

Minutes
West Virginia University Faculty Senate
Monday, May 8, 2017

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 3:16 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Collins, A.	Hengemihle, B.	McCombie, R.	Ryan, E.
Ameri, S.	Connors, J.	Hodge, J.	McCrary, J.	Ryan, K.
Anderson, K.	Costas, M.	Hornsby, G.	Mitchell, M.	Schimmel, C.
Atkins, C.	Crosno, J.	Ibrahim, M.	Murray, J.	Shockey, A.
Barko, C.	Davari, A.	Jackowitz, A.	Murray, P.	Singh-Corcoran, N.
Benedito, V.	Di Bartolomeo, L.	Kiefer, A.	Myers, S.	Sowards, A.
Bergner, G.	Dietz, M.	Kiefer, C.	Nicholson, R.	Stimeling, T.
Billings, H.	Donley, D.	Kleist, V.	Proudfoot, C.	Thomas, J.
Bishop, J.	Famouri, P.	Krause, M.	Prucz, J.	Tou, J.
Boone, D.	Fint-Clark, B.	Kuhlman, J.	Rakes, P.	Tu, S.
Bowman, N.	Fleming, S.	LaBarbara, J.	Reddy, R.	Turton, R.
Brock, R.	Floyd, K.	Li, B.	Reymond, R.	Utzman, R.
Brooks, R.	Gannon, K.	Lieving, G.	Rice, T.	Valenti, M.
Bryner, R.	Goff, N.	Mandich, M.	Robertson-Honecker, J.	Weihman, L.
Burnside, J.	Harris, T.	Martucci, A.	Rockett, I.	Widders, E.
Burt, A.	Hartley, D.	Mattes, M.	Rowlands, A.	Wietholter, J.
Casey, F.	Hauser, D.	Maynor, L.	Ruscello, D.	Wilcox, G.
Clement, D.				

Members Excused:

Abraham, R.	Cohen, S.	Flett, R.	Lee, S.	Scott, H.
Bass, A.	Cossman, L.	Foley, K.	McCusker, B.	Shrader, C.
Bernardes, E.	Culcasi, K.	Harrison, N.	Merrifield, J.	Stolzenberg, A.
Bilgesu, I.	Deshler, J.	Kirby, B.	Montgomery-Downs, H.	
Brown, B.	Downes, M.	Knight, J.	Scott, D.	

Members Absent:

Bastress, R.	Criser, A.	Eschen, E.	Murphy, E.	Tobin, G.
Boyd, J.	Davis, D.	Fisher, S.	Schaefer, G.	Weed, S.
Carpenter, R.	Eller, W.	Fuller, E.	Theeke, L.	Wilson, M.
Cottrell, L.				

Faculty Senate Officers Present:

Hileman, S.	Nutter, R.	Titolo, M.	Turton, R.	Valenti, M.
Maynor, L.	Proudfoot, C.			

2. Chair Maynor moved for approval of the minutes from the Monday, April 10, 2017 meeting.
Motion carried.

3. Provost Joyce McConnell reported the following:

- She discussed the process that we are going to use for addressing our exit from the Higher Education Policy Commission and the way that impacts our policies at the Board of Governors level. As a way of marking the transition, we have decided to refer to new policies as rules. We will begin work immediately on rules related to faculty and academics. We plan to form teams

to determine how we can transform what we were required to do under HEPC into rules that better meet the needs of WVU. As an example, under HEPC we were limited to 3-year contracts for teaching professors; that has not suited us well given various accreditation requirements and our own sense of how we want to run our institution. We intend to develop draft documents over the summer that will be available for discussion when faculty return in the fall. Final versions should be ready to go before the Board for adoption towards the end of fall semester. Rules having to do with operations and related areas will go before the Board early in the fall. HEPC policies will be our default position if we do not have something that addresses a particular issue. We want to adopt our own rules to whatever extent possible because we do not want to have to default to HEPC policies.

- Seven students have received Boren Scholarships, a record number for WVU. Only two institutions in the United States had more Boren Scholars this year.
- Please watch for announcements in the fall as we continue to celebrate WVU's 150th birthday.
- She thanked everyone who responded to Sue Day-Perroots inquiry about whether they are a first generation college graduate. We received many moving statements from faculty and staff who identified as such. We have also asked for people willing to mentor first generation college students, who make up about 30 percent of our student body. Our next foray into living/learning communities will be focused on first generation students.
- She and John Campbell had the pleasure of attending commencement at the divisional campuses on May 8. She attended the ceremony at WVU Tech and he attended the ceremony at Potomac State College.

4. Chair Maynor reported the following:

- She and Matt Valenti visited WVU Tech's Beckley and Montgomery campuses on April 19. They received a tour from the admissions office in Beckley. In Montgomery, they spoke with faculty, attended a brown bag lecture series session, and met with Provost Nigel Clark and Dean Stephen Brown.
- The ballot vote has concluded for the incorporation of plus/minus grades. The majority of Senators voted to incorporate plusses and minuses into GPAs beginning in 2021. Additional work will need to be done related to replacing HEPC policies with Board of Governors rules, determining the specific grading scale to be used, and other items related to implementation.
- There will be an electronic ballot going out within the next month for 2017-2018 Executive Committee membership. There are seven elected members from the Faculty Senate on the committee, with no more than one elected from any given constituency.
- She congratulated David Hauser on his election as Faculty Senate Chair-Elect for 2017-2018.

