods) as PRs to all our advanced criminology courses as part of our larger plan to control course sequencing in the criminology major once the pre-major code is eliminated.	201501

CS	112	Change title, PR and course description	CS 112 Computer Science – Engineers 1 (3-0)3 Co-requisite: (MATH 126A or MATH 126 or 126B or MATH 126C) and MATH 128. An introduction to and study of a high level programming language, including elementary programming techniques with an emphasis on structured programming and engineering applications. Laboratory use of micro computers will be required.	CS 112 Computer Science – Engineers. 3 Hr. PR or CONC: MATH 126 or MATH 128. An introductory study of a high level programming language, including elementary programming techniques with an emphasis on structured programming and engineering applications. Laboratory use of computers is required.	Starting from Fall 2013 most of the WVU STEM Engineering undergrads are allowed to take only MATH 126 during the first semester and this change will allow those students access to CS 112. The numeral 1 is dropped from the course title since a sequel to this course is not currently offered and minor changes are made to shorten the catalog text.	201408
CS	201	Change PR and course description.	CS 201 Data Structures (3-0)3 PR: Grade of C or better in CS 121 and CS 122.Introduction to data structures with topics to include search and sort techniques, strings, arrays, stacks, trees, and list techniques. Selected examples will be implemented in a high level language such as Pascal.	CS 201 Data Structures. 3 Hr. PR: Grade of C or better in CS 122. Introduction to data structures. The topics include search and sort techniques, trees, heaps, hash table, and graph algorithms. Selected examples will be implemented in a high level language.	A grade of C or better in CS 121 is a prerequisite for CS 122. The reference to Pascal (that is an old computer language) is removed from catalog text. Topics listed in the text is edited to better represent the course syllabus.	201408
CS	231	Change PR and course description	CS 231 Intro to Computer Organization (3-0)3 PR: CS 122. Components of a computer system; number systems, arithmetic operators, and codes; logic design principles and digital devices; micro-operations and instruction sequencing; central processing unit – control unit, registers, ALU; I/O processing; interrupts; memory;	CS 231 Intro to Computer Organization. 3 Hr. PR: Grade of C or better in CS 122. Components of a computer system; number systems, arithmetic operators, and codes; logic design principles and digital devices; micro-operations and instruction sequencing; CPU and CU, registers, ALU; I/O processing; interrupts; memory;	A grade of C or better in CS 121 is a prerequisite for CS 122. Minor changes are made to shorten catalog text to 35 words.	201408

			microprogramming; pipelined and parallel computers.	microprogramming; pipelined and parallel computers.		
CS	264	Change PR and course description	CS 264 Data Base Management (3-0)3 PR: CS 122. A study of fundamentals of data base models. The primary emphasis will be the relational database model. Data base query language will be examined. The students will receive hands-on experience with a relational data base using the query language SQL.	CS 264 Data Base Management. 3 Hr. PR: CS 231. A study of fundamentals of data base models with emphasis to the relational database model. Data base query language will be examined. The students will receive hands-on experience with a relational data base using SQL.	Correct an error and strengthen the prerequisite to CS 231 – Computer organization. Some exposure to Computer organization and maturity in computing sciences will help the students succeed in this course. Catalog text is shortened to 35 words.	201408
CS	365		CS 365 Computer Languages (1-0)1 PR: CS 122. A accelerated study of a programming language (such as C/C++, C#, JAVA, Visual Basic, Perl, ASP, HTML, Delphi, Ada, etc.) for students who have met the core curriculum courses in computer science.	CS 365 Computer Languages. 1 Hr. PR: Grade of C or better in CS 122. An accelerated study of a programming language (such as C/C++, C#, JAVA, Visual Basic, Perl, ASP, HTML, Delphi, Ada, Ruby, PHP, Python, etc.) for students who have met the core curriculum courses in computer science.	Strengthen the prerequisite to C or better in CS 122. A better foundation in computing sciences will help the students to succeed in this course. Minor changes are made to catalog text.	201408

CS	370	Change PR and course description	CS 370 Microcontrollers (1-0)1 PR: CS 112 or CS 121. An introduction to microcontrollers. The use of development board and language, simple I/O, motor control (AC, DC and servos), some sensors, and microcontroller to PC communications will be covered. A project will be required of each student.	CS 370 Microcontrollers. 1 Hr. PR: CS 112 or CS 265. An introduction to microcontrollers. The use of development board and language, I/O, motor control (AC, DC and servos), sensors, and microcontroller to PC communications are covered. A project will be required of each student.	Student should have knowledge of C to be successful in CS 370. CS 112 teaches C, but CS 121 is currently taught using JAVA. CS 265 is a higher level C programming course and therefore proposed prerequisite are more appropriate for this course.	201408
CS	479	Change PR and course description	CS 479 Advanced CS Math (3-0)3 PR: MATH 441 And MATH 448. Topics include applied numerical methods, statistical computing techniques, data smoothing and filtering. Emphasis will place on design and implementation. Students will utilize software packages such as SAS, MatLab, or MathCad.	CS 479 Advanced CS Math. 3 Hr. PR or CONC: MATH 441. Topics include applied numerical methods, statistical computing techniques, and other topics of mathematics related to computing. Emphasis will be on implementation of methods. Students will utilize software packages such as SAS, MatLab, or MathCad.	While we will encourage students to take MATH 441 and MATH 448 before CS 479, this change will allow students to take CS 479 earlier creating more flexibility for the students and scheduling. Minor changes are made to catalog data.	201408

Course Drops

MDS 130
MDS 220
OEHS 740
OEHS 745
SBHS 710

Memorandum

To: Faculty Senate Executive Committee

From: E. James Harner, Chair-Elect
Senate Curriculum Committee

Date: 3/1/14

RE: Monthly Alterations Report

Action: New Subject Code. The following subject code creation has received administrative approval:

Sub Code	CIP	Action	Rationale	Effect Date
UGST		Create new subject code.	Create a subject code for the courses in "undergraduate studies."	201501

Action: New Department. Establish a West Virginia University Department of Forensic and Investigative Science. This change acknowledges evolution of the FIS program to an academic unit designation that aligns with the use of the "Department" and "Department Chair" nomenclature as is used in the Eberly College and the University and as is recognized among peers.

Action: Alterations (Minor Changes)

Sub Code	Course Number	Action	Old	New	Rationale	Effect Date
BIOL	439	Change PR	BIOL 439. Neuroethology. 3 Hours. PR: BIOL 219 and (BIOL 337 or BIOL 348 or BIOL 438). Explores the way sensory systems process information to mediate behavior in a wide variety of animals in order to understand	BIOL 439. Neuroethology. 3 Hours. PR: BIOL 348. Explores the way sensory systems process information to mediate behavior in a wide variety of animals in order to understand similarities	BIOL 348: Basic Neurobiology [Neuroscience I] has proven to be the best preparation for students in BIOL 439: Neuroethology. BIOL 219 is a PR for BIOL 348 and is thus	201501

			similarities and differences in neural mechanisms.	and differences in neural mechanisms.	redundant listed separately as a 2nd PR.	
BIOL	453	Change PR	BIOL 453. Molecular Basis of Disease. 3 Hours. PR: BIOL 310 or BIOL 313 or BIOL 324 or BIOL 410 or BIOL 464. Examine medical, ethical, and legal/regulatory issues emerging from the Human Genome Project and its applications to personalized medicine.	BIOL 453. Molecular Basis of Disease. 3 Hours. PR: BIOL 219. Examine medical, ethical, and legal/regulatory issues emerging from the Human Genome Project and its applications to personalized medicine.	BIOL 453 examines medical, ethical, and legal/regulatory issues emerging from the Human Genome Project and its applications to personalized medicine. BIOL 219: The Living Cell provides necessary background for BIOL 453 and is the appropriate PR for students' progression through the major.	201501
EXPH	369	Change PR	EXPH 369. Strength/Conditioning Methods. 4 Hours. PR: EXPH 364 and EXPH 365. Scientific foundations of strength and conditioning with skills and methods to apply that knowledge in clinical exercise training.	EXPH 369. Strength/Conditioning Methods. 4 Hours. PR: EXPH 364 and EXPH 386. Scientific foundations of strength and conditioning with skills and methods to apply that knowledge in clinical exercise training.	The Division of Exercise Physiology no longer teaches EXPH365 to its major students. Therefore, we request the new EXPH386 course be recognized as the prerequisite for EXPH 369.	201501

EXPH	370	Change PR	EXPH 370. Writing for Exercise Science. 3 Hours. PR: (ENGL 101 and ENGL 102) or ENGL 103. Writing for medical scientific fields. Students will develop a book review, analyze discipline-specific texts, and write scientific literature reviews. Includes a review of style and language use.	EXPH 370. Writing for Exercise Science. 3 Hours. PR: (ENGL 101 and ENGL 102) or ENGL 103. PR or CONC: EXPH 386. Writing for medical scientific fields. Students will develop a book review, analyze discipline-specific texts, and write scientific literature reviews. Includes a review of style and language use.	If students have not had EXPH 386, they do not have the background required to be able to succeed in writing the literature review. If students are taking 386 at the same time, by the time they are finishing the coursework for 370, they have had enough content to do well on the literature review.	201501
GER	361	Change title and description	GER 361. Commercial German 1. 3 Hours. PR: GER 204 or consent. Practical speaking, writing, and reading experience in German as it relates to business, commerce, and industry.	GER 361. German for Business. 3 Hours. PR: GER 204 or consent. Advanced communication course that explores professional life in Germany. Students will develop practical speaking, writing, listening, and reading skills while developing a broad understanding of business, commerce, and industry.	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201501
GER	362	Change title, PR, and description	GER 362. Commerical German 2. 3 Hours. PR: GER 361 or consent. Continuation of GER 361. Preparation for Diplom Wirtschaftsdeutsch.	GER 362. Professional Life in Germany. 3 Hours. PR: 204. Course designed to prepare students for work or an internship in a German-speaking country. Students will become familiarized with the etiquette, culture, and practices within a professional setting in German and develop the necessary language skills and vocabulary to carry	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201501

			out professional transactions.		
GER	431	Change number, title, PR, and description	GER 331. Survey of German Literature 1. 3 Hours. PR: GER 204. Readings of representative selections from major periods through Romanticism.	GER 431. Fables and Fairy Tales: Enlightenment-Romanticism. 3 Hours. PR: One 300-level GER course or the equivalent. Advanced German literature course that examines representative works, literary-historical periods, genres, and authors from 1700-1830.	We are changing the title to reflect more accurately the content of the course and to ensure that there is no overlap within the curriculum. We are also changing the number to ensure that only students capable of doing the material enroll in the course. The content is not going to change.	201501
GER	432	Change number, title, PR, and description	GER 332. Survey of German Literature 2. 3 Hours. PR: GER 204. Readings of representative selections from major periods since Romanticism.	GER 432. From Biedermeier to Biedermann: German Literature since Romanticism. 3 Hours. PR: One 300-level GER course or the equivalent. Advanced German literature course that examines representative works, literary-historical periods, genres, and authors from 1830-1955.	We are changing the title to reflect more accurately the content of the course and to ensure that there is no overlap within the curriculum. We are also changing the number to ensure that only students capable of doing the material enroll in the course. The content is not going to change.	201501

GER	440	Change number, title, PR, and description	GER 341. German Cultural History. 3 Hours. PR: GER 204. A study of cultural, political, social and economic developments in the German-speaking countries.	GER 440. Warriors, Knights & Bards: German Cultural History from 350-1700. 3 Hours. PR: One 300-level GER course or the equivalent. Advanced course on German civilization that examines religious, cultural and social practices from the Germanic period through the Baroque era.	We are changing the title to reflect more accurately the content of the course and to ensure that there is no overlap within the curriculum. We are also changing the number to ensure that only students capable of doing the material enroll in the course. The content is not going to change.	201501
GER	441	Change title, PR, and description	GER 441. German Culture Since 1945. 3 Hours. PR: Consent. An exploration of postwar German culture with a focus on the contemporary situation since unification.	GER 441. Division and Unity: German Cultural History since 1945. 3 Hours. PR: One 300-level GER course or the equivalent. Advanced course on German civilization that examines historical and cultural divisions and developments since World War II.	The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction. The 301-304 series are bridge-level courses that are differentiated by content areas. All focus on the development of skills and vocabulary while delivering new content.	201501
INBS	480	Change PR	INBS 480. Global Strategic Issues. 3 Hours. PR or CONC: BCOR 460. An integrated, multifunctional approach for focuses on how globalization affects strategy, organization and control of a firm. Students are introduced to global strategic management and	INBS 480. Global Strategic Issues. 3 Hours. PR MANG 360. An integrated, multifunctional approach that focuses on how globalization affects strategy, organization and control of a firm. Students are introduced to global strategic management and organization issues in the	Adding the PR MANG 360 is the necessary introduction that must precede the managerial application of these concepts in INBS 480. Removing the BCOR 460 as a concurrent or prerequisite since the INBS 480 is offered spring only and BCOR 460 is taken in the	201501

			organization issues in the context of current theory, research and practice.	context of current theory, research and practice.	ultimate term of study.	
JRL	320	Change subject code, number, and PR	VISJ 320. Advanced Photojournalism. 3 Hours. PR: VISJ 220 or consent. Introduction to advanced techniques and concepts in visual journalism for print and electronic media. Color, lighting, studio and digital camera techniques.	JRL 320. Advanced Photojournalism. 3 Hours. PR: JRL 221. Introduction to advanced techniques and concepts in visual journalism for print and electronic media. Color, lighting, studio and digital camera techniques.	The only change to this course is switching the course prefix from VISJ to JRL. This change is part of a larger curriculum change that will do away with the areas of emphases within the Journalism major. Under the new curriculum, JRL majors will have the flexibility to build a curriculum that is best suited to their interests and career plans.	201501
MKTG	425	Change PR	MKTG 425. Sustainable Marketing. 3 Hours. PR: BCOR 350. Explores current environmental strategies focusing on reaching organizational goals and sustainable performance through marketing theory and practice.	MKTG 425. Sustainable Marketing. 3 Hours. PR: BCOR 350 and MKTG 315 and MKTG 325. Explores current environmental strategies focusing on reaching organizational goals and sustainable performance through marketing theory and practice.	Students need exposure to the foundational elements of marketing.	201501