5. Karen Haines, Chair, Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses Report. Motion carried.

Annex II, Course Changes Report. Motion carried.

Annex III, Capstone Courses Report. Motion carried.

Annex IV, Course Adoptions Report, was submitted for information. Report filed.

Annex V, Termination of Modern Languages Major for Potomac State College was submitted for information. Report filed.

Professor Haines reported that she has received a number of questions regarding the transition for orientation courses from 199 to 191 courses. If your program currently has a 199 course, your SLI

Coordinator will be able to complete the transition to a 191 course. If you do not have a 199 course, your SLI Coordinator can create a 191 course.

6. Lisa DiBartolomeo, Chair, General Education Foundations Committee, moved for approval of the following reports:

Annex VI, GEF actions. Motion carried.

Annex VII, GEF Transition Review, was submitted for information. Report filed.

7. Evan Widders, Chair, Teaching and Assessment Committee, moved for approval of the following reports:

Annex IX, SEI Reporting Update, was submitted for information. Report filed.

Annex X, Revision of SEI Queries. Motion carried.

8. Sue Day-Perroots presented the following on behalf of the Calendar Committee:

Annex XII, Calendar Guidelines. A motion was made and duly seconded to approve the calendar guidelines. Motion carried.

Annex XIII, Annex XIV, Annex XV, and Annex XVI, Academic Calendars, were presented for information. Reports filed.

9. Roy Nutter, ACF Representative, reported that the legislature has yet to come to a budget agreement. They have currently adjourned for one week.

10. Stan Hileman, BOG Representative, reported that:

- The Board of Governors met on April 20-21, 2017.
- President Gee presented a mission and values statement for WVU that was unanimously supported and approved by the BOG.
- The Board was updated on the new agreement between WVU and KVC Health Systems with regard to use of the buildings at the former WVU Tech campus in Montgomery.
- He, Richard Turton, Greg Lieving, and Sheri Chisholm gave faculty update reports on the status of the divisional campuses, a comparison of salaries across the Big 12 and other R1 and land grant universities, and the various roles of faculty.
- The BOG discussed the new roles and responsibilities it will undertake now that we are no longer subject to HEPC policies.
- The next meeting of the Board will be on June 16, 2017.

11. A motion was made and duly seconded to confirm the appointment of Roy Nutter as Faculty Senate Representative to State Government. Motion carried.

12. A motion was made and duly seconded to confirm the appointment of Chad Proudfoot as parliamentarian. Motion carried.

13. The meeting adjourned at 3:55 p.m. to reconvene on Monday, June 12, 2017.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Karen Haines, Chair, Faculty Senate Curriculum Committee
Date: April 24, 2017
Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
GEN 630: Conservation Genetics	AGFOR	3		Study of population genetic concepts relevant to small populations, with a focus on management implications of genetic data and current applications of conservation genetics. Cross-listed with WMAN 630.	A graduate-level course is needed within the Genetics Developmental Biology program that shows how genetic data can be used to answer ecological questions and used to address the management needs of small populations. Many graduate students in the program have an in-depth understanding of genetic concepts, but do not have an understanding about how these concepts can be applied to the management of small populations. This course will provide that applied perspective for the graduate students, and provide students with an understanding of real-world applications of their own graduate research. This course will be cross-listed with WMAN 630.
MUSC 225E: Applied Study: Harp	CCA	1	MUSC 125E	Private instruction of solo, ensemble and orchestral harp repertoire. Second year students learn basic techniques of harp playing, develop effective practice skills, critical musical thinking, and musical expression. Harp students perform in at least one school ensemble each semester. Successful completion of MUSC 125E is required to be admitted to the course. 1-4 credit hours. Christine Mazza, instructor	The National Association of Schools of Music handbook states that all College Music Schools must include private (applied) lessons in curriculum for any music degree. This is required for accreditation. West Virginia University School of Music Catalog (http://music.wvu.edu) lists private study as a requirement. MUSC 225E Applied Study:Harp satisfies the applied music requirement for any music degree program at West Virginia University. It is the only University class for private harp instruction at West Virginia University and in the state of West Virginia.
MUSC 325E: Applied Study: Harp	CCA	1	MUSC 225E	Private instruction of solo, ensemble and orchestral harp repertoire. Third year students learn intermediate techniques of harp playing, develop effective practice skills, critical musical thinking, and musical expression. Harp students perform in at least one school ensemble each semester. Successful completion of MUSC 225E is required to be admitted to the course. 1-4 credit hours. Christine Mazza, instructor	The National Association of Schools of Music handbook states that all College Music Schools must include private (applied) lessons in curriculum for any music degree. This is required for accreditation: West Virginia University School of Music Catalog (http://music.wvu.edu) lists private study as a requirement. MUSC 325E Applied Study:Harp satisfies the applied music requirement for any music degree program at West Virginia University. It is the only University class for private harp instruction at West Virginia University and in the state of West Virginia.