MKTG	485	Change PR	MKTG 485. Global Marketing. 3 Hours. PR: MKTG 325 plus six additional hours in marketing. Evaluation and analysis of marketing strategies in a global environment, examination of the relationship between international buyer behavior and the elements of the marketing mix.	MKTG 485. Global Marketing. 3 Hours. PR: MKTG 325 and MKTG 350. Evaluation and analysis of marketing strategies in a global environment, examination of the relationship between international buyer behavior and the elements of the marketing mix.	Changing Prerequisite. Global Marketing is the unofficial capstone marketing class for marketing majors. We changed the prerequisite to make sure students take this class in their Senior year.	201501
SOCA	258	Change PR and description	SOCA 258. Introduction to Archaeology. 3 Hours. Coreq: SOCA 250. Methods and techniques of reconstructing prehistoric cultures, explaining cultural change, and explaining the formation of the archeological record.	SOCA 258. Introduction to Archaeology. 3 Hours. Comprehensive introduction to the field of archaeology. Course investigates the methods and theories used by archaeologists to understand culture change through time, and the reconstruction of the past through material culture analysis.	We are dropping the co-requisite of the archaeology lab (SOCA 250). This is consistent with common practices at peer institutions, which rarely if ever offer a lab component with an introductory survey course. Also, dropping the co-requisite allows flexibility in course offerings.	201501
THET	219	Change PR	THET 219. Intermediate Costume Construct. 3 Hours. PR: THET 111. Study and practical application of costume construction techniques and introduction to pattern making with an emphasis on their applications through extensive hands-on experience with construction projects for division productions.	THET 219. Intermediate Costume Construct. 3 Hours. PR: THET 105. Study and practical application of costume construction techniques and introduction to pattern making with an emphasis on their applications through extensive hands-on experience with construction projects for division productions.	Updated the prerequisite from THET 111 to THET 105 because THET 111 was renumbered to THET 105.	201501

THET	220	Change PR and description	THET 220. Fundamentals of Lighting. 3 Hours. PR: THET 110 and THET 111. Fundamentals of stage lighting through formal lecture and practical experience. Laboratory requirements include assignments on the lighting/electrics crews for division productions.	THET 220. Fundamentals of Lighting. 3 Hours. PR: THET 103. Fundamentals of stage lighting through formal lecture and practical experience. Laboratory requirements include assignments on the lighting/electrics crews for School productions.	Updated the prerequisites to reflect new course numbers. Altered the catalog description to reflect the unit's name change from "Division" to "School."	201501
THET	321	Change PR and description	THET 321. Stage Properties. 3 Hours. PR: THET 110 and THET 111. Techniques and methods for designing and fabricating stage properties for theatrical production. Practical experience in the construction of properties as class projects and/or for productions.	THET 321. Stage Properties. 3 Hours. PR: THET 103. Techniques and methods for designing and fabricating stage properties for theatrical production. Practical experience in the construction of properties for class projects and for the School's productions.	Updated the prerequisites to reflect the new course numbers. Small copy-editing to catalog description.	201501
THET	403	Change PR	THET 403. Advanced Directing. 3 Hours. PR: THET 302 and THET 427 or consent. Emphasis on the work of the director as an integrating artist. High level of proficiency in the direction of a one- act play is required of all students enrolled.	THET 403. Advanced Directing. 3 Hours. PR: THET 302. Emphasis on the work of the director as an integrating artist. High level of proficiency in the direction of a one-act play is required of all students enrolled.	Removed THET 427 Prerequisite. THET 427 is Lighting Technology and not related to Directing. This prerequisite was an error from from a previous catalog review.	201501

Course Drops

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ART 545
ART 551
GER 435
VISJ 320
THET 314
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Memorandum

Date: February 24, 2014

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
        General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on February 17th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:
FLIT 240, Italian Women Writers (Obj. 5 & 8)

Approved New GEC Writing Courses:
BIOL 318, Writing Appalachian Ecology
PSYC 345, Adulthood & Aging
RELG 410, Apocalypse

GEC Objectives (for information only):
1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (4+ hr) [Note 6F = First Year Seminar (1+ hr required)]
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate "W" form)

To: Faculty Senate Executive Committee
From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee
Date: March 24, 2014
Re: GEC Actions

The General Education Curriculum Oversight Committee met on March 17, 2014 and recommends the following courses for Faculty Senate approval:

Title	Course Type	Objectives
ENGL 343: American Poetry	New Writing	Writing
ENGL 344: Modern American Poetics	New Writing	Writing

I. The General Education Curriculum Oversight Committee recommends the following changes to the formal language used in our guidelines regarding "W" courses. These changes will need to be made in supporting materials available to faculty on the Faculty Senate webpages relating to W courses and course audits as well as in the Course Inventory Management System (CIM) forms. These changes in language reflect the need for precision in our understanding of how courses achieve "W" status; they also reflect the current standards the GECO has used in recent years when reviewing both new "W" course applications and "W" course audits.

      i. The list below represents the current standards in plain text, with changed portions in bold and the additional language indicated in italics:

a. Requirements for GEC "W" courses. Use this list to prepare/revise the syllabus:

    i. __ The syllabus includes course goals with specific reference to the "W" requirement.

    ii. __ The syllabus specifies required texts and materials.

    iii. __ The syllabus includes an overview of all required work.

    iv. __ The syllabus clearly outlines the writing project(s) (e.g., relation of writing to course goals, page-lengths, the type of response students can expect, etc.).

    v. __ The syllabus specifies *process-based* writing assignment(s) totaling least 5,000 words (20 pages) excluding exams. *Process-based writing is defined as writing assignments that require revision of drafts with formative feedback.*

    vi. __ Writing assignments are evenly distributed over the course of the semester

    vii. __ *At least 5,000 words (20 pages) of* writing assignment(s) require revision of drafts with formative feedback.

    viii. __ There is at least one week between the time a student receives comments on a draft and the date that a revision is due.

    ix. __ The syllabus includes a schedule of work due, including required draft and required revision dates for writing assignments.

    x. ___ The syllabus contains specific criteria by which students' writing will be evaluated.

    xi. ___ Assessment of writing assignments will constitute at least 40% of the final grade in W courses.

Memorandum

Date: February 24, 2014

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
        General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on February 17th and passed the following courses for GEC Audit:

GEC Successful Audits:
AGEE 101, Global Food/Agricltrl Industry (Obj. 4 & 9)
ASP 220, Intro Africana Studies (Obj. 4 & 7)
CDFS 110, Families Across the Life Span (Obj. 4)
CLAS 101, Elementary Latin 1 (Obj. 3 & 8)
ENGL 232, Poetry (Obj. 5)
FIS 201, Intro-Forensic Investigation (Obj. 4)
HIST 101, W Civilization: Antiquity-1600 (Obj. 3 & 8)
HUM 101, Intro-Western Civilization 1 (Obj. 5 & 8)
ITAL 101, Elementary Italian 1 (Obj. 4 & 8)
ITAL 102, Elementary Italian 2 (Obj. 4 & 8)
ITAL 203, Intermediate Italian 1 (Obj. 4 & 8)
ITAL 204, Intermediate Italian 2 (Obj. 4 & 8)
MATH 126B, College Algebra 4-Day (Obj. 2A)
MATH 218, History of Mathematics (Obj. 2A & 3)
MUSC 111, Introduction to Music (Obj. 4 & 5)
MUSC 113, 20th Century American Pop Mus (Obj. 5 & 7)
PHIL 100, Problems of Philosophy (Obj. 4 & 6)
PHIL 355, Existentialism (Obj. 4 & 8)
PSYC 101, Introduction to Psychology (Obj. 4 & 6)
SOCA 101, Introduction to Sociology (Obj. 4 & 7)
SOCA 105, Introduction to Anthropology (Obj. 8 & 9)
SPAN 101, Elementary Spanish I (Obj. 8 & 9)
SPAN 102, Elementary Spanish II (Obj. 8 & 9)
SPAN 203, Intermediate Spanish I (Obj. 8 & 9)
SPAN 204, Intermediate Spanish II (Obj. 8 & 9)
WMAN 150, Principle-Conservation Ecology (Obj. 2C & 4)

Writing Requirement Successful Audits:
BIOL 312, Introduction to Virology
ENGL 342, American Drama
ENGL 345, American Literature to 1800

Deletions from GEC by request of Department Chair:
DSGN 315, Survey of Non-Western Design (Obj. 9)

DSGN 315, Survey of Non-Western Design (Writing)
FDM 210, Fashion and Dress Through Culture (Obj. 3 & 8)
FDM 220, Fashion, Body & Culture (Obj. 4 & 9)
FDM 424, Functional Apparel (Writing)
SOCA 232, Criminology (Obj. 4 & 7)

GEC Objectives:
1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr) [Note 6F = First Year Seminar (1+ hr required)]
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
W. Writing (1 course, audit/application requires separate "W" form)

To: Faculty Senate Executive Committee
From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee
Date: March 24, 2014
Re: GEC Audits - For Information Only

The GEC Oversight Committee met on March 17, 2014 and passed the following courses for GEC Audit:

Title	Audit Type	Objectives
BIOL 107: Biotechnology and Society	GEC Audit	2B. Basic Math & Scientific Inquiry 4. Contemporary Society
BIOL 115: Principles of Biology	GEC Audit	2B. Basic Math & Scientific Inquiry
ECON 301: Intermed Micro-Economic Theory	GEC Audit	4. Contemporary Society 8. Western Culture
ENGL 273: Contemporary Literature	GEC Audit	4. Contemporary Society 5. Artistic Impression
GEOG 240: United States and Canada	GEC Audit	4. Contemporary Society 7. American Culture
PHIL 346: History of Ethics	GEC Audit	3. The Past and Its Traditions 8. Western Culture
PSYC 251: Intro to Social Psychology	GEC Audit	4. Contemporary Society 6. The Individual in Society
SEP 272: Psychological Perspectivs-Sprt	GEC Audit	4. Contemporary Society 6. The Individual in Society
STAT 211: Elementary Statistical Inference	GEC Audit	2A. Basic Math & Scientific Inquiry 4. Contemporary Society
WMAN 100: The Tradition of Hunting	GEC Audit	4. Contemporary Society 7. American Culture
BIOL 352: Plant Anatomy/Development	Writing Audit	Writing
ENGL 369: Victorian Literature	Writing Audit	Writing
GEOL 331: Paleontology	Writing Audit	Writing
PATH 475: Medical Relevance	Writing Audit	Writing

WEST VIRGINIA UNIVERSITY
PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION,
PROMOTION, AND TENURE
2014-15 DRAFT III
Circulated to President's **Executive** Leadership Team, Provost's Senior Academic Affairs Personnel, Council of Deans, Senate Executive
Committee and various other Senate committees (Research, Service, Student Instruction, SEI, Welfare)**; reviewed at five campus hearings**

I.   INTRODUCTION

The ability of a university to function, progress, develop excellence, and serve society depends on both the individual performance of each faculty member and the collective performance of the faculty as a whole. Thus, the success and reputation of a university are highly dependent upon the talents that exist among its faculty and how effectively those talents are marshaled to accomplish the institutional mission. To achieve and maintain high quality, a comprehensive faculty evaluation system is essential. Properly administered, this system will encourage professional growth of individual faculty members, assure retention of those faculty members who demonstrate a high level of scholarship and academic performance, and permit appropriate recognition of achievement.

The work of faculty members as independent professionals is not easily categorized or measured. The evaluation of faculty must be guided by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity. This document outlines these broad principles and establishes the rigorous and common procedures necessary to maintain these qualities in the faculty evaluation process.