MUSC 425E: Applied Study: Harp	CCA	1	MUSC 325E	Private instruction of solo, ensemble and orchestral harp repertoire. Fourth year students learn advanced techniques of harp playing, develop effective practice skills, critical musical thinking, and musical expression. Harp students perform in at least one school ensemble each semester. Successful completion of MUSC 325E is required to be admitted to the course. 1-4 credit hours. Christine Mazza, instructor	The National Association of Schools of Music handbook states that all College Music Schools must include private (applied) lessons in curriculum for any music degree. This is required for accreditation. West Virginia University School of Music Catalog (http://music.wvu.edu) lists private study as a requirement. MUSC 425E Applied Study: Harp satisfies the applied music requirement for any music degree program at West Virginia University. It is the only University class for private harp instruction at West Virginia University and in the state of West Virginia.
JRL 330: Sports and Adventure Media Writing	RCM	3	JRL 215 and JRL 225 with a minimum grade of C- in each	Focuses on writing media content about sports and adventure activities for journalism and strategic communications purposes. Attention is given to writing styles used for different mediums as well as strategies to incorporate audience insight and engagement.	This new course focuses on teaching students how to write media content for the sports, including adventure sports, industry. The Reed College of Media and the College of Physical Activity and Sport Sciences are proposing a new undergraduate major in "Sports and Adventure Media," and this course is included in the major's journalism core requirements. This course will provide students with writing skills for multiple mediums. Writing is one of the most important skills for a media professional, and writing for sports media requires specific knowledge and understanding of the industry and of media writing styles.
JRL 380: Sports and Adventure Media Video Storytelling	RCM	3	JRL 330 with a minimum grade of C-	Focuses on creating sports and adventure media video stories for journalism and strategic communications purposes. Attention is given to video storytelling techniques. Involves direct practice covering sporting events, producing video content and applying audience insight and engagement techniques.	This new course focuses on teaching students how to produce video content for the sports, including adventure sports, industry. The Reed College of Media and the College of Physical Activity and Sport Sciences are proposing a new undergraduate major program in "Sports and Adventure Media," and this course is included in the major's journalism core requirements. This course will provide students with sports video gathering and editing skills and knowledge. Students will learn to produce this video content for journalism and strategic communications purposes.
JRL 435: Live Sports Video Production	RCM	3	JRL 380 with a minimum grade of C-	Production and coverage of live sporting events, including television terminology, camera operation, live directing, live technical directing, digital signage execution, instant replay, work ethic, and promptness. Involves direct practice with over ten of WVU's Division 1 sports.	The Reed College of Media and the College of Physical Activity and Sport Sciences are proposing a new undergraduate major in "Sports and Adventure Media," and this course is included in the major's "Sports Media" Area of Emphasis. It provides students with knowledge on covering live sports events and hands-on experience covering live sports events. It is the only course, other than professional field experience, in the curriculum that provides students with hands-on experience covering live sporting events. This class also focuses on producing, not reporting, which makes it unique in the program overall.

JRL 457: Adventure Media Capstone: Advanced Adventure Media Production	RCM		JRL 380 with a 3 minimum grade of C-	Focuses on advanced video production for journalism or strategic communications purposes. Attention is given to in-depth story development and audience insight and engagement techniques associated with the story production. Involves direct practice of adventure sports or travel location-based video storytelling and audience building.	This new course will be the culminating course for students who choose to major in the proposed "Sports and Adventure Media" Major with the Adventure Media Area of Emphasis. This capstone course will require students to apply the skills and knowledge they have gained in their college careers to create adventure sports video productions that serve either a journalistic or strategic communications purpose. Students will rely on their storytelling and video production skills, their audience engagement insights, and their adventure sports industry experience and understanding to create engaging video productions that connect with and impact their intended audiences.
JRL 484: Advanced Sports Video Production	RCM		JRL 380 with a 3 minimum grade of C-	Focuses on sports video reporting and production for a broadcast sports magazine show. Production of the sports magazine show includes in-the-field reporting, in-the-studio camera operations, live directing and producing, work ethic and promptness. Attention is given to sports reporting and production industry standards.	This new capstone course is the culmination for students who choose to major in the proposed "Sports and Adventure Media" Major with the Sports Media Area of Emphasis. This course will require students to apply the skills and knowledge they have gained in their college careers to create sports video productions that serve a journalistic purpose. Students will rely on their storytelling and video production skills and their sports industry experience and understanding to create engaging video productions that connect with and impact their intended audiences.