West Virginia University at Morgantown is the State's comprehensive, doctoral degree granting, land-grant institution. Divisions (Potomac State College, West Virginia University Institute of Technology, **Charleston and Eastern Divisions of the Health Sciences Center**) also participate in the university's tripartite mission of teaching, research and service. **The integrated divisions in Keyser and Montgomery address the mission areas in ways appropriate to their campuses**. Accomplishing this mission in an environment of respect for diversity requires a creative, collective intermingling of individual faculty talents. Annual evaluation, promotion in rank, and the granting of tenure are acts of critical importance both to members of the academic community and for the welfare of the university. The annual evaluation process contributes to the improvement of faculty members and the university and is both evaluative and developmental. Retention, tenure, and promotion decisions reward individual achievement, and **they** also shape the University for decades.

Consistent with this document, colleges, schools and divisions reporting to administrators on the Morgantown campuses and other appropriate units such as the Extension Service and the University Libraries shall supplement these guidelines with more detailed descriptions and interpretations of the criteria and standards that, when approved by the Provost, will apply to faculty members in the particular unit. **A subsequent step in this process, if appropriate, subject to Provost approval, could occur at the department level. The unit guidelines may be more specific to expectations of individual disciplines, and they may be more rigorous than the university guidelines but not less so.**

II.   GENERAL PRINCIPLES OF FACULTY EVALUATION: PROCESS, CRITERIA AND STANDARDS

A. The Faculty Evaluation Process

The faculty evaluation process at West Virginia University is designed to assist the institution in attracting promising faculty members, helping them reach their potential, rewarding their proficiency, continuing their productivity and professional development throughout their careers, and retaining only

those who are outstanding. The process **is both evaluative and developmental and** has three distinct components:

1) Annual Evaluation
Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition. **An important aspect of the annual evaluation is an assessment of one's progress toward tenure and/or the next promotion, as appropriate. Once tenure is awarded, post-tenure review occurs as part of the annual review process. These reviews can support subsequent promotion in rank and the Salary Enhancement for Continued Academic Achievement. They might also lead to a more rigorous review process which could result in a remediation plan, as determined by the unit.**

2) Evaluation for Promotion in Rank
Promotion in rank recognizes exemplary performance of a faculty member. The evaluation for promotion in rank provides the opportunity to assess a faculty member's growth and performance since the initial appointment or since the last promotion**.**

3) Evaluation of Tenure-Track Faculty for Tenure
For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation involving an assessment of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained. **A more comprehensive assessment of one's progress toward tenure will normally begin no later than mid-way through the tenure-track period.**

Responsibility for faculty evaluation is shared by members of the university community. Primary responsibility for **evidence of** the quality and presentation of an individual's work **in the evaluation file rests** with the particular faculty member. Faculty colleagues participate in annual evaluation and review for promotion and/or tenure through membership on department, college, and division committees and on the University Promotion and Tenure Advisory Panel. Independent reviews at the college and institutional levels assure fairness and integrity in the application of appropriate standards and procedures among departments and colleges.   The legal authority and responsibility of chairpersons, deans, campus provosts, the Chancellor for Health Sciences, and the Provost also enter into the determination of academic personnel decisions as do the needs and circumstances of the department, college, division, and university.[1]

B. Criteria
Faculty members are expected to contribute to the missions of specific departments, colleges or other academic units and **their work is to be evaluated in that context.** Consequently, the evaluation of faculty is to occur in relation to the faculty member's particular roles at the institution. Accomplishments of the faculty member are judged in the context of these roles**, which may change over time, such changes normally to be identified in an annual workload document or memorandum of understanding**.

Collectively, the faculty teach, advise, **mentor,** engage in research and creative activity, publish and

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[1] The term "department" refers throughout this document to departments, divisions or other discrete units **in colleges or schools**. The term "college" refers to colleges, schools and **other discrete units** reporting to the **Provost or Chancellor of Health Sciences**. The term "chairperson" refers to department or division chairpersons, directors, or other unit heads **who report to deans**. **The term "unit guidelines" applies to guidelines at either the department or college level.**

disseminate their research findings and new knowledge, and provide public, professional, and institutional service **and outreach**. The extent to which a faculty member's responsibilities emphasize the **areas of the** university's mission will vary. **All faculty members have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty.**

In the **faculty member's** approved letter of appointment**,** the university official (usually the dean or campus provost) responsible for hiring shall define the general terms of the faculty member's major responsibilities, and identify the year by which tenure must be awarded, if applicable. The terms of this appointment are to be reviewed periodically **(normally in consultation with the dean)** and may be changed by mutual consent, consistent with this document. Within the terms of this general apportionment of responsibilities, the details of a faculty member's specific assignments should be subject to joint consultation but are to be determined by the appropriate administrator.

Each department, college, and division shall refine these broad criteria in areas of teaching, research, and service in ways that reflect the unit's discipline and mission. The criteria shall be applied to all faculty members in ways which equitably reflect the particular responsibilities and assignments of each. How the unit criteria apply to a faculty member's own set of duties should be clear at the time of appointment and reviewed in the annual evaluation.

Adjustments in the expectations for faculty members may occur in keeping with changing institutional and unit priorities and personal interests. All tenure-track, clinical-track, or tenured faculty members must do scholarly, creative, or professional work that informs their teaching and service, **as defined by the approved unit guidelines**.

III.   PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

Teaching **(learning)**, research[2]/**scholarship/creative activity (discovery**), and service (**engagement**) constitute the heart of the mission of West Virginia University. Faculty responsibilities are defined in terms of activities undertaken in each of the three areas; therefore, faculty evaluation is based primarily upon a review of performance in these areas. Scholarship is an important indication of activity in each of the three areas; it occurs in a variety of forms, and is not restricted to the research area. The extent to which scholarship is recognized depends upon one's areas of expected significant contribution. Depending upon one's discipline and the unit's guidelines, publication of scholarly findings could be appropriate in any or all areas. Faculty members are expected to keep current in their fields.

A. Teaching **(Learning)**
Teaching involves the stimulation of critical thinking, **the dissemination of knowledge,** and the development of artistic expression. Teaching includes **but is not limited to** traditional modes of instruction such as the **in-person** classroom lecture, **other classroom activities, and** modes such as clinical, laboratory, **online,** and practicum instruction; **distance learning;** thesis and dissertation direction; evaluation and critique of student performance; various forms of continuing education and non-traditional instruction; and advising **(mentoring) of undergraduate and graduate students**, which is a special dimension of teaching, the success of which is essential to the educational process. **It should be noted that the advising of doctoral students has elements of both teaching and research. The goals of the teaching-learning endeavor are to equip students with professional expertise, life skills,**

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[2] The term "research" is used in this document to include appropriate professional activities such as research, scholarly writing, artistic performance, and creative activities. These activities result in products which may be evaluated and compared with those of peers at other institutions of higher learning.

and a general appreciation of intellectual pursuits that should culminate in degree completion.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, **a commitment to deepen student learning,** respect for differences and diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Supporting documentation for the evaluation of **effective** performance in teaching might include evidence drawn from such sources as the **assessment of student learning outcomes, and the** collective judgment of students, of student **advisees and/or mentees**, and of colleagues **or other professionals** who have **been assigned to visit** the faculty member's classes.* It might also include analyses of course content, evaluation of products related to teaching such as textbooks or **multi-media materials**, the development or use of instructional technology and computer-assisted instruction, pedagogical scholarship in refereed publications and media of high quality, studies of success rates of students taught, or other evidence deemed appropriate and proper by the department and college.   **Regardless of the activities defined as "teaching" assigned to a faculty member, faculty who teach are expected to be effective in their explicit teaching assignments. Criteria for the evaluation of teaching should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.**

B. Research **(Discovery)**
WVU values academic research activities that increase fundamental knowledge within the discipline, creative activities including performance and exhibitions that reach out and serve humankind, and applied research activities that yield tangible benefits to society. Therefore, the impact of an activity is part of the measure of its quality. Historically, the measure of academic research and creative activities has been well-defined by each discipline, often through peer-reviewed publications and performances and exhibitions. The significance of translational or applied research that results in public-private partnerships, patents, licensing, and/or other forms of commercialization and entrepreneurial activity should also be part of the evaluation of research.

Research may be discipline-focused and individual, or it may be interdisciplinary and collaborative. It is a critical component of the mission of the university, contributing to **and expanding** the general body of knowledge thus infusing instruction and public service with rigor and relevance. It validates the concept of the teacher-scholar. **Interdisciplinary and collaborative assignments should be identified in the appointment letter when possible, or in annual letters as assignments change. Unit guidelines should address the evaluative process for these activities. It should be noted that the advising of doctoral students has elements of both teaching and research.**

In most disciplines, refereed publications (print or electronic) of high quality are expected as evidence of scholarly productivity**. In some disciplines, the strongest such evidence may appear in published refereed proceedings rather than archival journals; such cases must be recognized in the college/school guidelines. In the arts and similar disciplines, an** original contribution of a creative nature relevant to one or more disciplines may be as **valuable** as the publication of a scholarly book or article. **In certain disciplines, the ability to secure funding may be necessary for the realization of scholarly output. Depending upon the discipline, entrepreneurial and commercialization activities related to intellectual property and patents which benefit the university also demonstrate scholarly output. While quantity of effort and output must be sufficient to demonstrate an active and peer-recognized presence in the discipline, quality of research is clearly of great value in determining the level of performance. Important** evidence of scholarly merit may be either a single work of considerable importance **(such as a book or monograph)** or a series of **smaller, high quality products such as refereed journal articles** constituting a program of worthwhile research. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works. **Criteria for**

***West Virginia University Board of Governors Policy 2 requires student evaluations as part of the faculty evaluation process.**

the evaluation of research should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

C. Service **(Engagement)**
Service activities involve the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include service to the university, state, region, and at national and international levels. Service to the university includes contributions to the efficiency and effectiveness of the faculty member's department and college.

In keeping with its tradition as a land-grant institution, the university is committed to the performance and recognition of service activities on the part of its faculty as essential components of its mission. Enlightened perspectives, technical competence, and professional skills are indispensable resources in coping with the complexities of modern civilization. Service by faculty members to West Virginia is of special importance to the university mission.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the university, society, or the profession. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on societal problems or issues. One important benefit of service to the university is faculty participation in the governance system. Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member, and performed with one's university affiliation identified. The definition of the nature and extent of acceptable service for purposes of promotion and tenure should be identified in the unit's evaluation guidelines. **Criteria for the evaluation of service should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.**

IV.   CONTEXTS OF APPOINTMENT FOR TENURED OR TENURE-TRACK FACULTY

A faculty member is usually appointed without tenure.[3] Appointments can be made without or with credit toward tenure for previous experience.

A. Without Credit
An individual's appointment letter **contains expectations that, when met, should lead to successful candidacy for promotion and tenure, and** will normally identify the sixth year of employment as the "critical year," that is, the year in which a tenure decision must be made. During the fourth year such a faculty member may petition the dean to bring the critical year forward by one year (to year five).

B. With Credit
It is not uncommon for a new appointee to have had full-time experience at another institution of higher learning where he or she was engaged in teaching, research, and service. Depending upon the amount of successful experience **in these mission areas** at the intended rank or the equivalent, up to three years credit toward tenure could be allowed, unless the candidate did not wish such credit. The maximum amount of credit that could be allowed, and a tentative critical year, **shall** be identified in the letter of appointment. In such a circumstance, **by the end of the second academic year** the faculty member could accept the identified critical year, or all or part of the possible allowable credit to be

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[3] Occasionally, appointment with tenure is possible. To be appointed with tenure, or to the rank**s** of **Associate Professor or Professor**, the individual must have been interviewed by an official in the office of the Provost, Chancellor for Health Sciences, or Campus Provost during the interview process; the individual's curriculum vitae must be reviewed in that office; and a **recommendation** for tenure must be submitted by the department **and college** to that official.

applied in his or her instance, at which point the critical year would be confirmed by the dean. **If credit is awarded, evidence supporting such credit should be added to the evaluation file. If no credit is accepted, during the fourth year the faculty member may petition the dean to bring the critical year forward by one year (to year five).**

If, by the end of the second year, the faculty member does not request modification of the tentative critical year identified in the letter of appointment, that year will become the recognized critical year. Action **on tenure** earlier than the **thus-defined** critical year would not be considered **except as defined in the previous paragraph**.

Exceptions to recognize unique situations are possible**, but should be truly exceptional**.

V. REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE FOR TENURE-TRACK FACULTY

A personnel action is required each year for each faculty member. Such personnel actions include**, but may not be limited to** reappointment, promotion, tenure, or non-renewal.

At West Virginia University, the award of tenure is campus specific. For this purpose there are four campuses: WVU-Morgantown, (General University, including Extension), WVU-Morgantown (Health Sciences Center, including faculty in the Charleston and Eastern Divisions), Potomac State College, and WVU Institute of Technology.

A tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be reviewed for tenure and must either be awarded tenure or given notice of termination of appointment and a one-year terminal contract. If a faculty member petitions successfully to bring the critical year forward and tenure is not awarded in that year, a one-year terminal contract will be issued. **Such notice of non-retention shall be mailed "Certified Mail-Return Receipt Requested" and by first class mail.** Under certain circumstances the critical year may be extended. **See WVU Board of Governors Policy 51.**[4]

In the case of a tenure-track full-time faculty member holding the rank of instructor, assistant professor, associate professor, or professor, or one of the corresponding extension ranks, the Provost or the Chancellor for Health Sciences shall give written notice concerning retention or non-retention for the ensuing year by letter post-marked and mailed no later than March 1.

Time spent on a leave of absence **or in an assignment less than 1.00 FTE** normally shall not count when calculating years of service **toward tenure** for a tenure-track faculty member. The faculty member may request that such time spent on scholarly activities apply toward years of service. The faculty member's Dean shall determine in advance of the leave whether such time will apply, and will make a recommendation to the Provost or the Chancellor for Health Sciences. Written notification of the decision to modify the critical year will be forwarded both to the faculty member and to the chairperson and will be added to the faculty member's evaluation file.

VI. DISCRETIONARY PERSONNEL ACTIONS

Discretionary personnel actions are those which are not required to be taken at specific times, and may

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[4] **See also: http://wvufaculty.wvu.edu/policies, "Work-Life Balance."**

include the following (See also Section IV, above):

- Promotion in rank when the critical year does not apply;

- Renewal of contract for a non-tenure-track faculty member;

- **Nonrenewal** of contract for a non-tenure-track faculty member;

- **Termination of the appointment of a tenure-track faculty member prior to the critical year;**

- Termination of the appointment of a tenured faculty member for cause**, reduction or discontinuance of an existing program, or financial exigency** (as defined in WVU Board of Governors Policy 2).

A **tenure-track** faculty member will be reviewed automatically in the critical year, unless the faculty member requests no review, in which case a one-year terminal contract will be issued. Otherwise, consideration of a faculty member for **discretionary** promotion is initiated by the faculty member. A faculty member whose application for promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application, unless a critical-year decision is required.

Evaluations and recommendations for one's first promotion and/or tenure will be based primarily on one's contributions since appointment at West Virginia University but may be based in part on work elsewhere for which years of potential credit have been identified in the letter of appointment. In the latter case, evidence of one's performance during the established years of credit should be included in the evaluation file.

Ordinarily, the interval between promotions at West Virginia University will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion. **However, for discretionary promotion to professor, special weight will normally be placed on work completed in the most recent five- or six-year period. A long-term associate professor will not be penalized for an extended period of limited productivity, as long as more recent quantitative and qualitative productivity has been regularly achieved and maintained in an appropriate disciplinary area. Holding the rank of professor designates that the faculty member's academic achievement merits recognition as a distinguished authority in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her contributions to the discipline. A professor sustains high levels of performance in his/her assignments and responsibilities in all mission areas. The record of a successful candidate for professor must have shown evidence of high-quality productivity over an extended period of time.**

While tenure and promotion are separate actions, only in the most extraordinary circumstances may a person be granted tenure without already being at or above the rank of associate professor, or being concurrently promoted to the rank of associate professor. Such extraordinary circumstances may **exist** for extension agents and **faculty members in the integrated divisions at Keyser and Montgomery** who enter the rank and tenure system as Instructors, who may be granted tenure at the rank of assistant professor. It also is university policy that the granting of promotion does not guarantee the award of tenure in a subsequent year. Neither promotion nor tenure shall be granted automatically or merely for years of service.

VII.   FACULTY EVALUATION FILE

Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty member's evaluation file. To it are added professional judgments **at each level of review** as to the quality **and impact** of the faculty member's teaching, research, and service, as applicable.

An official faculty evaluation file shall be established and maintained for each faculty member in the office of the chairperson or, when appropriate, in the office of the dean. In principle, the record in the evaluation file should be sufficient to document and to support all personnel decisions. **Each unit may utilize an annual reporting form ("Productivity Report") appropriate to the work assignments in that unit for use by all members of the unit, including the chairperson. The Productivity Report without supporting documentation is not in itself sufficient for evaluation purposes. Evaluation file materials may be in either paper and/or electronic form, provided that the integrity of the information and the date of entry in the file is maintained.**

In the case of schools and colleges without departmental/division structure, the faculty evaluation file shall be maintained in the dean's office under the same provisions as specified above for departmental files. The dean shall maintain the faculty evaluation file of each chairperson.

The faculty member's evaluation file should contain, at the minimum, the following items:

1. The letter of appointment and other documents which describe, elaborate upon or modify one's assignment, including position description, work plans, memoranda of understanding, **annual reviews,** and subsequent letters of agreement.

2. An up-to-date curriculum vitae and bibliography containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of publications **(or the equivalent)** with complete citations, grants and contracts, and/or other evidence of **research,** scholarship**, and/or creative work**; c) a list of service activities.

3. For each semester or term since appointment or last promotion, a record of classes taught and enrollments in each, graduate students supervised, clinical assignments, committee assignments, and other aspects of the faculty member's plan of work.

4. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance **to the home department. In such cases the home department's evaluation should reflect the relative proportion of each dimension of the total assignment.**

5. A copy of past annual evaluations and any written responses.

6. **Other information and records that the chairperson and/or dean may wish to add, which may include peer reviews of teaching. Faculty members should be notified of such additions no less than two weeks in advance of the closing date so that the faculty member has a reasonable time to respond in writing if he/she chooses.**

7. All other information that bears upon the quality of the faculty member's performance in all pertinent areas. This information may include, but need not be limited to, teaching evaluations, professional presentations, published materials, grant applications and awards, research in progress and the preparation of unpublished materials, other creative scholarship, and service to the university**, the citizens of West Virginia, and the profession**. A **reflective summary** by the faculty member **that supports the evidence in the file** is strongly **recommended.**

8. A continuing chronological inventory of entries to assure the integrity of the file.

<u>The faculty member is responsible for assuring completion of Items 2, 3, 4 and 7</u>. The chairperson shares responsibility for Items 3 and 4 and has responsibility for Items 1, 5, 6, and 8. The Provost's Office **may** periodically issue more detailed instructions for the development and maintenance of faculty evaluation files. Those requirements may be supplemented or elaborated by college or department procedures.

VIII.   COMPLETION OF AND ACCESS TO THE FILE

The faculty evaluation file shall be updated in a timely manner according to the calendar **that is circulated annually**. On the appropriate deadline date, the file shall be closed for the review period. Only such materials generated as a consequence of the **annual** faculty evaluation shall be added to the file after the deadline date.

Faculty members have the right of access to their evaluation files at any time during regular office hours, without giving reasons. All others shall have access to the file only on the basis of a need to know. Members of a faculty evaluation committee or administrative officers responsible for personnel recommendations are assumed to have a need to know. The appropriate administrative officer shall determine what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all evaluation files is to be assured. The confidentiality of each file is to be respected, except under legal subpoena.

IX.   ANNUAL EVALUATIONS

A. <u>General Description</u>
The performance of individual faculty members is evaluated annually throughout their career at West Virginia University. These written evaluations, which are required for all full-time and continuing part-time faculty members,[5] provide individuals with a written record of past performance, accomplishments and continuing expectations, an ongoing critique of strengths and weaknesses, and documents that support recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the university. The specific nature and purpose of a faculty member's annual review may vary, however, in accord with the type of appointment, rank, and tenure status.

The evaluation procedures may be found in Section XIII, below. Annual evaluation for all faculty, whether tenure-track, tenured, term, clinical-track, librarian-track, or **not eligible for tenure** (including faculty with prefixes of "Research" or "Clinical" and lecturers), will be conducted at the departmental level by the chair and the faculty evaluation committee or at the college level, if appropriate, based on documentation in the evaluation file (see Section VIII). Written evaluations will be **placed in the evaluation file and** forwarded to each faculty member and to the dean, who may provide an evaluative statement.

The annual evaluation should be related to one's assignment and performance, and should be both formative and summative. **All levels of review should strive to provide statements that are developmental and are goal-oriented.** The review is not limited to events of the immediately-previous

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[5] Occasional or clinical-track part-time faculty should receive periodic reviews that are appropriate to their assignment.

one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed.

The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, **paying particular attention to one's cumulative progress toward and expectations for tenure and/or the next promotion** and, if positive, as a basis for merit salary adjustment**s and Salary Enhancements for Continued Academic Achievement.** The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the university.

B. Specific Applications

1) Tenure-Track Faculty
Tenure-track faculty are those who are in a tenure-track appointment but are not yet tenured. For these persons, the annual evaluation provides an assessment of performance and develops information concerning the faculty member's progress toward promotion and tenure. It communicates areas of strength and alerts the faculty member to performance deficiencies at the earliest possible time. Any concerns held by the evaluators regarding the faculty member's performance should be stated in the written evaluation, which is intended to enhance the faculty member's chances of achieving promotion and tenure.

In one's first review, limited evidence of the faculty member's progress will be available. For that review, material in the file such as reports by colleagues on one's teaching and information on one's activities in research and service are useful in order to assess progress. As one moves through the tenure-track period, annual evaluations will focus increasingly on the successful outcomes of one's activities rather than simply on the activities themselves.

While the absence of negative annual evaluations does not guarantee the granting of tenure, these evaluations should apprise tenure-track faculty members of performance deficiencies**, and should call attention to expectations for subsequent consideration for promotion and/or tenure, and the extent to which they must enhance their productivity**. Occasionally, the evaluations will result in termination of the individual's appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases, notice shall be given in accord with WVU Board of Governors Policy 2.

2) Tenured Faculty, Not Fully Promoted
The annual evaluation of faculty who are tenured but not fully promoted will generally emphasize both quantitative and qualitative **expectations and** progress toward the rank of professor. Evaluation of extension faculty in the rank and tenure system will generally emphasize progress toward the next appropriate rank. While not all faculty may attain the highest possible rank, annual evaluations should guide faculty toward that achievement.

3) Tenured Faculty, Fully Promoted
Promotion to the highest rank requires a consistent record of achievement at a level that indicates many strengths and few weaknesses. Consequently, the primary purpose of evaluating faculty at these ranks is to describe their performance in the context of appropriate expectations, an important factor in performance-based salary adjustments and reappointment. The annual evaluation process is also used to encourage faculty members to continue to perform at exemplary levels.

4) Term Faculty
Renewable term appointments of up to three years, in which the principal assignment is teaching, are designated with the prefix "Teaching," accompanying a traditional rank. Term faculty are hired to respond to program needs. These positions focus on education in all of its manifestations, including but not limited to teaching, advising, or educational program development.

Normally, a term faculty assignment will be at least 80% teaching; the balance might address needs of the unit and/or interests of the faculty member, as they relate to the institutional mission. As noted elsewhere in this document, "Faculty members are expected to undertake a continuing program of studies, investigations, or creative works." For term faculty, this will be defined as expectation that the annual file includes systematic assessment of instructional processes/outcomes and application of findings to enhancing course and program effectiveness.

Term appointments may be continued indefinitely, contingent upon need, performance, and funding. No number of appointments at any term faculty rank/title shall create presumption of the right of continued appointment or transition to another type of position.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in a term faculty appointment. However, subject to reappointment, a term faculty member and her/his chairperson may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. For term faculty who wish to stand for promotion, in addition to a sustained record of classroom teaching excellence, the file is expected to show evidence of significant curricular and/or programmatic development and important contributions to the University's teaching mission. Such evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, and evidence of ongoing contribution to solving problems and addressing unit-defined needs, priorities, and initiatives.

Promotion to the rank of Teaching Professor designates that the faculty member's achievement merits recognition in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her instructional contributions to the discipline. At the Dean's discretion, a panel of term appointees in similar disciplines who have achieved promotion may contribute to the review at the department level.

5) Clinical-Track Faculty
Clinicians who select this clinical emphasis, non-tenure track must be heavily committed by choice to clinical service as well as teaching. Faculty in the clinical-track are not subject to the seven year probationary period of the tenure track; promotion to senior ranks is not a requirement for institutional commitment and career stability. Individuals in the clinical-track have voting rights in their respective departments and in the School and are eligible for appointment to any administrative office in the School, including Department Chair and Dean. Clinical-track faculty have all rights and privileges of academic freedom and responsibility.

Annual evaluation of clinical-track faculty will be based on assignments as described in the letter of appointment and in subsequent annual documents that identify departmental responsibilities in teaching, service and scholarship. The annual evaluation will focus on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative **expectations and** progress toward the next appropriate rank. While not all promotable faculty may attain promotion, annual evaluations should assist them toward that goal.

6) Librarian-Track Faculty
Annual evaluation of librarian-track faculty will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative **expectations and** progress toward the next appropriate rank. While not all promotable faculty may attain promotion, annual evaluations should assist them toward that

goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment. Librarian-track faculty hold appointments which are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Librarian-track appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Librarian-track faculty have all rights and privileges of academic freedom and responsibility.