To: Faculty Senate ExecutiveCommittee From: Karen Haines, Faculty Senate Curriculum Committee Chair Date: April 24, 2017 Re: Course Changes and Deactivations		
Course Number and Title	Old Value	New Value
COMM 201: Communication Research Methods		
Title Change	Communication Theory and Research 2	Communication Research Methods
Prerequisite Change	Pre-communication studies majors and a C- or better in COMM 200.	None
Justification for Change		The course name Communication Theory and Research Methods II is not consistent with course titles and curriculum offerings of the same course within communication studies as a discipline. In addition, COMM 200, Theory and Research Methods I has not been offered for several years. COMM 401 is currently named Communication Research Methods but we are also proposing to change that course title to Advanced Communication Research Methods since the courses are sequential.
COMM 212: Gender Communication		
Title Change	Gender and Communication	Gender Communication
Justification for Change		Gender and Communication is not consistent with course names and curriculum offerings of the same course within communication studies as a discipline. The new title is concise and appropriate.
COMM 401: Advanced Communication Research Methods		
Title Change	Communication Research Methods	Advanced Communication Research Methods

Justification for Change		COMM 401 is the advanced course in research methods which builds off of COMM 201. This name change aligns with the proposed name change in COMM 201. COMM 201 is currently named Communication Theory and Research Methods II, which is not consistent with course names and curriculum offerings of the same course within communication studies as a discipline. Thus, we are proposing to change the COMM 201 course name to Communication Research Methods and the COMM 401 course name to Advanced Communication Research Methods since these courses are sequential.
COMM 408: Advanced Nonverbal Communication		
Title Change	Advanced Study in Nonverbal Communication	Advanced Nonverbal Communication
Justification for Change		New title is concise.
EDP 401: RBA Portfolio Development		
Subject Code Change	MDS	EDP
Title Change	RBA Portfolio	RBA Portfolio Development
Credit Hour Change		12
Prerequisite Change	ENGL 101 or equivalent	None
Description Change	To prepare RBA students who plan to petition for college equivalent credits through the portfolio option, including course selection verifications and narratives.	This course will assist RBA students with professional work experience to prepare and submit portfolios for College Equivalent Credits (CECs).
Justification for Change		The RBA program is no longer housed in the University College, but has joined the College of Education and Human Services, Department of Learning Sciences and Human Development, Educational Psychology program area. For this reason, we need to change the prefix from MDS to EDP. We also recognized that students need more time and support to develop their portfolios than was previously available with a single credit hours. We therefore have increased this to be a 2 credit hour course.
FIS 406: Court Testimony		
Capstone	No	Yes

Justification for Change		FIS 406 represents a natural capstone for our students. The existing capstone, FIS 410, is organized around an independent research project. However, very little of the FIS undergraduate curriculum teaches or emphasizes independent research skills. What we do emphasize, are the analytical skills required to take a piece of evidence from a crime scene, analyze it, and then explain the significance of that evidence to a skeptical jury. Therefore, FIS 406, which puts all of those pieces together, is a better capstone experience for most of our students than the existing 410.
MATH 124: Algebra with Applications		
Title Change	College Algebra with Applications	Algebra with Applications
Description Change	Study of college algebra with an emphasis on applications for science, business, technology, and social science. Topics include graphing and solving problems using linear, quadratic, square-root, logarithmic, and exponential functions, solving equations, performing operations on matrices, and linear programing.	Study of algebra with an emphasis on applications for science, business, technology, and social science. Topics include graphing and solving problems using linear, quadratic, square-root, logarithmic, and exponential functions, solving equations, performing operations on matrices.
Justification for Change		Mathematics faculty across all three campuses (Morgantown, Potomac State, and Tech) are working to harmonize course offerings in order to provide common pathways for students at WVU. By making minor modifications to the existing Math 124 course (both with the title and with the learning outcomes) it will be unnecessary to offer three distinct, yet similar courses on each campus. (Tech will use Mth 124 instead of Math 123 and Potomac State will not need to develop Math 125.)
Deactivations:		
EDP 616: Non parametric Statistics		
EDP 701: Memory		
EDP 712: Multivariate Methods 2		