7) <u>Full-Time Faculty</u> **Not Eligible for Tenure**
Evaluation of faculty who are not eligible for tenure may emphasize different criteria from those applied to other faculty. This classification includes **but is not limited to** full-time faculty with prefixes of "Research" or "Clinical." Annual evaluations will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. If the faculty member is promotable, their annual evaluation will generally emphasize quantitative and qualitative **expectations and** progress toward the next appropriate rank. While not all promotable faculty will attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment. Non-renewal of grants or other external funds may result in non-renewal of contracts, in spite of positive evaluations. **These** faculty **members** hold appointments which are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. **Such** appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.

8) <u>Part-Time Faculty</u>
Evaluation of continuing part-time (less than 1.00 FTE) faculty will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. Occasional or clinical part-time faculty should receive periodic reviews that are appropriate to their assignment.

C. <u>Descriptors for Annual Review</u>
The annual review of one's performance in each of the mission areas to which one is assigned **must** be assessed as <u>Excellent</u> [characterizing performance of high merit], <u>Good</u> [characterizing performance of merit], <u>Satisfactory</u> [characterizing performance sufficient to justify continuation but **when applied to an area in which significant contributions are required,** not sufficient to justify promotion or tenure], or <u>Unsatisfactory</u>. Based on these descriptors, a faculty member with a preponderance of "satisfactory" or "unsatisfactory" ratings, particularly in an area in which a significant contribution is required, would not qualify for promotion or tenure.

The assessments provided by annual reviews **are the primary basis for performance-based salary adjustments in years when such adjustments are available, and for the program of Salary Enhancement for Continued Academic Achievements available to faculty at the rank of professor or the equivalent. They** should be a basis for those periodic recommendations forwarded to the Provost or Chancellor for Health Sciences which relate to promotion, tenure, or negative action. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) beyond those reviews, by performance **and output** which **are** judged to meet **expectations identified in the appointment letter and subsequent documents, as well as** the more rigorous standard of "significant contributions" (see below).

X.　　　CRITERIA FOR PROMOTION OR TENURE

The University criteria for the awarding of promotion and the granting of tenure described below are general expectations; they should be elaborated by college or departmental criteria which take account of the distinctive character of the faculty member's discipline. Copies of departmental and/or college criteria shall be available to all participants in the review process.

The faculty of an outstanding university is a community of scholars whose **productivity** is manifest in a variety of ways. These manifestations are commonly grouped into teaching, research and service.

In order to be recommended for tenure a faculty member reporting to Morgantown normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings and **also significant contributions** in research. In order to be recommended for tenure an extension faculty member may be expected to demonstrate significant contributions in teaching in the classroom or other settings and in service. Division faculty reporting to a Campus Provost may have other expectations**, which will be described in the approved documents for the campus**.

In the teaching context, "significant contributions" are normally those **that** meet or exceed those of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in teaching at West Virginia University. In some cases, external reviews of teaching contributions may be appropriate. The term "significant contributions" in research means performance in research which meets or exceeds that of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in research at peer **or aspirational peer** research universities **and at West Virginia University**. Peer research universities are determined by the department, subject to approval by the Dean. **Candidates for tenure who are expected to make significant contributions in teaching and research are** expected to demonstrate **at least** reasonable contributions **in service**. **Some e**xtension candidates for tenure **and/or promotion** may be expected to demonstrate reasonable contributions in research. In the unit's guidelines, service activities that would be acceptable when one is expected to make contributions characterized as reasonable should be differentiated from those activities which are viewed as significant.

Successful teaching is an expectation for faculty at any campus who are assigned to teach. As a criterion for either tenure or promotion, significant contributions will have been made in teaching.

In order to be recommended for **discretionary** promotion, a tenured or tenure-track faculty member normally will be expected to demonstrate significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. In the third area of endeavor, the faculty member will be expected to make reasonable contributions. The areas of significant contribution in which each faculty member is expected to perform will be identified in the letter of appointment, or modified in a subsequent document.

In order to be considered for promotion, **faculty members who are not eligible for tenure but are eligible for promotion** normally will be expected to make significant contributions in the area(s) of their assignment as outlined in the letter of appointment or as modified in a subsequent document. For faculty who have a title with the prefix "Research," research will normally be the area in which significant contributions are expected. In general, a research faculty member seeking promotion will produce research of equal or better quality and of greater quantity than a tenure track faculty member for whom research is one of two areas in which significant contributions are expected. For faculty who have a title with the prefix "Clinical" (as differentiated from faculty in the "clinical-track"), service will normally be the area in which significant contributions are expected.

For faculty who have service as an area of significant contribution, service activities provided for the benefit of the citizens of the state will receive primary emphasis when reviewed for promotion purposes. While service to the university and professions are worthy of consideration in this context, normally a faculty member must have significant service activities, which can include the creation and direction of service-learning projects, directed to the citizens of West Virginia. Exceptions to this normal practice may occur when a faculty member provides extraordinary and extended service to the university, profession, or on a national or international level. Such exceptions should be identified in the letter of appointment or subsequent documents.

The decision **by the Provost or the Chancellor for Health Sciences** to accept a recommendation for or against retention or the awarding of tenure shall rest on both the current and projected program needs and circumstances of the department, college, and the university, and on the strengths and limitations of the faculty member as established in the annual evaluation process.

A full-time or part-time assignment to an administrative position or to a unit other than the one in which the faculty member holds or seeks tenure does not carry with it an automatic modification of criteria for promotion or tenure. A faculty member who accepts such an assignment, and who seeks promotion or tenure, should have a written agreement concerning both status and expectations within the department in which the locus of tenure resides. Such an agreement must be approved by the dean or Campus **President (or designee)** and by the Provost or Chancellor for Health Sciences. **An administrative assignment will be evaluated by the immediate supervisor rather than by the unit committee.**

XI. CHANGING AREAS OF SIGNIFICANT CONTRIBUTION

When a faculty member achieves tenure, the criteria requiring significant contributions in teaching and research, and reasonable contributions in service may be modified on an individual basis to require significant contributions in a different pair of these categories, with reasonable contributions required in the third. Such a modification should be initiated primarily to assist the department or the college in achieving its mission and goals, as it addresses the three areas of university concern. It is appropriate to establish a certain time period which must elapse after the approval of the request before the individual could be considered for promotion using the new expected areas of significant contribution. Such a modification must be agreed to by the faculty member, chairperson of the department, in consultation with the appropriate departmental committee, and the dean of the college, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Provost or the Chancellor for Health Sciences, as appropriate.

Typically a request for a change in areas of significant contributions will propose replacing research with service as such an area. A document for this purpose should be developed which identifies both the types and quantity of service expected in the new context and the ways in which the quality of that service will be measured. In most cases, service will be directed toward the needs of the citizens of West Virginia, and will go far beyond the kinds of service which are expected in order for one to achieve good university citizenship. "Reasonable contributions in research" must also be defined, in both qualitative and quantitative terms. If such a request is granted, external reviews of service will be expected.

XII. EXTERNAL EVALUATIONS

In years when a faculty member who has research or service as an area of significant contribution is being considered for tenure or for promotion, the evaluation file must contain evaluations of the quality of the faculty member's research or service from persons external to the University. The college or school shall have the option to determine if such external evaluations are required if the faculty member

is to make reasonable contributions in the areas of research or service. External evaluations are among the many factors to be considered when evaluating the faculty member.

The external reviews will be maintained in a separate section of the evaluation file in the office of the dean of the college. The various committees and individuals directly involved in the promotion and tenure review process shall be provided with this section of the evaluation file when they have need. The faculty member shall have the right to see the reviews after any identifying information has been removed. All copies shall be returned to the dean upon the completion of the review. Upon conclusion of the review process, the external evaluations shall be sealed and shall not be used in any subsequent personnel actions.

The names of persons who will be asked to provide external reviews must be selected with participation by the faculty member who is to be evaluated and from the persons in the department who conduct the evaluation. The suggested method for identifying external evaluators is for the departmental evaluation committee (either with or without participation by the chairperson) and the faculty member each to propose a list of names of appropriate evaluators, selected for their professional competence in the discipline. Each list should contain from four to six names. A paragraph describing each evaluator should be submitted indicating qualifications to serve in this capacity. Any personal or professional relationship the faculty member has or has had with the evaluator should be identified. The chairperson or dean should select a sufficient number of names from each list to result in evaluations from two or more persons on each list. A minimum of four external evaluations ordinarily is required.

Persons who have been closely associated with the person being evaluated, such as co-authors or doctoral research advisors or advisees, may be asked for evaluations but, as with all evaluators, should be requested to identify their professional or personal relationship to the candidate for promotion or tenure. The faculty member has the right to review the list of potential evaluators, to comment upon those who may not provide objective evaluation and to request deletions. The faculty member's written comments and requests should be forwarded to the chairperson or dean. In selecting evaluators, the chairperson or dean may consider the faculty member's comments and requests, but the faculty member does not have the right to veto any possible evaluator, nor is the final selection of evaluators to be achieved through obtaining the consent of the faculty member.

If external reviewers from non-university settings are used, there should be an explanation of their qualifications that focuses on their professional competence in the discipline that led to their selection rather than selection of a reviewer from a university setting. As a general principle, reviewers of research from non-university settings should be used only under very special circumstances, and should be a minority rather than a majority among the reviewers selected. External reviewers of research from universities should be at or above the rank to which promotion is sought. For external reviews of service, individuals in non-university settings may be more appropriate as referees.

The chair, using letters approved by the dean, should request the external evaluations, stressing that the standard used as a basis for review should be the quality of the work and the impact or potential impact on the field. A copy of the letter used to request external evaluations should be included in the faculty member's file with identifying information removed. The external evaluator may also assess whether the quality of the work of the faculty member being reviewed is comparable to or better than that of persons recently promoted in the evaluator's university. For non-tenurable faculty, the standard should be based on one's success in meeting or exceeding the expectations identified in the letter of appointment. The assessment of whether the quantity of scholarly work is sufficient for promotion or tenure is a judgment best left to the local department, college, and the university. The evaluations should be forwarded to the dean by the external evaluators.

If four evaluations are not received by the time the file is closed, the deadline for including such evaluations in the file may be extended through the written consent of the faculty member, chairperson, and dean.

XIII. EVALUATION PROCESS

Evaluations of the **achievements** of faculty **normally will** be carried out at three levels of university organization: department or division, college or school, and Provost or Chancellor of Health Sciences. **Typically**, a judgment is made at each of these levels both **by the** faculty committee and by the administrative officer of the unit. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, annual evaluation, promotion, salary, leave of absence, etc.) to members of their immediate family or household **or other qualified adults, and should not participate in any other promotion and tenure decisions in a year in which a case so described is under consideration.**

Each level of review will consider the material in the candidate's evaluation file, which, when combined with reviews from previous years, will form the basis for the evaluation statements and recommendations. All recommendations for tenure-track faculty in their critical year will be forwarded through the complete review process. Recommendations for non-retention or a terminal appointment **of a tenured or tenure-track faculty member** automatically receive review at all levels**, including that of the Provost or the Chancellor for Health Sciences**. **Participants at each level of review will exercise professional judgment regarding their assessment of the record in the evaluation file in arriving at a recommendation or a decision.**

A.   Department /Division Level in Colleges and Schools

1) **Evaluation committees at the department level are engaged in two specific activities: annual reviews, typically with a recommendation for continuation, and reviews for purposes of promotion, tenure, or non-continuation.** Each department shall have a faculty evaluation committee, normally consisting of a minimum of five members**, a majority of whom must hold tenure and, ideally, must be fully promoted. Exceptions must be approved by the Provost or the Chancellor for Health Sciences. Preferably, membership should reflect the diversity of the unit.** In the case of smaller colleges, the college-wide committee may substitute for departmental committees. The method of selection of members is left to the discretion of the program unit, but the chairperson of the department shall not be a member of the committee. **If needed, a** department may supplement committee membership with faculty members from **a related** discipline. A person who is under consideration for promotion and/or tenure **is not eligible to** serve on **any** committee reviewing his/her evaluation file. At the Health Sciences Center, clinical-track faculty who are at or above the rank of Associate Professor may vote on tenure recommendations at the department level. The departmental committee will **review and evaluate materials in the faculty member's evaluation file. Based on this evidence, the committee will** prepare a written evaluation for each faculty member, together with an unequivocal recommendation for or against retention, the award of tenure, and/or promotion**, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion**. The written evaluation must be signed by all members of the committee, dated, and forwarded to the department chairperson. The total number of positive and negative votes **or abstentions** must be recorded. **If desired, c**ommittee members may include minority statements**, which should be included** in the **body of the evaluation, without separate signatures.**

2) The **department** chairperson will review **the evaluation file as well as** the committee's evaluation **statement** and recommendation regarding each faculty member, and **will** make an assessment,

in writing, with unequivocal recommendations for each faculty member**, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion.** In a recommendation for tenure, the chairperson shall take into account the long-range staffing pattern of the department. The faculty member shall be informed in writing by the chairperson of the **evaluative comments** and recommendations of both the department committee and the chairperson. Copies of all written statements shall be placed in the faculty member's evaluation file.