To: Faculty Senate Curriculum Committee From: Karen Haines, Chair, Senate Curriculum Committee Date: April 24, 2017 Re: Capstone Courses Report						
		How will students demonstrate each of the following abilities:				
Title	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
FIS 406: Court Testimony	A&S	As part of the courtroom testimony process, students will need to select a piece of evidence from any of the many forensic disciplines to analyze, then use their own and library resources to research their evidence and provide support for their conclusions.	Students will need to use skills learned in several courses in order to complete the testimony project. (1) They need to collect the evidence, using skills learned in FIS 201, 302/303, and/or FIS 305. (2) They need to analyze the evidence, using skills from courses in the relevant discipline (This will vary depending on the student's area of emphasis). For example, a student performing a finger-print analysis would use skills from FIS 301, 335 and 405; DNA analysis would use skills and knowledge from BIOL 324 and 432; toolmark analysis would use knowledge from FIS 201, 314, and 402; and gunshot residue analysis would use skills from CHEM 335, 341, and 460. (3) They need to maintain the chain of custody and perform their analysis in keeping with both legal requirements learned in FIS 404 and best practices learned in FIS 480. (4) They need to present their findings in a clear, easily understood fashion, as learned in this course and the various other courses with a presentation element. (5) They need to defend their conclusions against hostile cross-examination. Success requires a deep understanding and synthesis of why and how each prior step is performed.	The logical final outcome of the presentation of evidence is determination of someone's guilt or innocence. Students are challenged throughout the evidence analysis process to approach evidence from an unbiased perspective, and to understand the consequences of deviation from ethical considerations and legal standards.	Students write an extended research paper on the forensic discipline which they are using in their evidence analysis. This includes a discussion of the history of the particular field, current practices and findings, and known limitations of the techniques in use. Successful papers are organized, thorough, and make good use of outside resources.	Students must present their findings in the standard courtroom testimony process: questions posed by an attorney, answered by the students, until the topic is thoroughly explored. Successful testimony is concise, articulate, and poised.
JRL 457: Adventure Media Capstone: Advanced Adventure Media Production	Media	Each student is responsible for producing a video production independently. The video can be either for journalistic or strategic communications purposes and will be on an adventure sports topic related to a specific location. Students must research aspects of this area as an assignment for the course, and ultimately, their findings will guide their video topic selection. Students will produce reports related to their final video production, including materials that will prepare them for interviews, video shoots and engaging audience.	Students will be required to conduct thorough research on the place and the topic that their video production will involve, and students will produce reports on their findings. Students will use their media judgement skills to determine a worthwhile topic to cover. Students will apply audience insight and engagement knowledge and tactics to their video production.	Students will review and analyze examples of adventure media content and will learn about including best practices and ethical considerations, including incorporating diversity, in their own video productions. Considerations may include cultural sensitivities connected to the area where their video production takes place.	The written components of this course include a research report, a "pitch and treatment" for the student's proposed video production, a strategic message planner for the student's video production, and the student's written script for their final video production.	Students will deliver their written components to the class in oral presentations. Screenings of students' final video projects will be open to the public, and one class assignment involves students conducting outreach and promotion for this screening event.

JRL 484: Advanced Sports Video Production	Media	Students in this course will work as student sports reporters and producers who will be responsible for generating story ideas, researching story ideas, writing scripts and producing stories on their own for a sports broadcast program.	Students will use critical thinking skills to determine whether a topic is "newsworthy" to cover for the class sports broadcast programs. They will use their story development knowledge to further research worthwhile topics, interview sources for stories and write compelling scripts.	Students will apply journalism ethics to all that they do and produce in this course. Students will understand the importance of incorporating diversity into their stories, including what to cover and who to interview. Students will also understand the importance of working in a diverse team environment as they prepare for each sports broadcast program.	Students will produce written research reports on sports story ideas for each sports broadcast program. Students will also produce multiple written sports story scripts over the course of the semester.	Students will present their story ideas to the class. Students will present their stories live-to-tape during sports broadcast programs.
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To: Faculty Senate ExecutiveCommittee
 From: Karen Haines, Faculty Senate Curriculum Committee Chair
 Date: April 24, 2017
 Re: Course Adoptions

Course Number and Title	Adopting Campus	Course Description
MATH 122: Quantitative Skills and Reasoning	WVUIT	An introductory study of quantitative and reasoning skills needed for success in science, technology, engineering, and mathematics.
PSYC 203: Research Methods & Analysis 1	WVUIT	Research methods and data analysis utilizing descriptive and correlational designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.
PSYC 204: Research Methods & Analysis 2	WVUIT	Research methods and data analysis utilizing experimental and quasi-experimental designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.
HIIM 237: Introduction to Professional Practice	PSC	Exploration of Health Informatics and Health Information Management careers, certifications and requirements, resources, curriculum options, student responsibilities, and opportunities for volunteer service. Observation of practitioners in a variety of facility settings.



Request for Change in Program Requirements

Degree: AA in Arts and Sciences

Major or Emphasis: Modern Languages major

Describe Change in Graduation Requirements (attach Advising Sheet):

Terminate Modern Languages as a major within the Arts and Sciences degree.

Rationale for Change :

This major is historically low-enrolled and produces no graduates. No students are currently enrolled, and there is no longer a need to keep the major open in case students return to the school after an extended absence. Should a future student declare the major, we would be required to hire an instructor and run 2-4 courses for a single student. Removing the major would have no impact on faculty positions or workload; the demand for Spanish as a service course is so great, the Spanish professor regularly teaches 18 hours each semester. We have not had enough student interest to support instruction in a second language for many years.

Signatures of Approval:

Chair, PSC Division

Date

Chair, PSC Instructional Programs Committee

Date

Chair, PSC Faculty Assembly

Date

PSC Dean of Academic Affairs

Date

PSC President

Date

10/13/15

11-12-15

1/27/2017

2/3/2017

2/3/17

Advisement Sheet

Student _____

Modern Languages Major (AA)

Course Number/Name	GECs	Cr.	Semester	Grade
First Year				
First Semester				
ENGL 101 Composition and Rhetoric	1	3		
Foreign Language 101 or 203		3		
Laboratory Science	2B	4		
GEC Elective*	3	3		
GEC Elective*	4	3		
WVUe 191 First-Year Experience	6F	1		
Second Semester				
ENGL 102 Composition and Rhetoric	1	3		
Foreign Language 102 or 204		3		
GEC Elective*	5	3		
GEC Elective*	6	3		
GEC Elective*	7	3		
Second Year				
First Semester				
Foreign Language 203 (if needed)		3		
Foreign Language 101 or 203		3		
MATH 121 (or MATH 126)	2A	3		
GEC Elective*	8	3		
GEC Elective*	2B	3		
Second Semester				
Foreign Language 204 (if needed)		3		
Foreign Language 102 or 204		3		
GEC Elective	9	3		
GEC Elective	2A,2B,or 2C	3		
Elective		3		
Totals		62		

* The student must complete all nine GEC requirements before earning a baccalaureate degree. These electives must be taken in different areas in order to make progress towards that goal.

To: Faculty Senate Executive Committee
 From: Lisa DiBartolomeo, Chair, GEFCO
 Date: April 24, 2017
 Re: GEF Actions

The General Education Foundations Committee met on April 17 and recommends the following courses for Faculty Senate approval:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
EXPH 235: Introduction to Global Issues in Exercise Physiology	New GEF	F5. Human Inquiry & the Past	3c: Ethical reasoning and action
HONR 203: Honors Mathematics and Quantitative Skills	New GEF	F3. Mathematics & Quantitative Skills	2d: Quantitative Literacy
MATH 124: Algebra with Applications	Adding/Changing GEF on Existing Course	F3. Mathematics & Quantitative Skills	4: Integrative and Applied Learning

To: Faculty Senate Executive Committee
 From: Lisa DiBartolomeo
 Date: April 24, 2017
 Re: GEF Transition Review

The General Education Foundations Committee met on April 17 and passed the following courses for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ACE 315: Sport for Exceptional Athlete	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of Human Cultures and the Physical and Natural World
ADV 215: Principles of Advertising	GEC to GEF Transition	F4. Society & Connections	3b: Intercultural knowledge and competence
COMM 317: Communication and Aging	GEC to GEF Transition	F7. Global Studies & Diversity	1: Knowledge of Human Cultures and the Physical and Natural World
COMM 410: Family Communication	GEC to GEF Transition	F4. Society & Connections	2a: Inquiry and analysis
ENVP 155: Elements of Environmental Protection	GEC to GEF Transition	F2A. Science & Technology (no lab)	2e: Information literacy
FCLT 240: Italian-American Experience	GEC to GEF Transition	F5. Human Inquiry & the Past	2c: Written and oral communication
FCLT 250: Russian Fairy Tales	GEC to GEF Transition	F6. The Arts & Creativity	3b: Intercultural knowledge and competence
FLIT 240: Italian Women Writers	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FLIT 266: Latin American Literature	GEC to GEF Transition	F6. The Arts & Creativity	2a: Inquiry and analysis
HIST 105: The Middle East	GEC to GEF Transition	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
HONR 202: Science and Technology	GEC to GEF Transition	F2A. Science & Technology (no lab)	1: Knowledge of Human Cultures and the Physical and Natural World
HONR 204: Society and Connections	GEC to GEF Transition	F4. Society & Connections	3a: Civic knowledge and engagement - local and global
HONR 205: Human Inquiry and the Past	GEC to GEF Transition	F5. Human Inquiry & the Past	2a: Inquiry and analysis
HONR 206: Arts and Creativity	GEC to GEF Transition	F6. The Arts & Creativity	2b: Critical and creative thinking
HONR 207: Global Studies and Diversity	GEC to GEF Transition	F7. Global Studies & Diversity	3b: Intercultural knowledge and competence
ITAL 101: Elementary Italian 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
ITAL 102: Elementary Italian 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
ITAL 203: Intermediate Italian 1	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
ITAL 204: Intermediate Italian 2	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
PR 215: Introduction to Public Relations	GEC to GEF Transition	F4. Society & Connections	2b: Critical and creative thinking
RELG 219: The History of Christianity	GEC to GEF Transition	F5. Human Inquiry & the Past	2c: Written and oral communication
RELG 223: Christianity in America	GEC to GEF Transition	F5. Human Inquiry & the Past	2c: Written and oral communication
SEP 271: Sport in American Society	GEC to GEF Transition	F4. Society & Connections	2c: Written and oral communication
SPAN 330: Latin American Culture	GEC to GEF Transition	F7. Global Studies & Diversity	2c: Written and oral communication
SPAN 331: Early Spanish American Literature	GEC to GEF Transition	F6. The Arts & Creativity	2b: Critical and creative thinking
SPAN 332: Modern Spanish American Literature	GEC to GEF Transition	F6. The Arts & Creativity	2b: Critical and creative thinking
ULIB 302: Research for Non-Profits	GEC to GEF Transition	F4. Society & Connections	2e: Information literacy
UTCH 221: Knowing and Learning in Mathematics and Science	GEC to GEF Transition	F4. Society & Connections	2c: Written and oral communication

SEI Reporting Update

The Teaching and Assessment Committee met on March 30, 2017 and passed the following revision to the SEI processing and reporting process:

Beginning Summer 2017, individual instructor SEI reports will be made available to the program director or departmental chair at the end of the semester. Programs and departments may opt out of receiving instructor reports if they wish by contacting ITS.

Revision of SEI Queries (Evan Widders, Chair Teaching and Assessment Committee)

The Teaching and Assessment Committee has approved a new set of default queries for the SEI instrument. The Committee used the following objectives as rationale for the proposed changes.

1. To align the WVU SEI instrument with recent research on best practices for student evaluation of instruction.
2. To increase student response rates by decreasing the number of default/mandatory questions.
3. To limit mandatory questions to queries that SEI research demonstrates students are qualified to judge.
4. To maintain consistency with the current use of SEIs in the PET process.
5. To facilitate the collection of quality data for use in assessment and longitudinal analysis.
6. To continue to allow instructors, departments, and programs to tailor the SEI to their respective needs.

Proposed Default SEI Questions:

Please select the instructor/s you would like to evaluate.

CB Category: *The overall quality of the course was* (average of 3 responses below)
 Course content was related to graded assignments.
 Course content was thought-provoking.

Course materials were useful to course objectives.

CB Category: *The instructor's overall teaching effectiveness was* (average of 3 responses below)

The instructor fostered a positive learning environment.
 The instructor was organized.
 The instructor provided helpful feedback.

CB Category: *Overall my learning in the course was*
 I would rate my learning in the course as:
poor, below average, average, above average, excellent

Qualitative Questions:

1. What helped you learn in this course?
2. What recommendations do you have for changes?

Up to 6 test bank questions and/or write-in questions are possible.

Test Bank SEI Questions:

Former mandatory SEI questions:

The instructor set out and met clear objectives for the course.
 The instructor explained concepts and materials clearly and at an appropriate pace.

The instructor presented course topics in a coherent fashion.
The instructor returned assignments in a timely manner.
The instructor emphasized conceptual understanding and critical thinking.
The instructor related course topics to one another.
The instructor demonstrated concern about whether students were learning.
The instructor inspired and motivated student interest in the course content.
The instructor was available outside of class.
The course content was worth learning.
The assignments solidified my understanding.
Evaluation of the students was explained clearly.
Grading procedures were fair.
The textbook and/or supplemental materials were helpful.

Former SEI Test Bank Questions:

The instructor provided constructive feedback on student work.
The instructor provided appropriate supervision of student work.
The instructor helped me apply theory to solving practical problems.
The instructor helped demonstrate applications of the course material.
The instructor facilitated my interactions with classmates.
The instructor was available to provide individual attention.
The instructor facilitated class discussion.
Daily class activities were well organized.
The course helped me acquire skills appropriate to the discipline of the class.
The instructor's use of technology supported the goals of the course.
The instructor facilitated understanding of difficult concepts.
The supplemental materials enabled the face-to-face components of the course to better meet intended student outcomes.
Activities outside the classroom prepared students for those inside it.
Clear instructions or objectives were provided for each exercise.
The instructor encouraged students to lead discussion.
The instructor treated students with respect.
The instructor was approachable.

Student Engagement Test Bank Questions:

I took this course because (select all that apply):
It was a major/minor requirement/It was a GEC/GEF requirement/Instructor Reputation/General Interest/Other
What grade do you anticipate receiving in the course?
How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.?
What percentage of time spent on out-of-class activities do you consider to be valuable to the course?

REVISED COMMON CAMPUS CALENDAR GUIDELINES

ACADEMIC STANDARD

- Wednesday mid-August start (Faculty start date occurs the Friday prior to Wednesday term start date)
- 2150 class minutes (required)
 - Count Mondays-Wednesday and Fridays (43-44);
 - Count Tuesday- Thursday (30)

Classes will begin on Wednesday to accommodate a formal Welcome/Orientation.

RECOGNITION OF STATE AND NATIONAL HOLIDAYS (UNIVERSITY CLOSED – NO CLASSES)

- Holidays: Series 14 <https://www.wvhepc.org/resources/133-14.pdf> (W.Va. Code §2-2-1)

The number of full holidays shall be twelve, plus additional days for any statewide, primary or general election. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Martin Luther King's Birthday. Six additional days determined by the governing board or president as provided in Section 2.1 shall also be taken. If a specified holiday falls on a Saturday or Sunday, the preceding Friday or the following Monday will be observed as the legal holiday.

As specified in the regulations of the division of personnel for agencies of the executive branch of state government, one-half day preceding Christmas or New Year's Day shall be a holiday when Christmas or New Year's Day falls on Tuesday, Wednesday, Thursday, or Friday.

ELECTION DAY

- Primary.....second Tuesday in May on even years
- Generalfirst Tuesday in November on even years

STUDENT RECESSES

- Fall Recess will normally occur around the 8th week after mid-semester (Thursday and Friday).
- Residential Halls will remain open during Fall Recess.
- Fall Break – On odd years, recommend a 2 day Fall Break. Election years only permits 1 day (normally occurs on a Friday due to other Monday holidays in the Fall).

SPRING BREAK

- Spring Break – occurs after mid-semester (weeks 8 or 9) and encompasses St. Patrick's Day when possible.

WINTER BREAK AND SPRING START

- Winter Break – Jan Start – When feasible, allow a three-week break between last day of fall Finals and the start of Spring term. It is also important to allow 10 days for posting of Fellowship and financial aid awards.

THANKSGIVING RECESS

- Thanksgiving – Currently 1 full week

DAYS OF SPECIAL CONCERN

- See institutional policy (proposed)

CALENDAR COMMITTEE

- A Calendar Committee, convened by the Associate Provost for Undergraduate Academic Affairs, will meet periodically to discuss and review calendar options.
- Representatives will be from WVU Faculty, SGA, Student Life and others as needed.

ACADEMIC CALENDAR

West Virginia University
2018-19 Calendar
Incorporating Common Key Dates Across All Campuses
FIRST SEMESTER

Fall Term

August 10.....	Faculty Contract (9 month Start date)
August 15.....	Classes Start
September 3.....	Labor Day (No Classes)
October 4.....	Mid Check Grades Due
October 8.....	2 nd half course start
October 12.....	Fall Break
November 6.....	General Election (no classes)
November 17-25.....	Thanksgiving Break
December 6.....	Last Day of Classes
December 7.....	Prep Day
December 10 – 14.....	Finals
December 15.....	Commencement

Spring Term

January 7.....	Classes Start
January 21.....	Martin Luther King Day
March 1.....	Mid –Check Grades Due
March 4.....	2 nd half course start
March 9-17.....	Spring Break
April 19.....	Spring Holiday
April 26.....	Last Day of Classes
April 29 –May 3.....	Finals
May 9.....	Faculty Contract (9 month End date)
May 10-12.....	Commencement

Summer Term

May 13.....	Classes Start
May 27.....	Memorial Day Recess
June 24.....	2 nd Part of Term
July 4.....	Independence Day (Celebrated)
August 2.....	Last Day of Classes

ACADEMIC CALENDAR

West Virginia University

2019-20 Calendar

Incorporating Common Key Dates Across All Campuses

FIRST SEMESTER

Fall Term

August 16	Faculty Contract (9 month Start date)
August 21	Classes Start
September 2	Labor Day (University Closed)
October 10	Mid Check Grades Due
October 10-11	Fall Break
October 14	2 nd half course start
November 23-Dec 1	Thanksgiving Break
December 12	Last Day of Classes
December 13	Prep Day
December 16-20	Finals
December 21	Commencement

Spring Term

January 13	Classes Start
January 20	Martin Luther King Day
March 6	Mid –Check Grades Due
March 9	2 nd half course start
March 14-22	Spring Break
April 10	Spring Holiday
May 1	Last Day of Classes
May 4-8	Finals
May 12	Primary Election (University Closed)
May 15	Faculty Contract (9 month End date)
May 15-17	Commencement

Summer Term

May 18	Classes Start
May 25	Memorial Day Recess
June 29	2 nd Part of Term
July 3	Independence Day (celebrated)
August 7	Last Day of Classes

ACADEMIC CALENDAR

West Virginia University

2020-21 Calendar

Incorporating Common Key Dates Across All Campuses

FIRST SEMESTER

Fall Term

August 14.....	Faculty Contract (9 month Start date)
August 19.....	Classes Start
September 7.....	Labor Day (No Classes)
October 8.....	Mid Check Grades Due
October 9.....	Fall Break
October 12.....	2 nd half course start
November 3.....	General Election (no classes)
November 21-29.....	Thanksgiving Break
December 10.....	Last Day of Classes
December 11.....	Prep Day
December 14-18.....	Finals
December 19.....	Commencement

Spring Term

January 11.....	Classes Start
January 18.....	Martin Luther King Day
March 5.....	Mid –Check Grades Due
March 8.....	2 nd half course start
March 13-21.....	Spring Break
April 2.....	Spring Holiday
April 30.....	Last Day of Classes
May 3 – 7.....	Finals
May 13.....	Faculty Contract (9 month End date)
May 14-16.....	Commencement

Summer Term

May 17.....	Classes Start
May 31.....	Memorial Day Recess
June 28.....	2 nd Part of Term
July 5.....	Independence Day (Celebrated)
August 6.....	Last Day of Classes

ACADEMIC CALENDAR

West Virginia University
2021-22 Calendar
Incorporating Common Key Dates Across All Campuses
FIRST SEMESTER

Fall Term

August 13.....	Faculty Contract (9 month Start date)
August 18.....	Classes Start
September 6.....	Labor Day (No Classes)
October 7.....	Mid Check Grades Due
October 7-8.....	Fall Break
October 11.....	2 nd half course start
November 20-28.....	Thanksgiving Break
December 9.....	Last Day of Classes
December 10.....	Prep Day
December 13-17.....	Finals
December 18.....	Commencement

Spring Term

January 10.....	Classes Start
January 17.....	Martin Luther King Day
March 4.....	Mid –Check Grades Due
March 7.....	2 nd half course start
March 12-20.....	Spring Break
April 15.....	Spring Holiday
April 29.....	Last Day of Classes
May 2-6.....	Finals
May 10.....	General Election
May 12.....	Faculty Contract (9 month End date)
May 13-15.....	Commencement

Summer Term

May 16.....	Classes Start
May 30.....	Memorial Day Recess
June 27.....	2 nd Part of Term
July 4.....	Independence Day (Celebrated)
August 5.....	Last Day of Classes