3) If the faculty member receives a positive recommendation for promotion or tenure from either the department committee or chairperson, the file is submitted for review at the college level. If both such recommendations are negative, the file is submitted to the Dean for information**, except in the critical year, when the file is reviewed by the college committee and the Dean.**

4) **When a recommendation for tenure, promotion, or termination of appointment has been made, the** faculty member may include a rebuttal to the departmental evaluations for review at the **college** level. The rebuttal must be forwarded to the Dean within five (5) working days of receipt of the evaluations.

5) A faculty member may petition the Dean for a review of negative departmental recommendations **for promotion** (i.e., when both the department committee and the department chairperson render negative recommendations). The petition should reach the Dean within five (5) working days following receipt of notification of the negative recommendations. The dean shall forward the petition to the college evaluation committee as a matter of course for its recommendation. **Negative department reviews of tenure cases are automatically reviewed by the college committee and the Dean.**

6) **Responses to annual reviews may be submitted at any time, and will be added to the faculty member's evaluation file. Errors of fact should normally be corrected by the chairperson with an additional memo to the file. If evaluations or the assignment of descriptors are perceived by the faculty member to be arbitrary, capricious, or in violation of a rule, then a formal grievance might be appropriate. In such cases, the faculty member should work informally with the chairperson or should ask the Dean to review the evaluations or descriptors while simultaneously filing a grievance. Should the informal discussions not provide resolution, the fifteen working day window for filing a grievance will be met. After considering the faculty member's request, the Dean may direct the chairperson or committee to reconsider their action, based on a written justification that would be placed in the faculty evaluation file. Any subsequent adjustments would be documented in an additional memo to the file.**

B. College/School Level and **Integrated** Divisions Reporting to Campus **Presidents** [details may differ in such Divisions]

1) Each college shall have a college faculty evaluation committee. In colleges and schools without departments, the committee functions like a departmental committee. A person who is under consideration for promotion and/or the award of tenure should not serve on the college committee reviewing his/her personnel file. **Membership should be restricted to tenured faculty; exceptions must be approved by the Provost or Chancellor of Health Sciences.** The method of selection of members is at the discretion of the dean of the college. No faculty member should serve on both a departmental and college committee and no chairperson should serve on a college committee.

2) The college faculty committee will review departmental evaluations **of the candidates, as well as their evaluation files, as** forwarded by the dean. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable**, indicating, when appropriate, the faculty member's progress**

toward and expectations for tenure and/or the next promotion. Normally the committee will review cases in which promotion, tenure or termination are recommended at the department level, although, at the Dean's discretion, annual reviews may also be considered. The written evaluation must be signed by all members of the committee, dated, and forwarded to the dean. The total number of positive and negative votes must be recorded. Committee members may include a minority statement in the **body of the evaluation, without separate signatures**.

3) The dean **(Campus President/designee)** will review evaluations and recommendations from the department and the college faculty committee, and make an assessment, in writing, with unequivocal recommendations for each faculty member**, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion.** The faculty member shall be informed, in writing, by the dean **(Campus President/designee)** of the evaluations and recommendations of both the college committee and the dean. Copies of all written statements **shall be forwarded to the faculty member and also** placed in the faculty member's evaluation file.

4) If either the college faculty committee or the dean supports a positive recommendation for **promotion and/or tenure,** the faculty evaluation file, including both department and college recommendations together with external evaluations, is forwarded to the Provost or the Chancellor for Health Sciences. **If a request for discretionary promotion receives negative recommendations by both the college committee and the Dean, the faculty evaluation file normally would not be forwarded to the next level.**

5) A faculty member may include a rebuttal to the college-level recommendations for review at the next level. A rebuttal must be forwarded to the Provost or Chancellor for Health Sciences within five (5) working days of receipt of the recommendations.

6) A faculty member may petition the Provost or the Chancellor for Health Sciences for a review of negative recommendations **for discretionary promotion** from the college level (i.e., when both the college committee and the Dean **(Campus President/designee)** render negative decisions). The petition should reach the Provost or Chancellor within five (5) working days of receipt of notification by the Dean **(Campus President/designee)** of negative recommendations at the college/school level.

7) Deans **(Campus Presidents/designees)** have the responsibility for determining whether all committee evaluations have been conducted fairly within the college and for assuring that comparable norms are **appropriately** applied in like units.

8) Recommendations by the Dean **(Campus President/designee)** for tenure must be accompanied by a statement indicating how the proposed **awarding of tenure** of a probationary faculty member will affect the long-range staffing pattern of the department and/or college, taking into account expected attrition, accreditation, budgetary limitations, and the need for flexibility.

C.   University Promotion and Tenure Advisory Panel

1) The Provost and the Chancellor for Health Sciences will each consult with the University Promotion and Tenure Advisory Panel, consisting of at least five faculty members selected by the University Faculty Senate Executive Committee. No person who has reviewed faculty at the department or college level during the current cycle, or who is being considered for promotion or tenure may serve on the University Promotion and Tenure Advisory Panel.

2) The recommendations and faculty appeals will be reviewed by the Advisory Panel. Primary attention will be given to four questions:

(a) Has each recommendation been supported by objective evidence in the evaluation file to ensure that no faculty member is being treated capriciously or arbitrarily?

(b) Have the review procedures at all levels been followed?

(c) Is each recommendation consistent with university and unit policies and objectives?

(d) Are the recommendations consistent with the department, college, division, and university criteria for promotion and tenure?

3) The Advisory Panel **will advise the Provost or Chancellor for Health Sciences regarding the cases considered, and** will prepare written statements addressing these issues. The statement must be signed by all members of the panel, dated, and added to the faculty member's file. Panel members may include minority statements with the general statement.

D.   Provost and Chancellor Level

1) For the purposes described in these guidelines, the decision-making authority of the President has been delegated to the Provost or the Chancellor for Health Sciences, as appropriate.

2) Decisions on promotion and tenure recommendations will be made by the Provost or the Chancellor for Health Sciences, as appropriate, after review of the recommendations by departments, colleges, and their administrators **and the findings of the Advisory Panel**.

3) The President or designee will report the decisions to the Board of Governors. Such report will indicate the number of decisions as well as the individuals receiving positive action, and will verify that the appropriate standards and guidelines have been met.

4) The faculty member and the appropriate Dean will be notified in writing of the decision rendered.
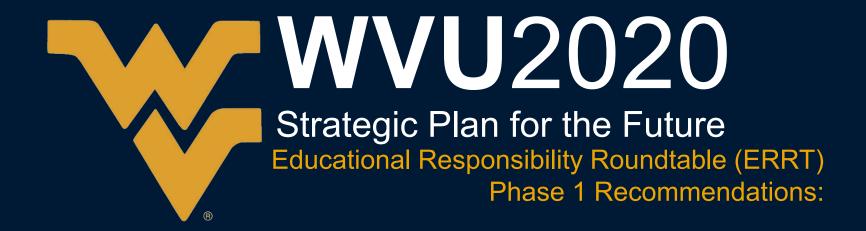
E.   Negative Decisions

1) Tenure Denied; Nonretention or Termination During Tenure-Track Period

A faculty member may request from the President or designee, within ten (10) working days of receipt of the notice from the President's designee of nonretention or termination during the tenure-track period, the reasons for the decision (Section 10.10 of West Virginia University Board of Governors Policy 2). Within fifteen (15) working days of the receipt of the reasons, the faculty member may appeal the decision by filing a grievance with the President's designee by using W.Va. Code §6C-2-1 et seq., in accordance with Section 15 of Board of Governors Policy 2.

2) Promotion Denied; Other Personnel Decisions

A faculty member desiring to appeal a decision on promotion or other personnel decisions not included above may appeal by using W.Va. Code §6C-2, as described in Board of Governors Policy 2. The appeal should reach the office of the President's designee within fifteen (15) working days after receipt of the written decision.

WVU Board of Governors Policy 2 and W.Va. Code §6C-2 are available in the offices of the dean and department/division chairperson, and may be obtained from the offices of the Provost, the Chancellor for Health Sciences, the Campus Provosts, and the Wise, Evansdale, and Health Sciences Center Libraries. They are accessible on-line at http://bog.wvu.edu/r/download/7515, and http://pegboard.state.wv.us/. Faculty may wish to check with the Division of Human Resources (Morgantown) to assure that they have access to the most recent copy of the procedures.

WVU2020

Strategic Plan for the Future

Educational Responsibility Roundtable (ERRT)
Phase 1 Recommendations:

Proposal for Curricular Flexibility and Learning Outcomes

Presentation to WVU faculty Senate • April 14, 2014
Lisa Di Bartolomeo, Faculty Senate Chair
Nigel N. Clark, Academic Strategic Planning

WVU2020
Strategic Plan for the Future

Motivation

Strategic Plan Objectives

"Engage undergraduate, graduate, and professional students in a challenging academic environment."

"Transform the curriculum and encourage innovation in teaching to provide students with the skills that they need to succeed in a rapidly changing society."

Educational Responsibility Round Table Charge

- Scour the literature
- Determine the future educational role of the institution
- Identify cultural and structural changes needed to proceed
- Identify resources needed to proceed
- Propose a five-year path to success

ERRT Endorsement

Association of American Colleges & Universities LEAP Initiative "Essential Learning Outcomes"

- Knowledge of human cultures and the physical and natural world

- Intellectual and practical skills

- Personal and social responsibility

- Integrative and applied learning

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Strategic Plan for the Future

Guiding Principles

Education and curriculum must be…

- broad and oriented toward life-long success
- supportive of recruiting
- welcoming to transfer students
- assessed for improvement
- reported for accreditation

WVU2020
Strategic Plan for the Future

Guiding Principles

Proposed structural changes must…

- avoid precipitous change in delivery and resources
- support retention and graduation
- increase opportunities for flexible programs, majors, minors, and certificates

Clark & DiBartolomeo charged with developing model

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Strategic Plan for the Future

ERRT Recommendations

- General Education (GE) modification to promote curricular flexibility
  - Reduced formal hours in seven areas
  - Additional flexible hours
- College curricula replace "W" requirement
  - Best communication skills for discipline / major
- Assessment mechanism to measure student learning outcomes

ERRT will address (i) linkage between disciplines, (ii) course depth and (ii) learning environments in Phase 2
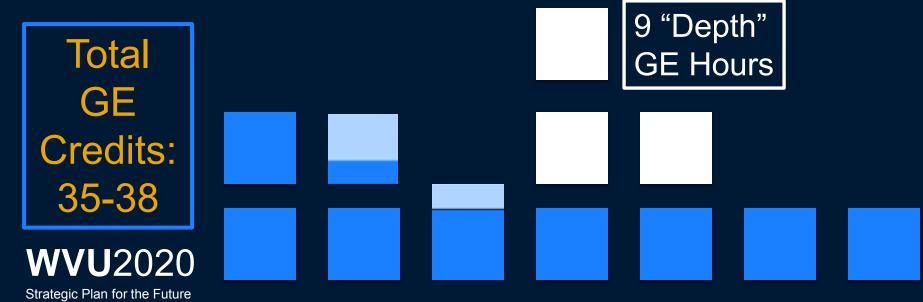
WVU2020

Strategic Plan for the Future
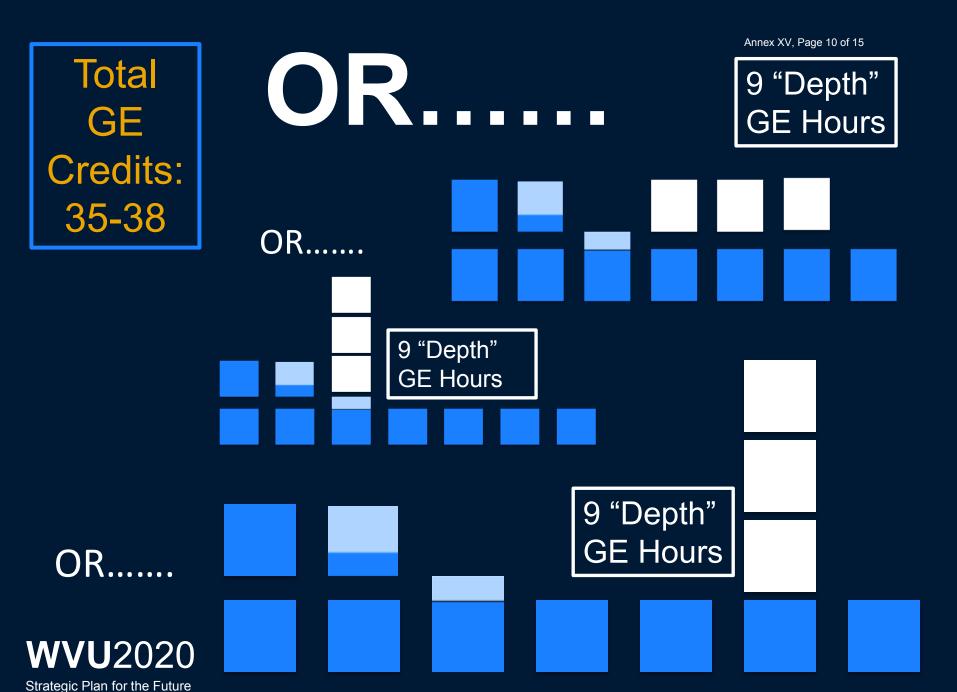
GE Example

- Depth may be built in one, two or three requirements
  - One example is shown
- Present Depth course list includes all GE courses
  - Depth course list will evolve – faculty driven
  - Depth can be multidisciplinary
  - Depth list provides transitional resource & workload stability

Total GE Credits: 35-38

9 "Depth" GE Hours

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Strategic Plan for the Future

OR......

Total GE Credits: 35-38

9 "Depth" GE Hours

OR.......

9 "Depth" GE Hours

9 "Depth" GE Hours

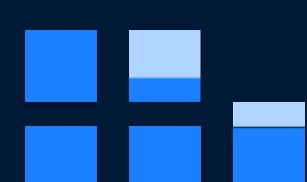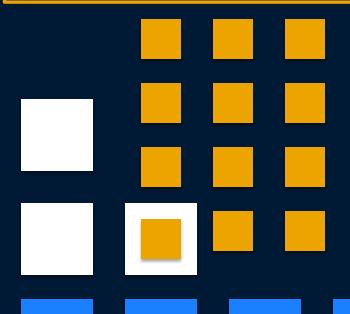OR.......

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Strategic Plan for the Future

Major Example

Overlap is not addressed in old or new GE requirements

36-44 Major Hours
(Some degrees = more prescribed hours)

Total Major and GE Credits: 71-82

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Strategic Plan for the Future

Degree Example

38-57 Flexible Hours

Total Credits: 120-128

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Strategic Plan for the Future

Assessment Structure

Written computer assessment for First-year students

Written computer assessment for Capstone students

May influence future "Depth" offerings

- Establish "Assessment Week"
- Analyze statistical number of responses
- Retain other responses for further research
- Measure gains in student competency in alignment with LEAP outcomes
- Utilize findings for future curricular advancements

WVU2020

Strategic Plan for the Future

Future Activities

Phase 1 Process

- Complete presentations to faculty & administrative communities – gather feedback
- Present to April Faculty Senate
- Propose changes to May Faculty Senate
- Provide support for implementation

Phase 2 Needs

- Encourage faculty to address LEAP outcomes
- Promote multidisciplinary courses
- Address communication skills
- Develop assessment analysis details / address improvement through feedback
- Propose mid-term changes to Depth

QUESTIONS?

2014 Faculty Senate Election Results
Senate Term Ends June 30, 2017
(Unless Otherwise Noted)

Davis College of Agriculture, Natural Resources and Design
Deborah Boone
Janet Tou

Eberly College of Arts and Sciences
Ryan Claycomb
Jessica Deshler
Lisa DiBartolomeo
David Hauser
Brent McCusker
Lisa Weihman

College of Business and Economics
Richard Brooks (June 30, 2015)
Jody Crosno
Virginia Kleist

College of Creative Arts
Michael Ibrahim

School of Dentistry
Ashlee Sowards

Statler College of Engineering and Mineral Resources
Ramana Reddy
Richard Turton

University Extension
Rebecca Fint-Clark
Emily Murphy
Denis Scott

College of Education and Human Services
Dennis Ruscello

College of Physical Activity & Sport Sciences
Damien Clement

College of Law
No election held

University Librarians
Stacy Etheredge

School of Medicine
Ahmed Attaallah
Robert Brock
Scott Davis
Matthew Dietz
David Donley
Marianne Downes
Mitch Finkel
Beverly Kirby
Bingyun Li (June 30, 2016)
Marybeth Mandich
Pamela Murray
Ralph Utzman
Scott Weed

School of Nursing
Rebecca Kromar
Aletha Rowlands

School of Pharmacy
Marie Abate

Potomac State
Jennifer Merrifield

WVU-Tech
Asadollah Davari

Reed School of Journalism
Alison Bass

School of Public Health
No election held

"WRITING WINNING GRANT PROPOSALS"

June 12, 2014
8:00AM – 5:00PM
Okey Patteson Auditorium, HSC
Lunch will be provided

Presented by: *John D. Robertson, PhD -* Grant Writers' Seminars & Workshops LLC

Sponsored by:
WVU Research Office and College Research Offices

This widely acclaimed seminar comprehensively addresses both practical and conceptual aspects that are important to the proposal-writing process. Emphasis is given to such things as idea development, identification of the most appropriate granting agency (NIH, NSF, USDA), how to write for reviewers, and tips and strategies that are of proven value in presenting an applicant's case to reviewers. Regardless of the agency, participants are taught to write with a linear progression of logic, which leads reviewers through their applications. Strategies designed to merit a fundable priority score are emphasized.

Phase 1 - Write Winning Grants Topics:

How to develop a fundable idea for a grant application ¨ Sources of grant support and funding mechanisms for your idea ¨ The fundamentals of a good proposal ¨ The writing review process, how to write for reviewers ¨ The narrative/plan of work section ¨ Background and significance other topics are included

Phase 2

For those who have completed the entire "Write Winning Grants" seminar and wish to continue, your name will be submitted to your College's Dean for this specialized program. Based upon critiques of a submitted pre-proposal, up to 30 individuals will be selected to participate in this workshop. Some of the various activities (e.g. mock review panel) are group based; however, ample one-on-one time is included to ensure that the specific needs of each participant are addressed. The program has three objectives for each participant:

¨ To write and submit the best application of which s/he is capable
¨ To better understand the dynamics and psychology of the review process
¨ To develop an appreciation that constructive criticism from colleagues can make the difference between an application's success and failure

The workshop extends from June 12, 2014 until February 1, 2015. One on-site meeting (Sept. 23-24) will be held with all workshop participants shortly after they are selected. Off-site interactions with consultants are conducted by telephone, fax, and e-mail. Both new and revised applications can be prepared. Assistance in responding to prior review is provided to those who are writing revisions.

A workbook of your choice is included with each registration. Grant Writers' Seminars & Workshops LLC *workbooks* are your guide to a competitive application. Each workbook offers a practical, step-by-step approach to grant writing. Each version begins with refinement of the idea and then systematically progresses through tips and strategies for each section of the proposal, concluding with pre-submission review and writing of the accompanying cover letter.

A description of each Workbook is attached.
Please indicate on the registration form which Workbook you plan to order.

Registration includes the workshop presentation handout, your workbook, morning refreshments, and lunch.
This seminar is provided at no cost to faculty. If you cancel your registration after May 29th or fail to attend the seminar your college will charge your department for the cost of the materials.

To register, please visit https://adobeformscentral.com/?f=Bz5XCz47OkRIs7CarSnSsw

Or fill out the attached form, submit, or print and send to
Deanna.Whorton@mail.wvu.edu
304-293-5913

Workbook Descriptions

Please select **ONE** of the following versions on your registration form that follows this page. You will receive your workbook at the seminar.

National Institutes of Health Version (& other public health agencies) Workbook (NIH)

The PHS SF424 application format and electronic submission through Grants.gov are required for NIH grant applications. This Workbook includes step-by-step information on writing in the format that NIH has required since January, 2010. Principles and fundamentals of good proposal writing are emphasized in this Workbook, together with tips and strategies that kept the authors continuously funded by NIH throughout their research careers. The Workbook is interactive in the sense that examples are provided after which the reader is asked to make a comparable response in his/her area of research interest. As such responses are made the first draft of the application evolves. It has been updated to include the Forms C changes, which have been considerable. Many new URLs have been included, either as updates of no longer functional ones or ones that weren't included in the previous iteration of the *Workbook*. All new screen shots of forms and websites have been included. Finally, changes in approach to avoid compliance problems and to make points more effectively have been introduced. All of these things have made the new Forms C version much more user friendly, compared to the old version.

National Science Foundation – FastLane Version Workbook

Those participants interested in submitting to NSF. Principles and fundamentals of good proposal writing are emphasized in this *Workbook*, together with tips and strategies that kept the authors continuously funded throughout their research careers. The *Workbook* is interactive in the sense that examples are provided after which the reader is asked to make a comparable response in his/her area of research interest. As such responses are made the first draft of the application evolves.

Successful Proposals to Any Agency Workbook

The grant applications of most agencies contain basically the same sections – only the specific names for the sections and the order in which they appear in the application are different. In addition, the principles and fundamentals of good proposal writing are the same for all agencies. Given these two facts, we have written a 'generic' workbook that can be used to write a proposal to any granting agency. It walks the applicant through the preparation of each section and is meant to be complemented by the specific instructions of the agency that is being targeted.

United States Department of Agriculture Workbook (USDA)

This updated Workbook takes into account the recent changes at USDA. Principles and fundamentals of good proposal writing are emphasized, together with specific tips on Integrated Projects, use of the SF424 application format, and electronic submission through Grants.gov. The Workbook provides a clear, useful outline for creating the first draft of the proposal

"WRITE WINNING GRANT PROPOSALS"

Registration Deadline: May 16, 2014

LAST NAME

FIRST NAME

TITLE

COLLEGE AT WVU

DEPARTMENT

EMAIL ADDRESS

PO BOX

PHONE NUMBER)

City

State   ZIP Code

Are you planning to   Yes   No
submit a proposal?

If yes, to what agency?

Please briefly describe
your research focus.

Workbook Choice   NSF
                         NIH
                         Proposals to any agency
                         USDA

WEST VIRGINIA UNIVERSITY RESEARCH CORPORATION

PROGRAM TO STIMULATE COMPETITIVE RESEARCH (PSCoR)

FALL 2014

REQUEST FOR PROPOSALS

RESEARCH OFFICE SUBMISSION DEADLINE:

5:00 PM, FRIDAY, MAY 16 2014

COLLEGE DEADLINE MAY VARY:
CONTACT YOUR DEAN OR ASSOCIATE DEAN FOR RESEARCH

Issued on APRIL 4, 2014

PROGRAM TO STIMULATE COMPETITIVE RESEARCH (PSCoR)

This memorandum is a solicitation for proposals from West Virginia University faculty for grants through the Program to Stimulate Competitive Research (PSCoR) to be awarded in Fall 2014 with a 12-month performance period. The purpose of PSCoR is to provide funding for activities that will lead to external funding for research. <u>PLEASE NOTE THAT THIS RFP IS SEEKING APPLICATIONS FROM FACULTY WHO PLAN TO RE-SUBMIT A PROPOSAL THAT WAS NOT FUNDED BY A FEDERAL AGENCY</u>.

Proposals will be reviewed by WVU faculty and Research Office staff on the basis of merit and significance of the proposed work; potential for the WVURC investment to lead to increased extramural funding; and the dean's priority. Funding through the PSCoR will be available to successful applicants July 1, 2014.

Guidelines for proposal preparation:
- Proposals are limited to three pages (content, your response(s) to funding agency reviewers' comments, and an abbreviated budget[1]); excluding a page for references, Cover Page, Application Approval Sheet, and a 2-page NSF/NIH format bio-sketch. The 2-page limit for the bio-sketch is firm.
- Copies of the panel summary and external reviewers' comments must be submitted in <u>entirety</u> along with the proposal.
- For <u>NIH</u> submissions <u>only A0 submissions</u> will be accepted.
- The attached forms are to be included with the proposal. The RFP and the forms can also be obtained at www.wvu.edu/~research or from the Research Office.
- Each proposal must be forwarded through the Dean/Director of the Principal Investigator (PI).
- Sufficient descriptive information, justification and budgetary information is required to ensure an informed evaluation of the proposal. To approve as many meritorious proposals as possible, conservative budgets will improve competitiveness.
- Include an explanation of how the funds provided by the WVURC will lead to increased extramural funding for research at WVU. Be specific.

In addition to recommendations by deans and reviewers, other criteria that will be used by this office to evaluate PSCoR proposal for funding include:
- Only those faculty members who are planning to re-submit a proposal to a federal agency should respond to this solicitation. Faculty should demonstrate how they are responding to a panel summary of their previously submitted proposal. Resubmission of the proposal to the agency must occur during the one year period of the funded PSCoR award.
- Total funding available in this funding cycle is $125,000. It is anticipated that 4 to 5 awards will be made.
- Conservative budgets will improve competitiveness, but are negotiable. Funding requests should not exceed $25,000. Please include fringe benefits on all salaries. Do not include any F&A costs.
- Equipment is not an allowable expense unless it is supported by cost share from the department or college.
- Faculty receiving awards must commit to submitting proposals to external funding agencies, and demonstrate they are publishing their research in a timely manner (documentation will be required at the time a proposal is considered for an award).
- PI's demonstrated success in submission of proposals (based upon previous WVU RC funded studies), and winning awards from external funding agencies.

Questions concerning the submission of proposals should be directed to Deanna.Whorton@mail.wvu.edu at 304-293-5913.

Deans of WVU colleges, schools and Directors are requested to sign, rank and forward proposals electronically to Deanna Whorton at Deanna.Whorton@mail.wvu.edu by 5:00 p.m. on Friday, May 16, 2014.

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[1] Example of an abbreviated budget:
$XX for faculty salary and fringe; $XY for technical salary and fringe; $YY for student salary and fringe; $ZZ for supplies and consumables. Total: $XYZ

WVU Program to Stimulate Competitive Research
PSCoR
Application Approval Sheet

PSCoR No.:
Spring / Fall
FY:
Date Rec'd:

1. Principal Investigator/Project Director Name (First, Middle, Last)		Degree (s)	Academic Rank/Administrative Title	% Effort

2. College and Department	PO Box	Phone		Fax	Email	

3. Co-Investigator and Academic Rank or Admin. Title	Co-investigator's College/Department	%Effort

4. Project Title (absolute limit of 240 characters)

6. Does the project involve human subjects? ☐ Yes ☐ No

7. Does the project involve biohazards? ☐ Yes ☐ No
IBC #:

8. Does the project involve animals? ☐ Yes ☐ No
ACUC #:

9. Does the project involve radiation or radioactive materials? ☐ Yes ☐ No

10. **Project Period**	Start Date:	End Date:

	PSCoR Costs		Cost-share (College/Dept./Other)	
11. Current Year:	Total Costs		Dept./College	Other
	$		$	$

12. Do you or any other key personnel on this project have any financial interests in or managerial responsibilities with the proposed project that could create a conflict of interest? ☐ Yes ☐ No   If yes, provide information as required by the WVU Conflict of Interest policy: http://www.wvu.edu/~osp/coi_drp1.htm

13. Has the topic of export control come up in any form in connection with this proposal? ☐ Yes ☐ No
Will your project involve any communication with U.S. embargoed countries or their citizens? ☐ Yes ☐ No
Will your project require the shipment of equipment outside the U.S.? ☐ Yes ☐ No
Export Control Policy: http://www.wvu.edu/~osp/export-control-memo.htm

14. Does the project involve one or more subcontracts? ☐ Yes ☐ No

15. Does the project require space or utility alterations or additions? ☐ Yes ☐ No

16. **Nine (9) digit Departmental Activity (DA) No.** (Please consult with your business office):

17. **Organization Description** (Please consult with your business office):

Certification
- The undersigned investigator(s), chair(s) and dean(s) acknowledge approval of this proposal and its use of university personnel, facilities and students.
- The undersigned have read, understand and will abide by all applicable university guidelines. This includes, but is not limited to, fraud and misconduct, procurement, debarment and suspension, federal loan defaults and drug-free workplace policies. The investigators certify that they are not debarred from receiving federal funds nor delinquent on any federal debt. Further, the PI(s) certifies that the information submitted within the application is true, complete and accurate to the best of the PI's knowledge; (2) that any false, fictitious or fraudulent statements or claims may subject the PI(s) to criminal, civil or administrative penalties; and (3) that the PI(s) agree to accept responsibility for the scientific conduct of the project and to provide the required progress reports if a grant is awarded as a result of the application.
- Except as described herein, this application does not obligate the university for additional facilities, utilities, equipment installation, remodeling, extra operating funds, nor for the establishment of new organizations, courses, curriculum, or faculty positions, and that any such commitments contained in this project have been approved in advance as represented by the signatures below.

Approval Signatures

18. Investigator/Co-Investigator(s)	Department/Division Chair	Dean/Director (required)
Signature/Date	Signature/Date	Signature/Date
Typed name:	Typed name:	Typed name:
Signature/Date	Signature/Date	Signature/Date
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Signature/Date	Signature/Date	Signature/Date
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WVU RESEARCH CORPORATION
PROGRAM TO STIMULATE COMPETITIVE RESEARCH (PSCoR)
COVER PAGE FOR PROPOSAL SUBMISSION – SPRING 2014
SUBMISSION DEADLINE: FRIDAY, MAY 15, 2014

PRINCIPAL INVESTIGATOR: _____

PROPOSAL TITLE: _____
_____
_____

COLLEGE/SCHOOL: _____
DEAN'S PRIORITY: _____

CHECK EACH CATEGORY THAT APPLIES TO THIS PROPOSAL:

Request for required matching funds for external proposal………………………… _____

Other opportunity to leverage outside funding……………………………………. _____

New research initiative………………………………………………….................. _____

To support re-submission of a proposal declined by a federal funding agency… _____

INSERT BUDGET INFORMATION:

Research corporation funds requested………………………………… _____

External matching funds being sought………………………………. _____

College/school matching funds available……………………………. _____

Other matching funds available……………………………………. _____

Total project funding…………………… …………………………….. _____

CONSIDER AND RESPOND TO THE FOLLOWING BY LETTER DESIGNATION:

1) This proposal is a _____ research objective of the college.
   a. Critical
   b. Significant
   c. Preferred
   d. Typical

2) This proposal _____.
   a. has an interdisciplinary (inter-collegiate) impact to the University
   b. affects several departments within the college
   c. impacts only the immediate Investigator(s) research agenda

3) The infrastructure for support of efforts outlined in this proposal is _____.
   a. pre-existing
   b. developing
   c. not established

DEAN'S SIGNATURE _____

Interpretative Guide for the Revised SEI

1. **Organize SEI items by five aspects of effective teaching.**

   The five aspects of effective teaching used here are: instructor organization and clarity, instructor ability to engage students intellectually, instructor interaction with students, course content and course evaluation, and overall course rating. These items are common to all SEI forms across all disciplines. These item groupings are based on research conducted at Stanford's Center for Teaching and Learning.

2. **Include a course-specific grouping relating to learning outcomes.**

   The instructor is responsible for assessing student learning outcomes as specified in his or her syllabus. The instructor should include the most relevant items (or item groups) in this category from the syllabus list of student learning outcomes. These items measure whether or not the learning outcomes were actually realized, at least from the students' perspective. Departments can decide if this is a required feature of the SEI. These learning-outcome items are perhaps the most informative component of the SEI.

3. **Provide comment fields for each of the five aspects of effective teaching and for the learning outcomes.**

   Students will be able to provide their comments for each specific teaching aspect and for the learning outcomes. This will allow the instructor to organize comments in a table, e.g., relating overall quality of the course (1–2, 3, 4–5) to the five teaching aspects and learning outcomes. In this case a table of comments with 3 rows and 6 columns will be available for inspection. The comments can also be grouped by other factors, e.g., a class composition item as the row factor.

4. **Provide meaningful summary measures and plots among and within teaching aspects and learning outcomes.**

   A bar chart of the overall means for the five aspects of teaching and overall learning outcomes will visualize the instructor's strengths and weaknesses. Similar bar charts of the individual item means within each teaching aspect and each learning outcome will allow component comparisons. Frequencies (and relative frequencies) will be provided for all items in the SEI, including the discipline-specific, course-specific, learning outcome, and class-composition items. This will provide information relating to the spread of the responses and insight into the efficacy of the means (from the plots) as measures of center.

   The instructor should be able to download the raw data in CSV format for further statistical analyses. The downloaded data should have students as rows and items as columns.

5. **Provide up to three discipline-specific items.**

   These items are developed by a department/unit to represent teaching-specific aspects of their discipline. Input to these items should be provided by the faculty evaluation committee, the undergraduate curriculum committee, the graduate curriculum committee, and the chair, as appropriate. These items can be specialized to course type, e.g., service courses, pre-major courses, major courses, graduate courses, or more generally departmental course groupings linkable in the undergraduate and graduate course catalogs and DegreeWorks. For example, the Mathematics Department should be able to target service-level algebra courses as well as various other course categories. The ability to specialize these discipline-based items to course type will be phased in as the programming for this capability is completed.

6. **Provide up to three course-specific items (optional).**

   These items are specified by the instructor to provide feedback for special courses, if applicable, and to assess course-specific student learning outcomes. Examples of special courses are: courses with a lab, clinical courses, seminars, team-taught courses, distance-learning courses, etc.

7. **Use focused class-composition items.**

   This grouping allows instructors to relate teaching aspect items to class-composition items, e.g, expected grade, out-of-class hours, etc. The downloaded raw data will allow multivariate models to be developed by the instructor to assess the relationships in depth.

8. **Control the comparative use of the SEI summaries.**

   Instructors will be able to compare their teaching-aspect means (collectively or individually) to the means of predefined course groupings, e.g., all college/school courses, all courses with the same prefix, etc. This will provide instructors with private comparative information.

   Evaluative course comparisons will be conducted in a way similar to the selection of external reviewers for evaluating research during promotion and/or tenure decisions. The departmental faculty evaluation committee and the chair will work with the instructor to determine fair course comparisons based on agreed to criteria. The level of comparison can be based on small CRN groupings or groupings can be more expansive. Generally, detailed comparisons will only be done during promotion and tenure decision years, but these comparisons can be done more often as mutually agreed to by the instructor and the department.

9. **Use research to evolve the SEI instrument.**

   The SEI Committee report recommends the establishment of a WVU Center for Teaching and Learning (CTL). The CLT will be responsible for the evolution of the SEI instrument. For example, multivariate statistical methods could be used to evolve items and item groupings. For reference, a revised SEI instrument incorporating the above recommendations is included as part of this Appendix.

WEST VIRGINIA UNIVERSITY
STUDENT EVALUATION OF INSTRUCTION

Instructor Organization and Clarity	P	F	G	Vg	E	N/A
1. Set out and met clear objectives for the course.	○	○	○	○	○	○
2. Displayed thorough knowledge of the course material.	○	○	○	○	○	○
3. Explained concepts and material clearly and at an appropriate pace.	○	○	○	○	○	○
4. Organized course topics in a coherent fashion and appropriately emphasized topic importance.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to organization and clarity.

Instructor Ability to Engage Students Intellectually	P	F	G	Vg	E	N/A
1. Emphasized conceptual understanding and critical thinking.	○	○	○	○	○	○
2. Related course topics to one another.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to his or her ability to engage students intellectually.

Instructor Interaction with Students	P	F	G	Vg	E	N/A
1. Demonstrated concern about whether students were learning.	○	○	○	○	○	○
2. Inspired and motivated student interest in the course content.	○	○	○	○	○	○
3. Was available for consultation outside of class.	○	○	○	○	○	○

Comment on the instructor's strengths and weaknesses relating to his or her interaction with students.

Course Content and Course Evaluation	P	F	G	Vg	E	N/A
1. Selected course content that was worth learning.	○	○	○	○	○	○
2. Chose assignments that solidified understanding.	○	○	○	○	○	○
3. Explained clearly how students are evaluated.	○	○	○	○	○	○
4. Designed and used fair grading procedures.	○	○	○	○	○	○
5. Found the textbook and/or supplementary material to be helpful.	○	○	○	○	○	○

Comment on the strengths and weaknesses relating to course content and course evaluation.

Overall Course Rating	P	F	G	Vg	E	N/A
1. The overall quality of the course was:	○	○	○	○	○	○
2. The instructor's overall teaching was:	○	○	○	○	○	○

Comment on the overall strengths and weaknesses of the course.

Discipline-Specific Items   Item headers

1. Item 1.   ○ ○ ○ ○ ○ ○
2. Item 2.   ○ ○ ○ ○ ○ ○
3. Item 3.   ○ ○ ○ ○ ○ ○

Course-Specific Items   Item headers

1. Item 1.   ○ ○ ○ ○ ○ ○
2. Item 2.   ○ ○ ○ ○ ○ ○
3. Item 3.   ○ ○ ○ ○ ○ ○

Learning Outcomes Items   Item headers

1. Item 1.   ○ ○ ○ ○ ○ ○
2. Item 2.   ○ ○ ○ ○ ○ ○
3. Item 3.   ○ ○ ○ ○ ○ ○

Comment on your achievement of and your instructor's adherence to the course learning outcomes.

Course Composition Items

1. What is your class status?

   ○ Freshman   ○ Sophomore   ○ Junior   ○ Senior   ○ Masters   ○ Ph.D.   ○ Professional

2. I took this course because *(select all that apply):*

   ○ It was a major/ minor requirement   ○ It was a GEC requirement   ○ Instructor reputation   ○ General interest   ○ Other

3. In what area is your major?

   ○ Math/Science   ○ Social Science   ○ Humanities   ○ Engineering   ○ Education   ○ Health Sciences
   ○ Business   ○ Creative Arts   ○ Journalism   ○ Sport Sciences   ○ Undecided   ○ Other

4. What grade do you anticipate receiving in this course?

   ○ A   ○ B   ○ C   ○ D   ○ F   ○ Other

5.. How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.?

   ○ Less than1   ○ 1-4   ○ 5-9   ○ 10-14   ○ 15 or greater

6. What percentage of the time spent on out of-class-activities do you consider to be valuable to the course?

   ○ <20%   ○ 20-39%   ○ 40-59%   ○ 60-79%   ○ 80-100%

Additional comments: