

Minutes
West Virginia University Faculty Senate
Monday, May 12, 2014

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

Members Present:

Abate, M.	Elmore, S.	Hutson, Z.	Miltenberger, M.	Schreurs, B.
Ameri, S.	Famouri, P.	Jacknowitz, A.	Montgomery-Downs, H.	Sherlock, L.
Anderson, J.	Ferrara, L.	Jaczynski, J.	Munasinghe, R.	Sperow, M.
Anderson, K.	Finkel, M.	Johnston, A.	Nutter, R.	Srivastava, A.
Atkins, C.	Giacobbi, P.	Kale, U.	Oberhauser, A.	Stolzenberg, A.
Bergner, G.	Gilleland, D.	Kershner, R.	Orlikoff, J.	Utzman, R.
Bilgesu, I.	Graber, S.	Kite, S.	Peace, G.	Valenti, M.
Billings, H.	Graves, C.	Knight, J.	Perna, N.	Vona-Davis, L.
Bonner, D.	Griffith, R.	Kopriva, N.	Polak, J.	Walter, S.
Brazaitis, M.	Haines, K.	Kromar, R.	Proudfoot, C.	Waterson, R.
Brock, R.	Harner, J.	Kuhlman, J.	Prudhomme, J.	Watson, J.
Bryner, R.	Hartley, D.	Mandich, M.	Reymond, R.	Weihman, L.
Burnside, J.	Hileman, S.	Matak, K.	Riedel, B.	Wenger, S.
Cassels, A.	Hitt, L.	Maynor, L.	Ruscello, D.	Wilcox, G.
Connors, J.	Holmes, M.	Mays, M.	Ryan, K.	Woloshuk, J.
Cottrell, L.	Hornsby, G.	McTeer, M.	Salm, A.	Yang, H.
Curtis, R.	Hostuttler, L.	Merrifield, J.	Sand-Jecklin, K.	

Members Excused:

Baldwin, C.	Brooks, R.	Fuller, E.	Johnstone, R.	Reddy, R.
Barretto, G.	Campbell, L.	Garrett, V.	Kleist, V.	Scott, H.
Boone, D.	Cohen, S.	Harris, T.	Meckstroth, R.	Tveter, K.
Bowen, E.	Eschen, E.	Insch, G.	Mucino, V.	Vester, M.

Members Absent:

Bastress, R.	Hartnett, H.	Paternostro, M.	Rishel, C.	Tower, L.
Britten, R.	Lively, M.	Petronis, J.	Sadler, J.	Watson, D.
Cronin, A.	Lofaso, A.	Petty, T.	Tippets, W.	Whiteman, C.
Funk, A.	Lorimer, D.	Regier, M.		

Faculty Senate Officers Present:

DiBartolomeo, L.	Lee, P.	Orlikoff, J.
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2. Chair DiBartolomeo moved for approval of the [minutes](#) from the Monday, April 14, 2014 meeting. Motion carried.
3. President E. Gordon Gee reported the following:
- He thanked Faculty Senators for welcoming him this year and for the great work they are doing.
 - About 4300 students graduated this weekend, which reflects the commitment of our faculty, staff, parents, donors, alumni, and other partners.
 - We are at about 98-99% of the \$750 million capital campaign goal.

- West Virginia faces economic challenges, but he is confident WVU will continue to be able to make the case for support from the State.
- By the first of August, he will have visited all 55 counties in the State. He intends to visit every county every year.
- Russ Dean is heading a team focused on developing strategies for admissions, student development, and increasing retention and graduation rates.
- We are also focused on eliminating bureaucratic overload within the University.
- Searches are underway for the Vice President for Health Sciences and the Vice President for Student Life.

4. Provost Michele Wheatly reported the following:

- 20 commencement ceremonies took place this weekend. She attended 6, Chancellor Colenda attended 6, and President Gee attended 7 ceremonies. Commencement exercises provide a visual representation of who our students are and of the scope of work done on a daily basis to get students to the point of having their degrees conferred. She urged everyone to watch some of the commencement speeches online, which included relevant messages about the world our graduates are entering.
- Stephen Coonts and Fred Tattersall received honorary doctorates this weekend. She reminded everyone that it is never too early to recommend names for next year.

5. Chancellor Colenda provided an update on the Health Sciences Center. [Annex IAA](#).

6. Chair DiBartolomeo reported the following:

- She thanked all of the faculty and staff who attended and organized commencement ceremonies.
- Representatives from Faculty Senate, Staff Council, and Human Resources met with Ted Cheatam, Executive Director of PEIA. Our requests are being considered, and she hopes an announcement will be forthcoming.
- Richard Turton was elected as Chair-Elect for the 2014-2015 academic year. He will serve as Senate Chair in 2015-16 and on the Board of Governors in 2015-2017.

7. Athletic Director Oliver Luck provided an update on the Athletic Department.

8. Candidates for the BOG Representative from Extension or Health Sciences addressed the Senate. Written statements were also provided as [Annex IA](#). Electronic ballots will be distributed on May 14 and will be due back by May 31, 2014.

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

[Annex I](#), New Courses and Course Changes. Motion carried.

[Annex II](#), Course Changes. Motion carried.

[Annex III](#), Alterations Report. Accepted.

[Annex IV](#), Curriculum Changes for the BS in Computer Science at WVU-Tech. Motion carried.

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

[Annex V](#), GEC Actions. Motion carried.

[Annex VI](#), GEC Audits. Accepted.

11. Robert Griffith, Chair, Committee on Committees, Membership and Constituencies moved for approval of the following committee charge ([Annex VII](#)):

The Teaching and Assessment Committee will:

- a. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- b. Make recommendations for the analysis and use of SEIs;
- c. Initiate and make recommendations for documentation of teaching effectiveness;
- d. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- e. Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, and the Graduate Council to recommend practices for course and curricula assessment methods;
- f. Address in a timely fashion other issues pertinent to Teaching and Assessment.

An amendment was made and duly seconded to add the Assessment Council to item e as follows: “Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, the Assessment Council, and the Graduate Council to recommend practices for course and curricula assessment methods.” The amendment carried. The amended committee charge was approved.

12. C.B. Wilson presented [Annex XIII](#), Draft IV of the Faculty Evaluation, Promotion, and Tenure Document. A motion was made and duly seconded to approve the document. Motion carried.
13. Elizabeth Dooley, Chair, Ad Hoc Calendar Committee, presented four academic calendar options for 2015-2016, [Annex VIII](#), [Annex IX](#), [Annex X](#), and [Annex XI](#). A paper ballot was distributed for Senators to select an option. [Annex VIII](#), the version with a Monday-Tuesday break and a full fall recess, was approved.
14. A motion was made and duly seconded to table consideration of [Annex XII](#), Adverse Weather Commitment. Motion carried.
15. Lisa DiBartolomeo and Nigel Clark presented the following annexes for information:

[Annex XIV](#), Proposal for Curricular Flexibility and Learning Outcomes

[Annex XV](#), Proposed Revision of the Registrar’s Page (Exhibit A)

[Annex XVI](#), Straw Model of Course Groupings (Exhibit B)

[Annex XVII](#), Example of Depth Combinations with Existing Courses (Exhibit C)

A motion ([Annex XVIII](#)) was made and duly seconded that the WVU Faculty Senate approve and endorse the proposed General Education Requirement, including

- 1) replacing the existing GEC with a new arrangement grouped into seven broad areas, with an eighth requirement (Depth) of nine hours, as outlined in Exhibits A (Proposed revision of the Registrar's page), B (Straw model of course groupings), and C (Example of Depth combinations with existing courses);
- 2) rescinding the Writing requirement and replacing it with development of writing and communication skills as determined by colleges or units;
- 3) endorsing the LEAP Outcomes, and including integrated assessments of those outcomes, skills, and knowledge within the first-year and Capstone courses;
- 4) establishing a subcommittee of faculty and administrators to develop the specifics of the program, and to guide the implementation of these changes by the Fall semester of 2015;
- 5) presenting a progress report on implementation to Senate in September 2014.

Motion carried.

16. Appointment of Faculty Senate Representative to State Government

A motion was made and duly seconded to confirm Ray Nutter's reappointment as Faculty Senate Representative to State Government. Motion carried.

17. Appointment of Parliamentarian

The Faculty Senate Executive Committee voted to appoint Matthew Titolo and Chad Proudfoot as co-parliamentarians. Matthew Titolo will attend Senate meetings and Chad Proudfoot will attend Executive Committee meetings, substituting for one another and attending other meetings as needed. The appointments were confirmed by the Faculty Senate by acclamation.

18. New Business – None

19. The meeting adjourned at 5:38 p.m. to reconvene on Monday, June 9, 2014.

Judy Hamilton
Office Administrator

FACULTY SENATE HEALTH SCIENCES UPDATE

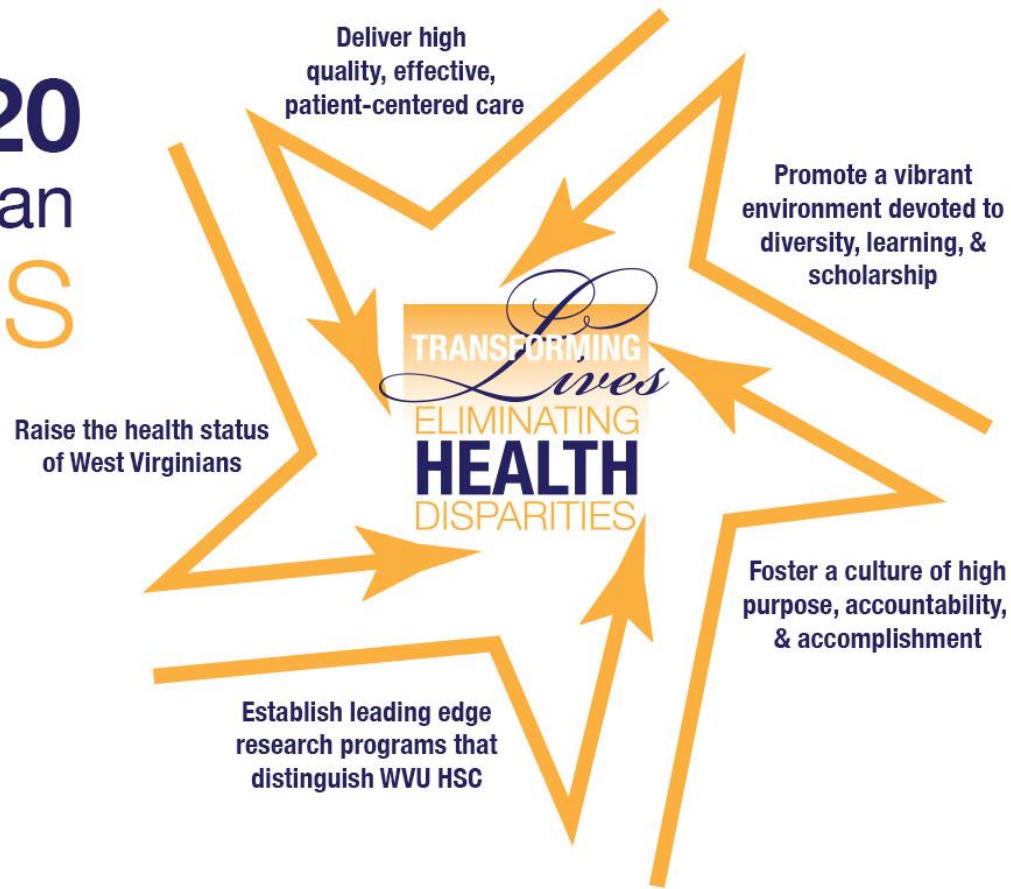
Christopher C. Colenda, MD, MPH, Chancellor



HSC|2020

Strategic Plan

PILLARS





Dentistry

- Upgraded dental hygiene labs

Pharmacy

- Celebrating 100 years

Medicine

- 100% pass rate USMLE



Nursing

New dean - July
Tara F. Hulsey, PhD, RN



Public Health

- Dean search
- Accreditation process
- Faculty recruitment
- Student success



CEPH

Council on Education for Public Health



Initiatives

- Interprofessional education
- Global health

Challenges

- Faculty recruitment
- Facilities – HSC and other campuses
- Funding





WVU Healthcare in 2013

- Hospital inpatients: 33,411
- Office visits: 660,264
- Emergency patients: 46,458
- Operating revenue: \$850 million

(Morgantown operations)



Strategic Plan Implementation

- Access – Ruby expansion, new docs
- Ambulatory network – New urgent care, medical office building
- Regional system –Community Practice
- Organizational culture – Journey to Excellence



National Recognition

- #1 hospital in WV: US News
- “Most Wired” for 3 consecutive years
- Magnet hospital
- Top 10 for cystic fibrosis
- National Rural Doc of the Year: Rhodes



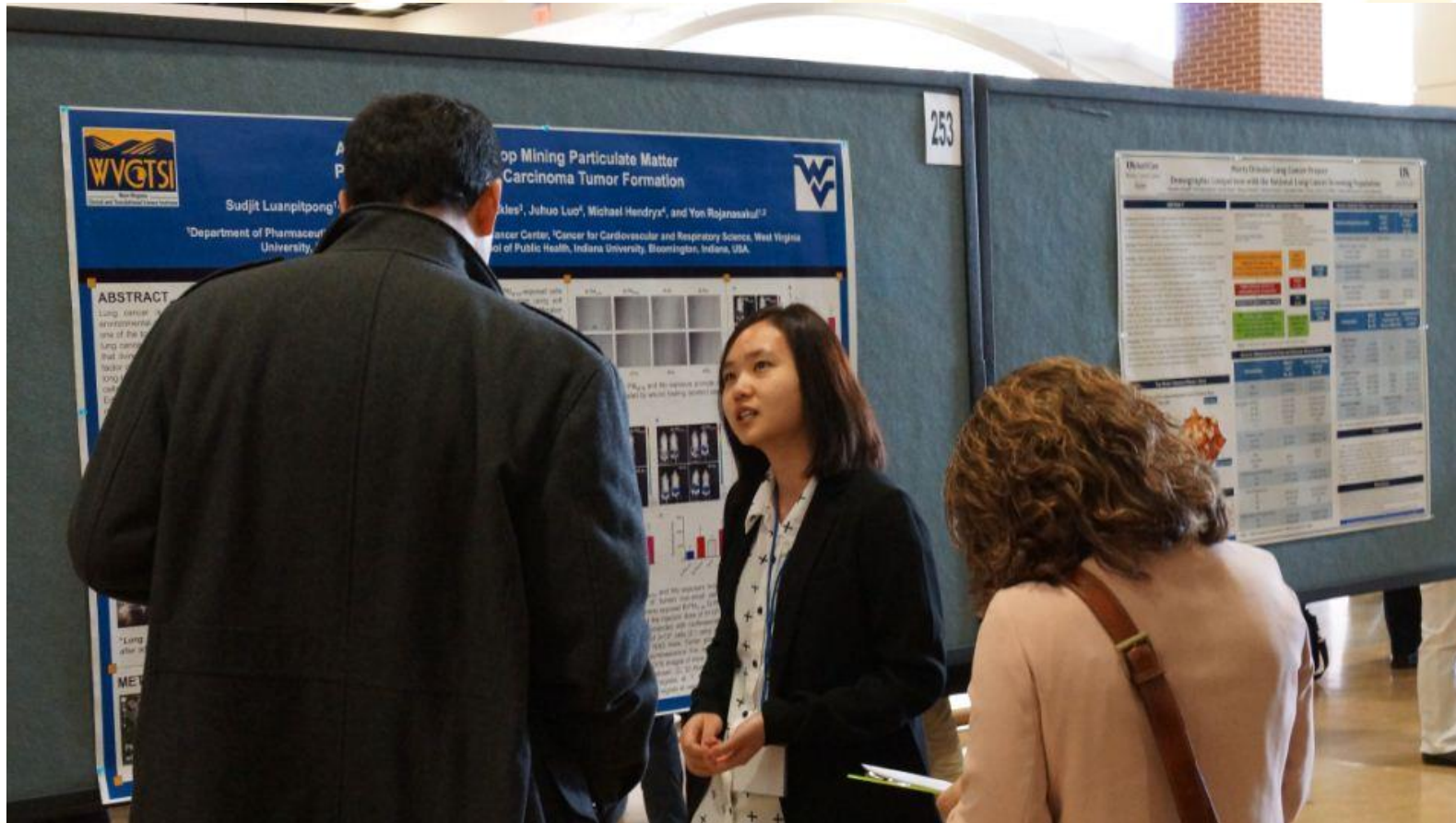




Statewide Healthcare

- Strong faculty in Charleston, East
- WV United Health System
- New WVUH hospital - Keyser





HSC Research Update

- Extramural research 2013: \$57.1 M
- Vivarium
- Clinical & Pharmacologic Research Center
- Faculty recruitment



Clinical and Translational Sciences

- New CTSI Director: soon
- Practice-based Research
- Faculty Membership
- Pilot Grants





Engagement with West Virginia

- Students and residents – 150,000 hours a year serving in WV communities
- My First Patient
- Southern West Virginia Lifestyles Project
- Chemical spill follow-up



GIVING BACK

TO OUR STATE AND BEYOND



Vice President for Health Sciences

- Search launched
- Title change – duties remain the same
- Screening committee named
 - Dr. Jay Cole is the Chair
- Search firm – Korn/Ferry



Final Thoughts



Rebecca M. Fint-Clark:

The West Virginia University Extension Service is often referred to as the “front porch” of the University. Extension Agents around the state take on service, research, and teaching principles from the University and teach it to West Virginia’s youth, community leaders, and citizens. It is an honor to serve as the 4-H Agent in Monongalia County, where I reach an average of 7,500 youth yearly through afterschool, school enrichment, camping, and other programs. I teach life skill development lessons that focus on citizenship, STEM, and healthy living. I have been a faculty member with West Virginia University since February 2008 and will begin my third term as a faculty senator this year. I currently serve as an active member of the Faculty Senate Service Committee and served as Chair of that committee in 2012. Prior to my appointment as an Extension Agent, I served as a Program Specialist with the Mountain region of the Health Sciences and Technology Academy (HSTA) through the WVU Health Sciences Center. I graduated with a Bachelor’s of Science in Physical Education from WVU in 2004 and a Master’s of Public Health from WVU in 2006. I recently was honored by being asked to serve as an inaugural member of the WVU School of Public Health Alumni Advisory Council. Through my experiences as a student, staff member, and faculty member, I have learned much about the needs of the University. I believe that I would be an asset to the University as the Health Sciences / Extension Board of Governors Faculty Representative and would put the greater good of the University population, including faculty, staff, and students, above all else. I believe that I have a unique quality of having worked with both Health Sciences as a student and staff member, as well as Extension as a 4-H member, student, staff member, and faculty member. There is no doubt that I am a true Mountaineer and understand the pride of growing up in West Virginia and creating roots here that will last for my lifetime.

If selected to serve as the BOG representative, I would work to ensure that both Extension and Health Sciences have a voice on the BOG. I think it is important to remember that my values and ideas may not represent the large scale communities of both Extension and HSC, so I would plan to meet with individuals from all levels to determine needs, ideas, and values that could benefit both groups. I have the ability to make my voice be heard and believe that my personality and work ethic would prove to be an asset to the BOG. It would be an honor to represent both Extension and Health Sciences. My goal would be to ensure that we do have a voice on the BOG and I would be proud to represent two areas that I believe molded me into who I am today- Extension through my 4-H background and my ability to work with the youth, families, and adults in West Virginia, as well as Health Sciences, which taught me the importance of hard work and teaching others to live a healthy lifestyle.

Statement of Plans, Goals, and Experience for Board of Governors Faculty Representative

Robert K. Griffith, Ph.D.
Associate Professor of Medicinal Chemistry
School of Pharmacy

My plans for service on the WVU Board of Governors are to continue educating the members of the Board on major issues of concern to the faculty of West Virginia University, including the faculty at Potomac State and WVU Tech. Many members of the Board are lawyers and business people whose knowledge of higher education is limited to their last experiences as a student, and who actually know little of what faculty members do besides teach classes. Representing the faculty on the Board also involves bringing to their attention “down in the weeds” issues of which even high administrators may not be aware so that they may better understand our concerns. My goal is to help the Board make decisions that are best for the continued success of West Virginia University as a Land Grant institution that serves the people of the state through teaching, research and service.

My background and experience obviously includes five years of service as a Faculty Representative to the Board. The current members of the Board know me, and I believe they value my input. I was appointed Chair of the BOG Distant Campus Committee and was a Board Representative to the HEPC Tech Revitalization Committee. The Faculty Senate Constitution states that “Each representative represents the entire faculty of the whole University.” I have years of experience in a variety of leadership roles in the Senate. I was Faculty Senate Chair in 2000-2001 and have chaired and been a member of the Executive Committee, the Curriculum Committee, the Committee on Committees, Membership, and Constituencies, and the Research and Scholarship Committee. I have served as a member of the Faculty Welfare Committee, and the Student Rights and Responsibilities Committee. In the Health Sciences Center I organized and chaired for two years the Chancellor’s Faculty Advisory Council. Within the School of Pharmacy I have chaired my Department and the School-Wide Faculty Evaluation Committees, the Curriculum Committee, and the Admissions Committee. Finally, I have won seven Outstanding Teacher Awards and currently have 20% of my time on a National Institutes of Health grant that brings over three million dollars a year into the State.



May 5, 2014

Fellow Faculty Senate Members:

I believe that it is important that one of the two individuals representing the Faculty Senate on the WVU Board of Governors possess a thorough knowledge of health care both as it affects you, the end user of PEIA, and as it affects our medical center and our state on a policy level.

Health care expenses consume almost 20% of the GDP in the United States. Each year these costs grow faster than inflation. The Health Sciences Center at WVU has an annual budget of nearly one billion dollars, as much as all the other WVU budgets combined.

I understand this issue from the micro to macro level. As a full-time academic orthopaedic surgeon, I see patients every day, and deal with PEIA. I also teach residents and medical students. I perform clinical and basic science research, some in collaboration with the School of Public Health. My past experience includes rural private practice, and practice in the largest medical center in the world. I have run a medical corporation and taught at both an MD and DO medical schools. Recently I was President of the West Virginia Orthopaedic Society. I have also held a national office with the American Medical Association. Yearly I travel to Washington to lobby for national health policy issues as a representative of the American Association of Orthopaedic Surgeons.

My goals as your representative to the WVU Board of Governors are:

1. To accurately relay the sentiments, of the WVU Faculty Senate to the Board with respect to all topics discussed.
2. To serve as a real time resource to the Board of Governors during any discussions that are health care related.
3. To serve as a guardian of the individual rights of every patient in West Virginia, including my fellow senators and all the faculty, students and staff at WVU, as the board tries to tackle the enormous and rapid changes in health care occurring on both the local and national levels.

Respectfully,

Joe Prud'homme, MD
Christopher Cline Endowed Chair in Orthopaedic Surgery

Ph: (304) 293-2779 Fx: (304) 293-7042	Department of Orthopedics - Physician Office Center WVU Sports Medicine Center – 943 Maple Drive, Lower Level, Morgantown, WV 26505 Center for Joint Replacement – 1075 Van Voorhis Road, Suite 100, Morgantown, WV 26505 Robert C. Byrd Health Sciences Center PO Box 9196 Morgantown, WV 26506-9196
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5/3/2014

To: Faculty Senate of WVU

From: Gail C. O'Malley VanVoorhis, RNC-NNP, MSN
Assistant Teaching Professor, WVU School of Nursing

Re: Statement of candidacy for faculty representative of the WVU BOG

To the Faculty Senate,

I am writing to declare myself as a candidate for the position of Faculty Representative to the WVU Board of Governors. I have been a faculty member of the School of Nursing at WVU since August of 1998. I have served on many committees throughout the School of Nursing, the Health Sciences Center, and a couple at the university level. My work at WVU has been very student oriented and I have worked many years, and continue to work, to improve health sciences education through simulation and clinical skills training. Working on projects at WVU has taught me patience and perseverance but I have seen the jobs through. I have been constantly trying to upgrade the education and curriculum in the School of nursing and have had the chance to be involved on the STEPS Center Steering committee serving all healthcare professional students.

I am running for this position because I want to be part of the solutions at WVU. I have not been happy with the treatment of faculty and believe that I would work hard to represent their interests. I also feel that there needs to be standards set and faculty held accountable in order to maintain this university as a leader in higher education. I don't pretend to understand the complexity of running this institution but I have had experience with budgets for my department, fundraising for the School of Nursing and the Health Sciences Center, Search committees, Strategic planning committees, and curriculum review and renovation. Within my job I have had to hire employees and deal with issues regarding personnel. Having been involved with the university as it moves forward I think I would be able to transition my experience at the Health Sciences Center to support a position on the BOG.

Lastly I have had the opportunity to experience my daughter go through graduate school at WVU and would like to be part of the evaluation and change in the programs we teach. Over the past several years I have kept in touch with many of our graduates from the School of Nursing and believe we have made a solid contribution to healthcare. I am very interested in the student experience and quality of education we provide. I would be proud to be able to really take part in the future of WVU and making it the best it can be.

Thank You for the opportunity to run for this position.

Gail C. VanVoorhis

To: Faculty Senate Executive Committee
 From: Nick Perna, Chair, Faculty Senate Curriculum Committee
 Date: April 28, 2014
 Re: New Course Report

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
BIOL 576: Computational Neuroscience	Arts and Sciences	This course focuses on the tools and concepts used to probe and characterize the dynamics of neurons, neural networks and neural coding mechanisms. Lectures introducing concepts and discussions sessions of the current research literature complement computer laboratories where the student learns programing skills, analytical tools and neural modeling methods used in computational neuroscience research.	4	Permission of instructor	This course is part of a new expended curriculum in neuroscience. Computational neuroscience is one of the most important new research approach in the study of brain functions. It has become an essential element of any well trained neuroscientist skill-set but can also be useful to anyone trying to quantitatively characterize the dynamics of living processes.
CHEM 548: Biophysical Chemistry	Arts and Sciences	Biophysical Chemistry lies at the interface between physics, chemistry and biology, applying theories and methods of the physical sciences toward understanding biological systems. This course focuses on the physical chemistry of biological macromolecules. Topics to be covered include protein structure formation and stability, forces/interactions in biological molecular systems, bio-macromolecule folding dynamics, phase transitions in proteins, and membrane physics.	3		The goal of biophysical chemistry is to provide physical, mechanistic explanations for the function of important biological systems. Theories and techniques necessary to achieve this goal are provided by many disciplines including chemistry, physics, and biology. It is striking how the application of physicochemical principles and methods have significantly contributed to our detailed understanding of biological systems. This biophysical chemistry course provides students an opportunity to apply physical chemistry fundamentals to the study of biological systems with a focus on biologically relevant molecules. This course has been designed to equip our students with the necessary knowledge to effectively pursue bio-molecular problems at the interface of traditional scientific disciplines. This course will contribute to the current curriculum by providing an in depth study of bio molecules from a physical chemistry point of view. Furthermore, several research groups in our department focus their efforts on biochemical topics, and this course will provide their students coursework that will be directly applicable to their research projects. This course is unique to the current curriculum as there is currently no biophysical chemistry course offered, and the material covered by this course does not fit under any of the current graduate course offerings of the department.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
CHEM 549: Proximal Probe Techniques	Arts and Sciences	Proximal probe techniques rely on the use of nanoscale probes, positioned and scanned in the immediate vicinity of surfaces. Their development is often viewed as a first step towards nanotechnology, since they demonstrate the feasibility of building purposeful structures one atom or one (macro)molecule at a time. This course provides thorough physical background of scanning probe microscopy techniques.	3		This course bridges the gap between classical physics and quantum physics, introducing students to micro-nano-physics, which is not covered in the current Chemistry curriculum of most undergraduate institutions. This is accomplished by applying the underlying principles of micro-nano-physics to understanding the operation of proximal probe devices. Furthermore, learning of the physical fundamentals underlying proximal probe techniques is aided by a "Virtual Proximal Probe Device" that models the complete operation of an AFM and is built by students in Matlab and Simulink throughout the semester. The students are required to build their own models, providing them with practical experience in modeling, simulating and analyzing multidomain dynamic systems. The students also gain experience writing simple code to analyze different data sets. These skills are invaluable for basic scientists, and currently there is no formal setting provided by the Chemistry department for graduate (or even undergraduate) students to gain these skills. As the West Virginia University currently has several labs interested in this field (see for example WVnanoSAFE), this course will attract students from chemistry, biology, physics, and engineering with research interests in the interdisciplinary field of nanoscience.
GEOL 411: Deep Time Earth Systems	Arts and Sciences	Interrelationships of Earth Systems - the lithosphere, the hydrosphere, the atmosphere, and the biosphere - through space and time	3	GEOL 103 and GEOL 104; CONC or consent: GEOL 311. ENGL 102 or ENGL 103 is required PR for students to earn W credit.	This course is designed to help students synthesize knowledge from previous geology and allied science coursework to think critically about interrelationships of the Earth systems - the lithosphere, the hydrosphere, the atmosphere, and the biosphere - through space and time. Topics covered will include changes in relative sea level and ocean currents, seawater composition, atmospheric composition, glaciations, mass extinction and adaptive radiation events, and Milankovitch cycles. These topics have significant relevance to our society with respect to changing environments due to global warming, invasive species, and contamination of natural systems.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
GER 401: TurboDeutsch: Intensive German in Review	Arts and Sciences	"TurboDeutsch" is an advanced German language course that examines the fundamentals of the German language. Students will review basic structures and learn more complex forms in the language. This structural review will be contextualized through the study of current events in Germany.	3	One of the following: GER 301, GER 302, GER 303, GER 304	Currently the German curriculum has no advanced structural review of the language at the 400-level. This course reinforces important skills and grammatical knowledge while also exposing students to current events and the media in Germany. It complements the primarily content-based instruction in upper-level literature and culture courses.
THET 355: Musical Theatre Studio	Creative Arts	Examine, explore and execute acting techniques and styles applicable to the musical through scene and musical performance study as well as classroom exercises.	3	THET 244 and MUSC 226	THET 355 is a studio course that begins the integration of dance, voice, and acting into a cohesive performance. This will be a required course for all juniors in the newly proposed BFA Musical Theatre program.
THET 450: The Complete Performer	Creative Arts	This lab-based course employs the best pedagogical approaches to strengthen the abilities of the actor who sings, acts, and dances. Students will work with musicians, lyricists, and book writers towards creating an original musical short, presented at the end of the semester. It is designed to cultivate student ability to compete in the musical theater community as a triple threat.	3	THET 447 and THET 455	In many instances, college graduates holding musical theatre degrees, are ill prepared for the full-time professional musical theatre stage. THET 450, a lab-based course, will employ hands-on pedagogical approaches to strengthen the abilities of the actor who sings and dances, the dancer who sings and acts, and the singer who acts and dances, to be a viable competitor in musical theatre. Our objective is to supply them with the tools necessary to be successful in their endeavors.
THET 455: Adv Musical Theatre Studio	Creative Arts	Presentation of scenes and musical performances chosen from the American Musical Theatre genre (1960-Present) with instruction and critique from a panel of acting, music, and dance faculty. The student will examine, explore and execute acting techniques and styles applicable to the musical through scene and musical performance study as well as classroom.	3	THET 344 and THET 355	A continuation of THET 355 integrating dance, voice, and acting into a cohesive musical theatre performance. This will be a required course for all seniors in the newly proposed BFA Musical Theatre program.
HIED 649: Contemporary Issues in Higher Education	Education and Human Services	The purpose of this course is to explore critical, contemporary challenges facing American higher education. The course explores issues of access, accountability, academic freedom, financial aid, state and federal government policy, changing legal structures, teaching and learning in a digital age, student issues, diversity, and the influence of business models and values on institutional strategy and practice.	3	none	This is a new course proposed for the higher education program. It introduces students to the major challenges facing American higher education. The course provides new Masters students with foundational knowledge of core concepts like academic freedom, state and federal higher education policy, financial aid, access, diversity, accountability, etc. After students take this entry course, they are prepared to explore any of these topics in more depth in their higher education administration elective courses.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
SPED 653: Professional Ethics for Behavior Analysts	Education and Human Services	This course will provide for prospective behavior analysts a range of ethical principles and practices appropriate to governing self-guided professional activities, as well as those conducted for and with external agencies, service recipients, and their caregivers and families.	3	none	The course is part of a new area of emphasis in special education that will meet the Behavior Analyst Certification Board's most recent set of approved coursework requirements (in regard to specific content areas and number of contact hours within each area), and it will provide online access to this required graduate coursework for the purpose of becoming a Board Certified Behavior Analyst for students with disabilities.
SPED 654: Foundations & Philosophies of Applied Behavior Analysis	Education and Human Services	The purpose of this course is to provide a philosophical and procedural foundation in the science and technology of behavior analysis. Course concepts will connect basic findings from behavioral research to fundamental treatment concepts and applications for professionals.	3	none	The course is part of a new area of emphasis in special education that will meet the Behavior Analyst Certification Board's most recent set of approved coursework requirements (in regard to specific content areas and number of contact hours within each area), and it will provide online access to this required graduate coursework for the purpose of becoming a Board Certified Behavior Analyst for students with disabilities.
SPED 655: Naturalistic & Functional Analyses of Behavior	Education and Human Services	The purpose of this course will be instruction in the use of functional behavior assessment and functional analysis procedures, as well as the proper use of these procedures within the steps of creating and implementing effective, evidence-based programs of behavior change. Emphasis will be placed on connecting assessment results to the interventions most likely to produce desired, sustainable change.	3	none	The course is part of a new area of emphasis in special education that will meet the Behavior Analyst Certification Board's most recent set of approved coursework requirements (in regard to specific content areas and number of contact hours within each area), and it will provide online access to this required graduate coursework for the purpose of becoming a Board Certified Behavior Analyst for students with disabilities.
SPED 656: Methods in Behavioral Intervention & Treatment	Education and Human Services	The purpose of this course will be to instruct students in the use of specific techniques for (a) applying the principles of operant conditioning, (b) adapting techniques for individual needs and preferences, (c) modifying behavior in applied settings, and (d) evaluating and adjusting intervention components for maximal effectiveness.	3	none	The course is part of a new area of emphasis in special education that will meet the Behavior Analyst Certification Board's most recent set of approved coursework requirements (in regard to specific content areas and number of contact hours within each area), and it will provide online access to this required graduate coursework for the purpose of becoming a Board Certified Behavior Analyst for students with disabilities.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
SPED 657: Systems for Behavior Change, Team Building, & Case Management	Education and Human Services	This course will integrate the thoughtful use of behavior change systems (e.g., those that plan for sustainability and generalization) with procedures for training agency staff, families, and education professionals in the implementation of behavior support plans. Special emphasis will be placed on effectively and efficiently assessing procedural integrity, social validity, and the level of intrusiveness of behavioral treatments.	3	none	The course is part of a new area of emphasis in special education that will meet the Behavior Analyst Certification Board's most recent set of approved coursework requirements (in regard to specific content areas and number of contact hours within each area), and it will provide online access to this required graduate coursework for the purpose of becoming a Board Certified Behavior Analyst for students with disabilities.
MAE 441: Gas Turbine Design and Durability	Engineering Mineral Resources	Design of gas turbine engines for aircraft propulsion and industrial power generation. Theory of operation and characteristics of gas turbines. Design considerations, component operation, and durability of the individual components.	3	MAE 320 and (MAE 335 or MAE 331)	The course has been approved by the MAE department as a technical
SENG 581: Quality Software Process Management	Engineering Mineral Resources	Evaluate quality theories and practices; research quality history, principles and techniques; and apply software engineering quality management methods and standards to develop software quality model artifacts in an enterprise environment.	3	SENG 510 or consent.	SENG 581 provides an advanced level elective for the Masters in Software Engineering program. It provides the student with several skill sets extending and supporting the students lower level course work achievements.
LAW 607: Psychology for Lawyers	Law	A practical approach to the basic concepts of psychology, including analytical psychology, family counseling and therapy, gender differences, narrative and historical differences, psychology of juries, and psychological perspectives useful for both client and lawyer self-awareness.	3		The College of Law's decision to offer Psychology for Lawyers as part of the law school curriculum derives from the increasing appreciation of the significance, and lack of, psychological knowledge on the part of lawyers in dealing with clients, other lawyers, juries, negotiations, mediations and the public in general. This course will provide students, as they enter the world of general legal practice, with a basic knowledge of the principles of psychology, the application of psychological concepts to criminal and other areas of law, a greater sensitivity to the fact that legal issues almost always also contain psychological issues, and a greater insight into their own psychological nature and its implication for their future professional and personal lives.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
LAW 611: Consumer Protection Law	Law	A practical survey of various state and federal laws designed to protect consumers, including WV Consumer and Credit Protection, Fair Debt Collection, Fair Credit Reporting, Truth in Lending, Fair Credit Billing and Gramm-Leach-Bliley.	3		American consumers engage in countless transactions every day, including food, clothing, computers, automobiles and other tangible goods. Modern economies are high volume consumer economies. "Consumer law" has emerged as a body of state and federal laws that regulate this sector of the economy and protect consumers from unfair business practices. The COL Academic Planning Committee has determined this course to be vital to include in the law school curriculum because it will offer law students valuable training in an important area of modern legal regulation. The course also includes recent developments in the field, to ensure that students learn of emerging trends in a rapidly evolving area of the law. Students who are especially interested in business and consumer law would find this course helpful for the development of specialized practice skills in this area. A substantial written final examination is required, which serves to expand the student's analytical and writing skills, which are necessary for a successful legal career.
LAW 622: E-Discovery	Law	An introduction to the basics of identification, preservation, collection, search and production of Electronically Stored Information and effective utilization of procedural and evidentiary rules, practice pointers, and admissible evidence.	3	LAW 706 and 722	The majority of law schools offer a wide variety of courses that extend beyond the basic tenets of law in order to provide a wider perspective for law students and prepares them for specialized areas in modern-day society and business. Technology and the use of cyberspace are constantly developing and changing, and commonly effect both the individual and industry. This course provides a learning experience that enhances the acquisition of lawyering skills related to identification, search, collection, preservation, and production of Electronically Stored Information, result in effective utilization of procedures, rules and admissible evidence in practice.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
LAW 688-A: Sem: American Const History	Law	A historical overview of American constitutional law from 1786 to present day, focusing on that part of history that still influences present-day constitutional law decision making.	2		The College of Law Academic Planning Committee has determined the American Constitutional History Seminar to be valuable as an addition to the general law school curriculum by providing an additional acquisition of historical constitutional information. Students are afforded the opportunity to delve more deeply into historical accounting and precedence as a base for subsequent modern law. High attendance standards are emphasized due to the importance of student participation and discussion, which provides a practical setting for the development and honing of oral competency skills. A substantial research paper is required which serves to enhance the student's research, analytical, and writing skills, all of which are necessary for successful law practice.
LAW 688-B: Sem: International Trade Reg	Law	This course addresses various subjects in modern international trade regulation including foreign direct investment, trade in goods, and technology, and multilateral versus regional international trade regulation.	2		The College of Law Academic Planning Committee has approved this course to be a valuable part of the law school curriculum because it addresses the legal challenges and opportunities present by increasing globalization, and because its seminar structure and small size will help students further develop their critical thinking, research, and writing skills, all of which are necessary for a successful legal career. This proposed course differs from LAW 626 (International Trade Law), because of its seminar structure, focus on research and writing, and broader underlying themes in international trade law.
LAW 689-Y: Sem: Sustainable Development	Law	Consideration and further development of concepts and methods relating to sustainable development, including methods for incorporating consideration of economic development, environmental conservation, and social equity in decision-making at the regional, national and global level.	2		The College of Law faculty has determined this course to be valuable as part of the law school curriculum and an important tool for conducting contemporary policy making. It expands on skills in legal research and writing, review of existing legal and policy literature, and practical and theoretical development of a nascent doctrinal area of law. This course provides the students an opportunity to delve more deeply into this area of law for specialization.
NSG 475: Applied Research and Evidence Based Practice	Nursing	Advanced study of the evaluation, integration, and dissemination of reliable evidence from multiple sources including scientific evidence and patient/family preferences to inform practice and make clinical judgments to improve patient outcomes. This course is the Capstone course for the RN to BSN program.	4	NSG 333	This course is the capstone course for the RN to BSN program. It builds on NSG 465, Foundations of Research and Evidence Based Practice, by requiring the student to identify a nursing care problem, and designing a clinically based project to address the problem. It requires the student to synthesize evidence from multiple sources and utilize clinical judgment to improve patient outcomes.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
NSG 732: Seminar in Nursing Scholarship	Nursing	This course socializes students to clinical scholarship in preparation for the conduct of independent research and for future roles as nurse scholars and nurse scientists	2	Admission to the PhD program	The objectives of this course focus on the role of nurse scientists and encompass the definition of scholarship, dissemination of research, peer review, the impact of research on society, programs of research and career progression, interprofessional collaboration, and the resources required to support a program of research. This course socializes the student to the PhD Program and is foundational to the curriculum.
NSG 733: Research Grant Development	Nursing	Analysis of the grant-writing process, including current federal application formats, provides students with the background to complete a submittable grant proposal in their own area of research.	2	NSG 781	This course is designed to prepare nursing students for research grant development and submission. Through readings, ongoing critique and completion of a grant proposal, students will learn how to apply for research funding. As a unique discipline, this course is added to the PhD in nursing curriculum to offer students opportunities to participate in nursing-specific grant applications. It will add a new and necessary component to the curriculum.
NSG 736: Advanced Health Policy and Ethics	Nursing	Examination of ethical issues of research and current health policy.	3	NSG 728 and NSG 732 and NSG 724 and NSG 735 and NSG 725 and NSG 704	This seminar examines the factors, forces, and processes that influence the formulation, implementation, and modification of research ethics and health policy in the United States. Students will relate health care policies to issues in health care such as bioethics, information systems technology, resource availability, and research on safety, cost, access and quality. The interplay among often competing interests and priorities shaping health policy, research, and ethics will be explored. Emphasis is on analysis of ethical tenets applicable to the conduct of research and the application of frameworks for policy analysis and research translation including: contributions from health economics, health services research and other policy-related disciplines. This course merges health policy and research ethics and adds health policy to the curriculum. This unique course allows students to analyze research ethics and health policy together.
PHAR 758: Ethical and Regulatory Aspects of Clinical Research	Pharmacy	Provides overview of ethical and regulatory aspects of clinical research.	1	None	Required course in the Health Outcomes PhD track in the Pharmaceutical and Pharmacological Sciences. This was taught as a special topics course this past year and we are requesting a permanent course number.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
PHAR 759: Clinical and Population Practicum	Pharmacy	Expose students to a population of interest in preparation for a research project. This course will help students to understand the lived experience of the population of interest and expose students to aspects of the healthcare system. Students will either work with a clinical population or community-based population to address one or more disease states.	1	None	This is a required course in the Health Outcomes Research PHD track in the Pharmaceutical and Pharmacological Sciences. This will provide an opportunity for students to understand the experience of the population of interest and expose students to aspects of the healthcare system.
PHAR 769: Advanced Health Services Research Methods	Pharmacy	Provides a working knowledge of health services research methods and how to apply these methods to answer typical research questions in health services research. The course will examine concepts but will have an applied focus with hands-on research using publicly available datasets or those that students have access for their dissertations/manuscripts.	3		This is a required course in the Health Outcomes Research Ph.D. track in the Pharmaceutical and Pharmacological Sciences. It provides students with experience applying health services research methods to research questions. It has been taught as a special topics course in past semesters.
PHAR 789: Seminar in Nanoscience	Pharmacy	Facilitates interdisciplinary research at the nanoscale by providing a forum for discussion and exploration of nanoscale science and engineering from a variety of perspectives including research and development of nanoscale devices and systems.	2	None	This course is an interdisciplinary course in nanoscience. This area is relatively new and there are no comparable courses to it at WVU. At the same time, nanoscience is expected to have a significant impact on pharmacy (prediction is that half of the pharmaceutical industry's profit will come from nanoscience-based technology by 2020) and in other areas including chemistry, physics and engineering. While the science that is to be conveyed has broad applicability, the course also targets developing inter-disciplinary researchers which are a prized commodity in the job market.
WVUE 191A: First-Year Seminar - MSA	University College	Expanded exploration of academic experiences through meaningful contexts for students participating in Mountaineer Success Academy. The course will envelop a range of academic components needed to achieve student success, and provide opportunities necessary for a successful transition to West Virginia University.	2	None	Students are invited to participate in MSA based on academic indicators which identify them as benefiting from additional support, programming and resources. In addition to the learning outcomes listed below (WVUE 191), WVUE 191A will allow delivery of additional academic and major exploration content appropriate for ungraduated studies students participating in the Mountaineer Success Academy. Students will earn two (2) credit hours for this course via classroom engagement, which consists of discussions, projects and presentations, as well as additional weekly contact with instructor and the MSA Leadership Team. Students will also attend out of class programming designed to meet their specific academic and developmental needs.

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
WVUE 191B: First Year Seminar- SSS/TRIO	University College	<p>The purpose of WVUe 191B is to provide Student Support Services/TRIO participants with information, tools and resources needed to successfully transition to college. The course will cover a variety of academic components needed to help students achieve success and progress towards completion of a college degree. The course will also help students develop an understanding of the SSS/TRIO Program.</p>	2	None	<p>The Student Support Services/TRIO Program helps students from disadvantaged backgrounds earn their undergraduate college degrees. The majority of participants served in the Program are first generation (neither parent has a 4-year college degree) and are from low-income households. Per U.S. Department of Regulations, SSS/TRIO is required to provide services in the areas of academic advising, financial aid assistance and financial literacy education, among others. In addition to the learning outcomes provided below, the WVUe 191B course will place emphasis on areas pertinent to the first generation/low income population and will tailor the delivery of learning materials to the needs of the students. Topics such as college basics and success skills, financial aid, financial literacy education, major/career exploration and course registration will be covered. Students will earn 2 credit hours for this course through classroom discussions, small group activities and projects, as well as additional weekly contact with the SSS/TRIO staff. Students will be required to attend out of class programming designed to meet their academic and developmental needs. For these reasons, WVUe 191B is an important component for the SSS/TRIO Program and participants served.</p>

Title	College	Course Description	Credits	Prerequisites	Curriculum Based Rationale
ISYS 101: Intro to Information Systems 1	WVU-Tech	An introduction to the concepts of computer organization, system software, programming languages, computer security, networking, and daabase management. The other topics include history of computing, Boolean logic, and computer ethics.	3	None	<p>This course will serve as the first course for WVU Tech's new computing program, the BS degree in Information Systems. Currently, we are using the Potomac State College course CIS 100 Introduction to Computer Information Systems as a substitution, but we believe tht it is not entirely appropriate as the first course for Information Systems program. The goal of this course is to introduce students to the basic concepts of Computer Informations Systems. The course will teach the students fundamentals of computing such as binary numbers, Boolean logic, necessity and practice of computer ethics and provide them an overview of the concepts and tools they will encounter in core courses of the program. For example, while we will not attempt to teach programming in ISYS 101, we will discuss the basic principles of a computer language, how the programs (the source codes) are created, how a source code is prepared (compiled) so that the computer can interpret the instructions, and how the computer carry out (execute) the instructions in the program. We believe providing such an introduction at the beginning will help the studens to succeed in learning computer programming languages in their future classes. Also, this course will help the students choose the appropriate major for their studies at WVU Tech.</p>

To: Faculty Senate Executive Committee
 From: Nick Perna, Chair, Senate Curriculum Committee
 Date: April 28, 2014
 Re: Course Changes

NSG 729: Quantitative Research Methods		
Field	Old Value	New Value
Course Description	This course continues the study of the quantitative and qualitative research process extending from methodology to analysis and interpretation. It includes sampling theory, power, measurement, data collection procedures, and advanced analysis procedures.	Quantitative methods and measurement relevant to conducting research in nursing are studied.
Course Credits	3	4
Course Catalog Prerequisites	NSG 726 and PR or CONC: STAT 512.	NSG 724 NSG 725
Course Effective Term		Spring 2015
Course Curriculum Based Rationale		This course describes the methods used for conducting quantitative research. Revisions reduced redundancy between two courses.
Course Expected Learning Outcomes		1. Analyze quantitative research questions aimed at solving clinical problems.
		2. Evaluate quantitative research questions and methods in the context of existing knowledge and nursing theory.
		3. Evaluate the appropriateness of specific measurement instruments.
		4. Explicate the process of instrument adaptation and evaluation.
		5. Use various sampling strategies consistent with study design.
		6. Evaluate data collection approaches common in nursing.

Memorandum**To:** Faculty Senate Executive Committee**From:** E. James Harner, Chair-Elect
Senate Curriculum Committee**Date:** 4/1/14**RE:** Monthly Alterations Report**Action: New Subject Code.** The following subject code creation has received administrative approval:

Sub Code	CIP	Action	Rationale	Effect Date
DSCI		Create new subject code.	Create a subject code for courses in the Data Science major(14A3)in the Master of Data Science degree (MDS).	201408

Action: Change Major Name. The Davis College of Agriculture, Natural Resources and Design requests the following major name change:

Old: Fashion Design & Merchandising

New: Fashion, Dress & Merchandising.

Rationale: National Schools of Art and Design (NASAD) requires that all programs falling under its purview at an institution must meet or exceed the NASAD accreditation standards. During the College of Creative Arts reaccreditation review process, NASAD found that the Davis College offered a program Fashion Design & Merchandising that appeared to fall under its purview. By changing the title so that the words “fashion” and “design” do not appear in any combination, this major would no longer be under NASAD’s purview.

Action: Alterations (Minor Changes)

Sub Code	Course Number	Action	Old	New	Rationale	Effect Date
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BIOL	337	Change description and PR	BIOL 337. Physiological Psychology. 3 Hours. PR: 9 hours of psychology, behavior, physiology, or graduate standing. Introduction to physiological mechanisms and the neural basis of behavior. (Also listed as PSYC 426.).	BIOL 337. Physiological Psychology. 3 Hours. PR: PSYC 301 and junior or senior standing. Advanced study of the physiological mechanisms of behavior. Topics include neural and endocrine mechanisms of behavior and issues, methods, and findings in behavioral neuroscience. (Also listed as PSYC 426.).	This alteration aligns the course description for BIOL 337 - a cross listed course with PSYC 426 - to be identical to the psychology course.	201501
BIOL	348	Change Title	BIOL 348. Basic Neurobiology. 3 Hours. PR: BIOL 219. An introduction to neuroscience, including basic neuroanatomical neurophysiology, and the relationship between the central nervous system, physiology, and behavior.	BIOL 348. Neuroscience 1. 3 Hours. PR: BIOL 219. An introduction to neuroscience, including basic neuroanatomical neurophysiology, and the relationship between the central nervous system, physiology, and behavior.	BIOL 348 is an existing course that will serve as the first required course for a new Neuroscience Area of Emphasis. The title of BIOL 348 is being changed to "Neuroscience I" to make the progression of the required coursework obvious, with the new required course to be called "Neuroscience II".	201501
BMEG	311	Change subject code, course number, and PR	CHE 382. Biomaterials. 3 Hours. PR: CHE 381 and BIOL 235 and PHYS 111. Principles of materials science and cell biology underlying the design of medical implants and artificial organs. Properties of living tissue, biocompatibility of polymers, metals, and ceramics; implants for	BMEG 311. Biomaterials. 3 Hours. PR: BMEG 201, BIOL 235 or BIOL 117, and PHYS 111. Principles of materials science and cell biology underlying the design of medical implants and artificial organs. Properties of living tissue, biocompatibility of polymers, metals, and	This course is a core course for the newly approved Biomedical Engineering program and the Biomedical Engineering certificate. This course is currently offered as CHE 382, but will be housed in the BMEG program now.	201501

			hard and soft tissue.	ceramics; implants for hard and soft tissue.		
BMEG	480	Change subject code and PR	CHE 480. Cellular Machinery. 3 Hours. PR: BIOL 115 and junior standing or consent. Fundamental understanding of how a cell operates like a chemical factory; understanding how self-sustaining capacity of the cell's complex chemical reaction networks and cellular components can be manipulated in a synthetic environment.	BMEG 480. Cellular Machinery. 3 Hours. PR: BIOL 115 or consent. Fundamental understanding of how a cell operates like a chemical factory; understanding how self-sustaining capacity of the cell's complex chemical reaction networks and cellular components can be manipulated in a synthetic environment.	This course is an elective for the newly approved Biomedical Engineering degree program and the Biomedical Engineering certificate. This course is currently offered as CHE 480, but will be moved to the BMEG program.	201501
BMEG	481	Change subject code and PR	CHE 481. Applied Bio-Molecular Modeling. 3 Hours. PR: CHE 381 and MATH 261 and CHEM 231 or CHEM 233. This course provides an introduction to modern molecular-level computational methods for calculating properties of reaction systems and thermodynamic, transport, and structural properties of materials with a particular focus on biological applications.	BMEG 481. Applied Bio-Molecular Modeling. 3 Hours. PR: BMEG 201, MATH 261, and (CHEM 231 or CHEM 233). This course provides an introduction to modern molecular-level computational methods for calculating properties of reaction systems and thermodynamic, transport, and structural properties of materials with a particular focus on biological applications.	This course is an elective course for the newly approved Biomedical Engineering program and the Biomedical Engineering certificate. This course is currently offered as CHE 481, but will be moved to the BMEG program.	201501

BMEG	482	Change subject code and PR	CHE 482. Intro to Tissue Engineering. 3 Hours. PR: CHE 381 and CHE 382. This course introduces biological principles and engineering fundamentals pertaining to cell behavior and substrate properties. The design and characterization of artificial tissues will be discussed using properties and function of native tissues as a guide.	BMEG 482. Intro to Tissue Engineering. 3 Hours. PR: BMEG 201 and BMEG 311. This course introduces biological principles and engineering fundamentals pertaining to cell behavior and substrate properties. The design and characterization of artificial tissues will be discussed using properties and function of native tissues as a guide.	This course is an elective course for the newly approved Biomedical Engineering program and the Biomedical Engineering certificate program. This course is currently offered as CHE 482, but will be moved to the BMEG program.	201501
CHE	466	Change title	CHE 466. Electronic Matls Processing. 3 Hours. PR: Junior standing in engineering and mineral resources. The design and application of thermal, plasma, and ion assisted processing methodologies; solid state, gas phase, surface, and plasma chemistry underpinnings; thin film nucleation and growth; the effect of processing methods and conditions on mechanical, electrical, and optical properties. (3 hr. lec.).	CHE 466. Electronic Materials Processing. 3 Hours. PR: Junior standing in engineering and mineral resources. The design and application of thermal, plasma, and ion assisted processing methodologies; solid state, gas phase, surface, and plasma chemistry underpinnings; thin film nucleation and growth; the effect of processing methods and conditions on mechanical, electrical, and optical properties. (3 hr. lec.).	Changed title to be more descriptive.	201501

CPE	310	Change PR	CPE 310. Microprocessor Systems. 3 Hours. PR: CPE 271 and PHYS 112. Theory and design of microprocessors: organization and architecture of modern processors; integration of microprocessors with RAM, ROM, and I/O devices; machine language, assembly language and software development. (3 hr. lec.).	CPE 310. Microprocessor Systems. 3 Hours. PR: CPE 271 and CPE 272 and PR or CONC: CPE 311. Theory and design of microprocessors: organization and architecture of modern processors; integration of microprocessors with RAM, ROM, and I/O devices; machine language, assembly language and software development. (3 hr. lec.).	Dropping Phys 112 as a prerequisite allows all students in the Computer Science major to take CpE 310. CS students do not necessarily take PHYS 112, but CpE 310 is a requirement under the new CS curriculum. The material in CpE 272 is an adequate replacement for the background material covered in Phys 112. Also CpE 311 lab was added as a co-requisite since the lecture (CpE 310) and the lab (CpE 311) are closely linked.	201501
ENTR	340	Change number, title, and PR	ENTR 335. Small Business Entrepreneurshp. 3 Hours. PR: BUSA 202. This course offeres a study of the concepts necessary to become a successful small business entrepreneur. The course work includse practical application of marketing and management skills.	ENTR 340. Survey of Entrepreneurship. 3 Hours. PR: BUSA 202 or ACCT 201. This course offers a study of the concepts necessary to become a successful small business entrepreneur. The course work includes practical application of marketing and management skills.	The course renaming and renumbering is to more adequately reflect course material and content as well as avoid confusion with courses taken in the B&E Entrepreneurship AoE.	201501
ENTR	380	Change title, course number, and PR	ENTR 435. New Venture Creation. 3 Hours. PR: ENTR 335. This course will provide the student with an in- depth understanding of the issues involved in the planning and creation of a new venture. The student will be exposed	ENTR 380. Survey of Business Planning. 3 Hours. PR: ENTR 340. This course will provide the student with an in- depth understanding of the issues involved in the planning and creation of a new venture. The student will be exposed	The course renaming and renumbering is to more adequately reflect course material and content as well as avoid confusion with courses taken in the B&E Entrepreneurship AoE.	201501

			to the various roles of the entrepreneur.	to the various roles of the entrepreneur.		
ENTR	400	Change subject code, number, name, and description	SBEN 310. Small Business Management 1. 3 Hours. PR or CONC: BCOR 350 and BCOR 370. Fundamental principles and practices related to small business and entrepreneurship. Focuses on areas such as leadership, motivation, human resource management as they apply to small business management.	ENTR 400. Fundamentals of Entrepreneurship. 3 Hours. PR or CONC: BCOR 350 and BCOR 370. Fundamental principles and practices related to entrepreneurship. Focuses on areas such as leadership, motivation, human resource management as they apply to entrepreneurship.	The name change is requested as students have reported difficulty finding the course offerings because of the current name (SBEN). The revised course title is more descriptive of the content of the course.	201501
ENTR	420	Change subject code, number, title, PR, and description	SBEN 410. Small Business Management 2. 3 Hours. PR: BCOR 340 and SBEN 310 and PR or CONC: ACCT 331. Fundamental principles and practices related to small business and entrepreneurship. Focuses on areas such as accounting, budgeting, and financial management as they apply to small business management.	ENTR 420. Entrepreneurial Finance. 3 Hours. PR: BCOR 340 and ENTR 400 and (ACCT 331 or FIN 320 or ACCT 431). Fundamental principles and practices in finance related to entrepreneurship. Focuses on areas such as accounting, budgeting, and financial management as they apply to entrepreneurship.	The name change is requested as students have reported difficulty in finding course offerings because of the current name (SBEN). The revised course title is more descriptive of the content of the course.	201501

ENTR	430	Change subject code, number, title, and PR	SBEN 438. Business Plan Development. 3 Hours. PR or CONC: SBEN 310 or SBEN 410. This course addresses the unique entrepreneurial experience of conceiving, evaluating and developing a full business plan for a new small business startup through the appropriate concepts and methodologies.	ENTR 430. Business Analysis and Planning. 3 Hours. PR: ENTR 420. This course addresses the unique entrepreneurial experience of conceiving, evaluating and developing a full business plan for a new small business start up through the appropriate concepts and methodologies.	The name change is requested as students have reported difficulty in finding the course offerings because of the current name (SBEN). The revised course title is more descriptive of the content of the course.	201501
ENTR	440	Change subject code, title, and PR	SBEN 440. Practicum in Small Business. 3 Hours. PR: SBEN 438. This course provides practical experience in the development of formal policies and procedures and solutions to address identified business issues in a small business or entrepreneurial environment.	ENTR 440. Entrepreneurship Practicum. 3 Hours. PR: ENTR 430. This course provides practical experience in the development of formal policies and procedures and solutions to address identified business issues in a small business or entrepreneurial environment.	The name change is requested as students have reported difficulty in finding the course offerings because of the current name (SBEN). The revised course title is more descriptive of the course content.	201501
GEOL	373	Change course number, title, and PR	GEOL 472. Petroleum Geology. 3 Hours. PR: GEOL 341 or GEOL 342. Origin, geologic distribution, methods of exploration and exploitation, uses and future reserves of petroleum and natural gas in the world.	GEOL 373. Introduction to Petroleum Geology. 3 Hours. PR: GEOL 101, GEOL 102, GEOL 103, and GEOL 104. Origin, geologic distribution, methods of exploration and exploitation, uses and future reserves of petroleum and natural gas in the world.	Proposed minor change situates this course as an Introduction to Petroleum Geology for beginning geology majors, and serves petroleum engineering or energy land management majors without an extensive geologic background. This action is in response to consultations with Davis and Statler	201501

					Colleges to address program needs.	
HIED	648	Change subject code, course number and title	EDLS 754. Hist/Plcy:Admin-Amercn High Ed. 3 Hours. The administrative development of American higher education from 1636 to the present, including internal trends and external forces.	HIED 648. History of American Higher Education. 3 Hours. The administrative development of American higher education from 1636 to the present, including internal trends and external forces.	The course is staying the same. This is simply a prefix, course number and title change to better clarify the purpose of the course.	201501
HIED	650	Change subject code	EDLS 650. Higher Education Administratn. 3 Hours. Key concepts of organization and administration within higher education institutions, concentrating primarily on the non-academic components of the institutions, from the president to first-level supervisor.	HIED 650. Higher Education Administration. 3 Hours. Key concepts of organization and administration within higher education institutions, concentrating primarily on the non-academic components of the institutions, from the president to first-level supervisor.	This is simply a prefix change to provide clarity of offering.	201501

HIED	651	Change subject code	EDLS 651. College Student Development. 3 Hours. Review of research and literature on college student development from beginning freshmen through graduate school. Emphasis on different student subgroups.	HIED 651. College Student Development. 3 Hours. Review of research and literature on college student development from beginning freshmen through graduate school. Emphasis on different student subgroups.	This is a prefix change to reflect the programmatic home of this offering.	201501
HIED	652	Change subject code	EDLS 652. Assessment in Higher Education. 3 Hours. Critical analysis of contemporary assessment issues; develop sophisticated plans to evaluate the quality of student learning and growth in academic programs and student affairs.	HIED 652. Assessment in Higher Education. 3 Hours. Critical analysis of contemporary assessment issues; develop sophisticated plans to evaluate the quality of student learning and growth in academic programs and student affairs.	This is simply a prefix change to clarify the programmatic home of this offering.	201501
HIED	653	Change subject code	EDLS 653. College Student & Courts. 3 Hours. PR: Consent. A study of the major areas of higher education law from the perspective of the college student. A case study approach.	HIED 653. College Student & Courts. 3 Hours. PR: Consent. A study of the major areas of higher education law from the perspective of the college student. A case study approach.	This is simply a prefix change to clarify the programmatic home of this offering.	201501
HIED	655	Change subject code and hours	EDLS 655. Institutional Advancement. 3-6 Hours. PR: Consent. Studies in fund raising, alumni relations, and foundation management.	HIED 655. Institutional Advancement. 3 Hours. PR: Consent. Studies in fund raising, alumni relations, and foundation management.	This is a prefix change to clarify the programmatic home of this offering and a change in credit hours.	201501

HIED	656	Change subject code and title	EDLS 656. College Business Management. 3 Hours. Covers knowledge of such areas as budgeting systems, budget preparation and administration, resource reduction and reallocation, and grants/contracts preparation and administration.	HIED 656. Higher Education Budget and Planning. 3 Hours. Covers knowledge of such areas as budgeting systems, budget preparation and administration, resource reduction and reallocation, and grants/contracts preparation and administration.	This is a title change to represent a current description of this subject matter, and a prefix change to clarify the programmatic home of this offering.	201501
HIED	657	Change subject code	EDLS 657. Community College Leadership. 3 Hours. An analysis of the historical/philosophical development of community colleges in the U.S. A specific focus on developing a critical understanding of the administrative and leadership issues.	HIED 657. Community College Leadership. 3 Hours. An analysis of the historical/philosophical development of community colleges in the U.S. A specific focus on developing a critical understanding of the administrative and leadership issues.	This is a prefix change to reflect the programmatic home of this offering.	201501
HIED	751	Change subject code	EDLS 751. Academic Affairs Roles. 3 Hours. PR: Consent. Management, leadership, and administrative roles of academic affairs offices in colleges and universities including academic personnel, program definition, research and teaching issues, and other functions of academic oversight.	HIED 751. Academic Affairs Roles. 3 Hours. PR: Consent. Management, leadership, and administrative roles of academic affairs offices in colleges and universities including academic personnel, program definition, research and teaching issues, and other functions of academic oversight.	This is simply a prefix change to clarify the programmatic home of this offering.	201501

HIED	752	Change subject code	EDLS 752. Governance Of Higher Education. 3 Hours. PR: Consent. Formulation and implementation of state master plans and the roles of state governing bodies in public and private institutions.	HIED 752. Governance Of Higher Education. 3 Hours. PR: Consent. Formulation and implementation of state master plans and the roles of state governing bodies in public and private institutions.	This is simply a prefix change to clarify the programmatic home of this offering.	201501
HIED	753	Change subject code	EDLS 753. Adult & Continuing Education. 3 Hours. Principles, concepts, and processes involved in programming for adults in a community setting. Nature of adult learning, subject matter, and learning environment.	HIED 753. Adult & Continuing Education. 3 Hours. Principles, concepts, and processes involved in programming for adults in a community setting. Nature of adult learning, subject matter, and learning environment.	This is simply a prefix change to clarify the programmatic home of this offering.	201501
HIED	755	Change subject code	EDLS 755. Higher Education Law. 3 Hours. Critical legal issues of higher education, public and private, using a case study approach.	HIED 755. Higher Education Law. 3 Hours. Critical legal issues of higher education, public and private, using a case study approach.	This is simply a prefix change to clarify the programmatic home of this offering.	201501

HIED	756	Change subject code	EDLS 756. Higher Education Finance. 3 Hours. Financial concerns in higher education with emphasis on taxation and legislative actions, sources of income, budgeting, and cost analysis.	HIED 756. Higher Education Finance. 3 Hours. Financial concerns in higher education with emphasis on taxation and legislative actions, sources of income, budgeting, and cost analysis.	This is simply a prefix change to clarify the programmatic home of this offering.	201501
HIED	760	Change subject code	EDLS 760. Curriculum Dvlpmt/Refrm-High Ed. 3 Hours. Analyze curriculum development and implementation issues. Critique different curriculum designs in general education and major academic programs also.	HIED 760. Curriculum Dvlpmt/Refrm-High Ed. 3 Hours. Analyze curriculum development and implementation issues. Critique different curriculum designs in general education and major academic programs also.	This is simply a prefix change to clarify offering.	201501
HIED	762	Change subject code	EDLS 762. College Student Resrch-High Ed. 3 Hours. Students will critique research articles pertaining to college student development and conduct research investigating a subpopulation's development.	HIED 762. College Student Resrch-High Ed. 3 Hours. Students will critique research articles pertaining to college student development and conduct research investigating a subpopulation's development.	This is simply a prefix change to clarify the programmatic home of this offering.	201501

MINE	483	Change PR	MINE 483. Mine Design-Exploration Mappng. 2 Hours. PR: MATH 261 and MAE 242 and MINE 261 and MINE 306 and PR or CONC: MINE 411. Student and instructor select a mineral or coal deposit for the capstone mine design project. Geologic, demographic, quality, and market data are integrated with computer mapping software into a map set and exploration report.	MINE 483. Mine Design-Exploration Mappng. 2 Hours. PR: MATH 261, MAE 242, MINE 261, MINE 306, MINE 331, MINE 427, and PR or CONC: MINE 411. Student and instructor select a mineral or coal deposit for the capstone mine design project. Geologic, demographic, quality, and market data are integrated with computer mapping software into a map set and exploration report.	Addition of two PR courses (MINE 331 and MINE 427) to ensure that these core courses are taken prior to the final year of the Mining Engineering degree program. MINE 331 and 427 are only offered in the Spring Semester, while MINE 483 is only offered in the Fall and must be taken in the students penultimate semester. Furthermore, the material covered in MINE 331 and MINE 427 is required for MINE 483.	201501
NSG	727	Change hours, PR, and description	NSG 727. Contemporary Nursing Science. 3 Hours. PR: 728. In-depth study of the theoretical, empirical, and methodological dimensions of foundational nursing science in the conceptual areas of empowerment, significant life transitions, and health system outcomes.	NSG 727. Contemporary Nursing Science. 2 Hours. PR: NSG 728 and PR or CONC: NSG 729. Focus is on an analysis of the state of the science for a phenomenon for study. Emphasis is placed on the application of the particular phenomenon to a population of interest.	This course focuses on increasing students' understanding of knowledge development relative to a phenomenon of interest. Students develop skills needed to critically analyze and synthesize pertinent literature. Emphasis is placed on application of the evidence base for advancing knowledge about the selected phenomenon.	201501

NSG	781	Change hours	NSG 781. Research Mentorship. 2 Hours. PR: NSG 729. In this guided practicum, the student's research skills are developed and cultivated through participation in the mentorship process with an experienced researcher (the chairperson or his/her designee).	NSG 781. Research Mentorship. 1-3 Hours. PR: NSG 729. In this guided practicum, the student's research skills are developed and cultivated through participation in the mentorship process with an experienced researcher (the chairperson or his/her designee).	An additional credit (in variable format) was assigned to this course in order to allow sufficient time for students to have a mentored research experience.	201501
PSYC	730	Change PR	PSYC 730. Adv Behavior Analysis Practicum. 1-6 Hours. PR: PSYC 630 or consent. Supervised applied behavior analysis experience in an approved setting.	PSYC 730. Adv Behavior Analysis Practicum. 1-6 Hours. PR: PSYC 533 or consent. Supervised applied behavior analysis experience in an approved setting.	It not necessary for students to complete PSYC 630, a practicum experience with less supervision, before completing PSYC 730, a practicum experience with more supervision. PSYC 533 is a pre-requisite course for PSYC 630 Behavior Analysis Practicum. However, if PSYC 630 is no longer a required pre-requisite for PSYC 730 Advanced Behavior Analysis Practicum, then it will be possible for students to enroll in PSYC 730 without completing PSYC 533.	201501

SEP	312	Change course number, description, and PR	SEP 212. Prof Issues Sport Psych 3. 1-3 Hours. PR: SEP 210 and SEP 211. This 1-3 credit hours lower level undergraduate course provides third semester students majoring in Sport and Exercise Psychology with an introduction to graduate school and the necessary skills needed to prepare them for graduate education.	SEP 312. Prof Issues Sport Psych 3. 1-3 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with an introduction to graduate school and the necessary skills needed to prepare them for graduate education.	SEP faculty members believe that this course should be a junior level course and thus we would like to change the course number to SEP 312.	201501
SEP	313	Change course number and PR	SEP 213. Prof Issues Sport Psych 4. 1-3 Hours. PR: SEP 210 and SEP 211. This 1-3 credit hours lower level undergraduate course provides fourth semester students majoring in Sport and Exercise Psychology with the necessary skills needed to succeed upon their graduation from the Sport and Exercise Psychology program.	SEP 313. Prof Issues Sport Psych 4. 1-3 Hours. PR: SEP 210. This course provides students majoring in Sport and Exercise Psychology with the necessary skills needed to succeed upon their graduation from the Sport and Exercise Psychology program.	SEP faculty members believe that this course should be a junior level course and thus we would like to change the course number to SEP 313.	201501
SEP	686	Change name, PR	SEP 686. Internship-Sport Behavior. 1-6 Hours. Sport behavior supervised experience in various aspects of sport psychology teaching, research, and/or practice at on-campus or off-campus sites.	SEP 686. Internship-Sport and Exercise Psychology. 1-6 Hours. PR: Graduate student status in SEP Ph.D. program. Sport behavior supervised experiencing various aspects of sport psychology teaching, research, and/or practice at on-campus or off-campus sites.	Program changed names from Sport Behavior to Sport and Exercise Psychology (SEP). Faculty wants course names to match with program name.	201501

CS	222 (WVU-Tech)	Change PR and description	CS 222 Intro Software Engineering. 3 Hours. PR: CS 122. Principles of software engineering will be discussed, including the goals of software engineering of modifiability efficiency, reliability, and understandability. These will be implemented using techniques in information hiding, data abstraction, and modularity. Laboratory use of the computer will be required.	CS 222 Intro Software Engineering. 3 Hours. PR: C or better in CS 122. Principles of software engineering such as modifiability, efficiency, reliability and understandability. Techniques include information hiding, data abstraction and modularity. Laboratory work is required.	We are strengthening the prerequisites to have the students better prepared for the course. The course syllabus is not changed. The catalog description is shortened.	201501
CS	265 (WVU-Tech)	Change PR, credit hours, and course description	CS 265. Introduction to Computer Languages. 1 Hr. PR: CS 111 or CS 121. An introductory study of a programming language (such as C/C++, C#, JAVA, Visual Basic, Perl, ASP, HTML, Delphi, Ada, etc.) for students who have met core curriculum courses in Computer Science.	CS 265 C Programming. 2 Hours. PR: C or better in CS 122. Functions, parameter passing, dynamic memory allocation, pointers, and elementary data structures in C; software design and implementation with emphasis on creating and modifying large programs in procedural paradigm.	We are strengthening the prerequisites from CS 121 to C or better in CS 122 have the students better prepared for the course. The course syllabus is not changed.	201501
CS	321 (WVU-Tech)	Change course number and description	CS 263 Introduction to Networking. 3 Hours. PR: CS 122. The course will focus on the TCP/IP layered model of networking. The topics included will be IP routing, TCP, UDP delivery of packets to client applications. There will be a study of server applications using various protocols for	CS 321 Introduction to Networking. 3 Hours. PR: CS 122. Concepts of networking with the emphasis on TCP/IP layered model of networking. Students will learn IP routing, TCP, UDP delivery of packets to client applications and write client server applications using various protocols.	This alteration will provide the students in both Computer Science and Information Systems programs an opportunity to learn more on Networking strengthening the curricula of both Computer Science and Information Systems programs.	201501

			different types of services. The students will have an opportunity to implement these techniques in an Unix environment.			
ISYS	102 (WVU-Tech)	Change subject code, number, and description	MANG 370 Visual Basic - Business Applications. 3 Hours. Introduction to the programming process, including program design tools, coding and debugging. Design and implementation of programs/projects in Visual Basic.	ISYS 102 Intro to Information Systems 2. 3 Hours. Introduction to the programming process, including program design tools, coding and debugging. Design and implementation of programs and projects for business applications in Visual Basic.	We would like to properly label the course with the program's new course prefix 'ISYS'.	201501
ISYS	115 (WVU-Tech)	Change subject code and PR	CS 115 Discrete Structures. 3 Hours. PR: ACT score of 23 or better or MATH 126 or MATH 128. An introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability.	ISYS 115 Discrete Structures. 3 Hours. PR: MATH 150. An introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability.	This course is only required for WVU Tech's Information Systems program and we are changing the course prefix to ISYS which is the new course pre-fix for the core courses of the program. We also would like to change the prerequisite to MATH 150 that is a required course in the Information Systems program.	201501
ISYS	270 (WVU-Tech)	Change subject code and description	CS 270 Linux. 3 Hours. PR: CS 122. An introduction to application development on the Linux/Unix platform, including shell programming; the Linux file system; packaging	ISYS 270 Linux. 3 Hours. PR: CS 122. An introduction to Linux programming, including shell scripting; the Linux file system; packaging software; process and thread	This course is only required for WVU Tech's Information Systems program and we are changing the course prefix to ISYS which is the new course pre-fix for the	201501

			software for distribution; process and thread creation; process and thread synchronization with semaphores and mutexes; interprocess communication with pipes; programming sockets; and development of x windows applications using tools such as Qt and QtDesigner. Programming experience with C/C++ is assumed.	creation; process and thread synchronization with semaphores and mutexes; interprocess communication with pipes; and programming sockets.	core courses of the program. The catalog description is shortened. The course content is not changed.	
ISYS	325 (WVU-Tech)	Change subject code, number, PR, and description	CS 225 C#. 3 Hours. PR: CS 122. Introduction to microsoft C#. Net programming language. The students will design and implement projects using an object-oriented approach. This will include GUI for layout, writing classes in C#, and an introduction to data connectivity.	ISYS 325 C#. 3 Hours. PR: C or better in CS 122. This course provides students the necessary skills for developing applications using C# within Microsoft Visual Studio.NET environment focusing on object oriented design, program structure and implementation guidelines for developing applications.	In ISYS 325 the focus will be shifted from an introduction to a computer language to the mastery of the higher principles of complex application development. This alteration will allow students to gain a deeper knowledge of C# and Microsoft Visual Studio.NET environment.	201501
ISYS	366 (WVU-Tech)	Change subject code, number, PR, and description	CS 266 e-Commerce. 3 Hours. PR: CS 122. This course will teach students how to write the software necessary to implement Internet e-Commerce. The student who completes this class could be employed by a small business to create the web program to sell their product over the web. This application could include, but is not limited to, a customer	ISYS 366 e-Commerce. 3 Hours. PR: CS 324 and ISYS 325. The essentials of design and creation of data driven e-commerce websites associated with complex databases. Upon completion a student will have built a data driven commercial website similar to amazon.com in both ASP and php.	The mastery of course material in the prerequisites, especially in Database Management, is absolutely necessary to follow this course. In this hands-on course, students learn the essentials of developing complex e-Commerce Web sites. The class project for this course is to create a commercial	201501

			<p>purchasing products from the internet store; the small business owner updating their catalog; the retrieval of orders from the internet store for shipment to the customer, and the billing of those orders. The student will be exposed to ASP and php technologies to implement Internet e-Commerce.</p>		<p>website that is similar to Amazon.com. Considering the prerequisites of the course and the course content, we believe that the promotion of the course level is appropriate. This course is only required for Information Systems program and website development belongs in Information Systems and not in Computer Science. Therefore the change of the course prefix from CS to ISYS is clearly appropriate.</p>	
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Course Drops

ACE 445
 ACE 477
 ACE 478
 ACE 479
 ACE 481
 CHE 382
 CHE 480
 CHE 481
 CHE 482
 EDLS 754
 ELDS 650
 ELDS 651
 ELDS 652
 ELDS 653
 ELDS 655
 ELDS 656
 ELDS 657

ELDS 751
ELDS 752
ELDS 753
ELDS 755
ELDS 756
ELDS 760
ELDS 762
ENTR 335
ENTR 435
GEOL 472
GER 545
GER 546
GER 649
GER 650
NSG 110
NSG 221
NSG 223
NSG 225
NSG 241
NSG 245
NSG 251
NSG 255
NSG 322
NSG 325
NSG 334
NSG 335
NSG 345
NSG 351
NSG 355
NSG 356
NSG 421
NSG 423
NSG 425
NSG 442
NSG 476
PE 128
PE 148
SBEN 310
SBEN 410
SBEN 438
SBEN 440
SEP 170
SEP 212

SEP 213

CS 115 (WVU-Tech)

CS 225 (WVU-Tech)

CS 263 (WVU-Tech)

CS 266 (WVU-Tech)

CS 270 (WVU-Tech)

MANG 370 (WVU-Tech)

West Virginia University Institute of Technology

**BS in Computer Science
LCN College of Engineering and Sciences**

Change of Curriculum

The department of Computer Science and Information Systems is proposing one minor change to the curriculum for B.S. in Computer Science (BSCS) major within the WVU Institute of Technology LCN College of Engineering and Sciences. We request to replace the requirement for CS 264 – Database Management with CS – 324 Database Management. This replacement was approved by the department's advisory board meeting in the Fall of 2013 and by WVU Tech LCN College of Engineering and Sciences on the 21st of February, 2014.

In both courses, CS 264 and CS 324, students are taught fundamentals of database models with primary emphasis on relational databases. An examination of database query languages is also included in both courses. These topics are covered at a higher level in CS 324 and in addition CS 324 students are also expected to write programs in SQL. Therefore this replacement will strengthen the program. In current curriculum, the other computing program offered by the department, the BS degree program in Information Systems also requires CS 264. We are requesting that the same replacement for the BS degree in Information Systems. (Please refer to the proposal to change the curriculum of BS degree in Information Systems.) Therefore this change will not require additional scheduling of courses.

General Education Curriculum (GEC)

Proposed Curriculum satisfies all GEC requirements.

GEC1: ENGL 101, ENGL 102, and ENGL 305 are required courses in the proposed program.

GEC 2: MATH 155, MATH 156, and two lab sciences are required by the proposed program.

GEC 3-9: ECON 401 –Managerial Economics is a required course BSCS and may also count for a GEC, but students may choose any courses to satisfy GEC 3-9.

Bachelor of Science in Computer Science 2013-14

Current Curriculum

First Semester

ENGL	101	English Composition I	3
CS	121	Computer Science I	4
GEC 3		Past and Traditions	3
GEC 8		Western Culture	3
WVUE	191	First Year Seminar	1
<i>Total Hours</i>			14

Second Semester

ENGL	102	English Composition II	3
CS	122	Computer Science II	4
GEC 5		Artistic Expression	3
GEC 9		Non-western Culture	3
GEC 7		American Culture	3
<i>Total hours</i>			16

Third Semester

MATH	155	Calculus I	4
GEC 2		Laboratory Science*	4
CS	201	Data Structures	3
CS	231	Intro to Computer Organization	3
CS	265	C Programming	2
<i>Total hours</i>			16

Forth Semester

MATH	156	Calculus II	4
GEC 2		Laboratory Science*	4
CS	310	Principles of Prog. Languages	3
CS	222	Software Engineering	3
CS	220	Discrete Mathematics	3
<i>Total hours</i>			17

Fifth Semester

MATH	251	Multivariable Calculus	4
ECON	401	Managerial Economics	3
CS	321	Intro to Networking	3
CS	221	Analysis of Algorithms	3
		Technical Elective***	3
<i>Total hours</i>			16

Sixth Semester

MATH	441	Applied Linear Algebra	3
ENGL	305	Scientific/Tech. Writing (W)	3
CS	350	Computer Systems Concepts	3
CS	264	Data Base Management	3
		CS Elective**	3
<i>Total hours</i>			15

Seventh Semester

CS	410	Compiler Construction	3
CS	480	Senior Design Seminar	2
MATH	448	Probability and Statistics	3
GEC 6		Individual in Society	3
		CS Elective**	3
<i>Total hours</i>			14

Eighth Semester

CS	450	Operating System Structure	3
CS	481	Senior Design Project	3
CS	479	Advanced CS Math	3
		CS Elective**	3
		Technical Elective***	3
<i>Total hours</i>			15

* **Laboratory Science** is restricted to: BIOL 111, 112; CHEM 111, 112, 115, 116; PHYS 101, 102, 111, 112

** **CS electives** may be chosen from any 300-400 level class, except CS 491

*** **Technical Electives** may be chosen from the approved list

Total Hours 123

Bachelor of Science in Computer Science 2014-15

Proposed Curriculum

First Semester

ENGL	101	English Composition I	3
CS	121	Computer Science I	4
GEC 3		Past and Traditions	3
GEC 8		Western Culture	3
WVUE	191	First Year Seminar	1
<i>Total Hours</i>			14

Second Semester

ENGL	102	English Composition II	3
CS	122	Computer Science II	4
GEC 5		Artistic Expression	3
GEC 9		Non-western Culture	3
GEC 7		American Culture	3
<i>Total hours</i>			16

Third Semester

MATH	155	Calculus I	4
GEC 2		Laboratory Science*	4
CS	201	Data Structures	3
CS	231	Intro to Computer Organization	3
CS	265	C Programming	2
<i>Total hours</i>			16

Forth Semester

MATH	156	Calculus II	4
GEC 2		Laboratory Science*	4
CS	310	Principles of Prog. Languages	3
CS	222	Software Engineering	3
CS	220	Discrete Mathematics	3
<i>Total hours</i>			17

Fifth Semester

MATH	251	Multivariable Calculus	4
ECON	401	Managerial Economics	3
CS	321	Intro to Networking	3
CS	221	Analysis of Algorithms	3
		Technical Elective***	3
<i>Total hours</i>			16

Sixth Semester

MATH	441	Applied Linear Algebra	3
ENGL	305	Scientific/Tech. Writing (W)	3
CS	350	Computer Systems Concepts	3
CS	324	Data Base Management	3
		CS Elective**	3
<i>Total hours</i>			15

Seventh Semester

CS	410	Compiler Construction	3
CS	480	Senior Design Seminar	2
MATH	448	Probability and Statistics	3
GEC 6		Individual in Society	3
		CS Elective**	3
<i>Total hours</i>			14

Eighth Semester

CS	450	Operating System Structure	3
CS	481	Senior Design Project	3
CS	479	Advanced CS Math	3
		CS Elective**	3
		Technical Elective***	3
<i>Total hours</i>			15

* **Laboratory Science** is restricted to: BIOL 111, 112; CHEM 111, 112, 115, 116; PHYS 101, 102, 111, 112

** **CS electives** may be chosen from any 300-400 level class, except CS 491

*** **Technical Electives** may be chosen from the approved list

Total Hours 123

Approved Technical Electives for BS in Computer Science 2014-15

The following courses constitute the approved list of technical electives for students following the 2013-2014 required curriculum for a BS in Computer Science:

Accounting

ACCT 201 Principles of Accounting

ACCT 202 Principles of Accounting

ACCT 300-400 Level*

Biology

BIOL 111 General Biology I

BIOL 112 General Biology II

BIOL 300-400 Level*

Chemical Engineering

CHEE 300-400 Level*

Chemistry

CHEM 111 General Chemistry**

CHEM 112 General Chemistry**

CHEM 115 College Chemistry**

CHEM 116 College Chemistry**

CHEM 300-400 Level*

Computer Engineering

CPE 271

CPE 300-400 Level*

Computer Science

CS 225 C#

CS 266 e-Commerce

CS 270 Linux

CS 300-400 Level

Civil Engineering

CE 300-400 Level*

Electrical Engineering

EE 221 Circuits I

EE 223 Circuits II

EE 300-400 Level*

Finance

FINC 300-400 Level*

General Engineering

GENE 121 Statics

GENE 242 Dynamics

GENE 243 Mechanics of Materials

GENE 331 Fluid Mechanics

Mechanical Engineering

MAE 300-400 Level*

Mathematics

MATH 261 Elementary Differential Equations

MATH 300-400 Level except Math378*

Physics

PHYS 101 College Physics I

PHYS 102 College Physics II

PHYS 111 Physics for Scientists and Engineers I

PHYS 112 Physics for Scientists and Engineers II

PHYS 300-400 Level*

Special topic electives from other departments must be approved in advance.

* Check with Department Chair for approval

** Unless taken as a science requirement

College/School Sign-off

**Contact person for this
Application**

Date: __03-21-2014__

Phone: __304 442 3362

Name **(Please type or print legible)**: _____ Ranjith Munasinghe _____

PO Box : WVU Tech

Computer Science

Email: __Ranjith.Munasinghe @mail.wvu.edu_____

Signature: _____

Date: __03-21-2014__	Approved By (Please type or print legible) : __Ranjith Munasinghe_____ Approval Signature: _____ (Department Curriculum Committee)
Date: __03-21-2014__	Approved By (Please type or print legible) : __Ranjith Munasinghe_____ Approval Signature: _____ (Chairperson of Department/Division)
Date: _____	Approved By (Please type or print legible) : _____ Approval Signature: _____ (College Curriculum Committee)
Date: _____	Approved By (Please type or print legible) : _____ Approval Signature: _____ (Dean or College or School)

Approved by Faculty Senate	Date: _____
Signature: _____ Curriculum Committee Chair	

ARC Only	
Date Received: _____	Date Entered: _____

To:
Faculty Senate Office, P.O. Box 6621.

To: Faculty Senate Executive Committee
From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee
Date: April 28, 2014
Re: GEC Actions

The GEC Oversight Committee met on March 31, 2014 and recommends the following courses for Faculty Senate approval:

Title	Course Type	Objectives
WVUE 191A: First-Year Seminar - MSA	New GEC	6F. First Year Seminar
WVUE 191B: First Year Seminar- SSS/TRIO	New GEC	6F. First Year Seminar
GEOL 411: Deep Time Earth Systems	New Writing	Writing

To: Faculty Senate Executive Committee
 From: Lisa Weihman, Chair, General Education Curriculum Oversight Committee
 Date: April 28, 2014
 Re: GEC Actions

The GEC Oversight Committee met on March 31, 2014 and passed the following courses for GEC Audit:

Title	Audit Type	Objectives
HIST 152: Growth-American Nation to 1865	GEC Audit	3. The Past and Its Traditions 7. American Culture
HIST 257: Antebellum America:1781-1861	GEC Audit	3. The Past and Its Traditions 7. American Culture
HIST 261: Recent America:U.S. since 1918	GEC Audit	3. The Past and Its Traditions 7. American Culture
RELG 222: Origins of Judaism	GEC Audit	3. The Past and Its Traditions 4. Issues of Contemporary Society
RELG 223: Christianity in America	GEC Audit	3. The Past and Its Traditions 7. American Culture
ENGL 305: Technical Writing	Writing Audit	
ENGL 368: The Romantic Movement	Writing Audit	
POLS 333: Politics of Social Welfare	Writing Audit	

The Teaching and Assessment Committee will:

- a. Maintain and revise the evaluation instrument (SEI) that students will complete to evaluate instruction for a wide variety of courses and instructional methods;
- b. Make recommendations for the analysis and use of SEIs;
- c. Initiate and make recommendations for documentation of teaching effectiveness;
- d. Make recommendations to the Teaching Learning Commons as to faculty needs related to instructional and assessment processes;
- e. Collaborate with the General Education Curriculum Oversight Committee, the Senate Curriculum Committee, and the Graduate Council to recommend practices for course and curricula assessment methods;
- f. Address in a timely fashion other issues pertinent to Teaching and Assessment.

WVU Main Campus **2015-2016** Academic Calendar
Incorporating Common Key Dates Across All Campuses
FIRST SEMESTER

SECOND SEMESTER

Thursday, January 7.....	New Student Orientation
Friday, January 8.....	General Registration
Monday, January 11.....	On Campus First day of Classes
Monday, January 11.....	Late Registration Fee in Effect for All Students
Friday, January 15.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, January 18.....	Martin Luther King's Birthday Recess: University Closed
Monday, February 8.....	Chinese New Year (Day of Special Concern)
Friday, February 26.....	Mid-Semester
Friday, March 4 by noon.....	Mid-Semester Reports Due
Friday, March 18.....	Last Day to Drop a Class
Saturday, March 19 thru Sunday, March 27.....	Spring Recess
Friday, March 25.....	Friday Before Easter Recess: University Closed
Thursday, April 21.....	Feast of Rivdan (Day of Special Concern)

Saturday, April 23.....Passover (Day of Special Concern)
Thursday, April 28.....Last Day to Withdraw from the University
Friday, April 29Last Day of Classes
Monday, May 2 thru Friday, May 6Final Examination Week
Friday, Saturday and Sunday, May 13, May 14 and 15.....Commencement
Saturday, May 14.....Alumni Day

PROPOSED TERM ACADEMIC CALENDAR

West Virginia University Summer **2016** Academic Calendar

12-Week Summer Session

Monday, May 16.....Registration
 Monday, May 16.....On-Campus First Day of Classes
 Monday, May 30.....Memorial Day Recess: University Closed
 Friday, June 24.....Final Exam for First Six-Week Session
 Monday, July 4.....Independence Day Recess: University Closed
 Friday, August 5.....Final Exam for Second Six-Week Session and 12-Week Session
 Friday, August 12.....Degree Conferring Date (No Ceremonies)

- LATE REGISTRATION FEE IN EFFECT ON THE SECOND DAY OF CLASS FOR ALL CLASSES

ACADEMIC CALENDAR

WVU Main Campus **2015-2016** Academic Calendar Incorporating Common Key Dates Across All Campuses FIRST SEMESTER

Thursday, August 13.....	New Student Orientation
Friday, August 14.....	General Registration
Monday, August 17.....	On Campus First Day of Classes
Monday, August 17.....	Late Registration Fee in Effect for All Students
Friday, August 21.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, September 7.....	Labor Day Recess: University Closed
Monday, September 14.....	Rosh Hashanah (Day of Special Concern)
Wednesday, September 23.....	Yom Kippur (Day of Special Concern)
Friday, October 2.....	Mid-Semester
Friday, October 9 by noon.....	Mid-Semester Reports Due
Thursday, October 15 thru Friday, October 16.....	Fall Break Recess
Friday, October 23.....	Last Day to Drop a Class
Wednesday, November 11.....	Veterans Day (Day of Special Concern)
Thursday, November 12.....	Birth of Baha'u'llah (Day of Special Concern)
Saturday, November 21 thru Sunday, November 29.....	Fall Recess
Monday, December 7.....	Last Day to Withdraw from the University
Tuesday, December 8.....	Last day of Classes
Wednesday, December 9.....	Prep Day for Finals
Thursday, December 10 thru Friday, December 11 and Monday, December 14 thru Wednesday, December 16.....	Final Exam Week
Saturday, December 19.....	Commencement
Monday, December 21.....	Winter Recess Begins

SECOND SEMESTER

Thursday, January 7.....	New Student Orientation
Friday, January 8.....	General Registration
Monday, January 11.....	On Campus First day of Classes
Monday, January 11.....	Late Registration Fee in Effect for All Students
Friday, January 15.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, January 18.....	Martin Luther King's Birthday Recess: University Closed
Monday, February 8.....	Chinese New Year (Day of Special Concern)
Friday, February 26.....	Mid-Semester
Friday, March 4 by noon.....	Mid-Semester Reports Due
Friday, March 18.....	Last Day to Drop a Class
Saturday, March 19 thru Sunday, March 27.....	Spring Recess
Friday, March 25.....	Friday Before Easter Recess: University Closed
Thursday, April 21.....	Feast of Rivdan (Day of Special Concern)

Saturday, April 23.....Passover (Day of Special Concern)
Thursday, April 28.....Last Day to Withdraw from the University
Friday, April 29Last Day of Classes
Monday, May 2 thru Friday, May 6Final Examination Week
Friday, Saturday and Sunday, May 13, May 14 and 15.....Commencement
Saturday, May 14.....Alumni Day

PROPOSED TERM ACADEMIC CALENDAR

West Virginia University Summer **2016** Academic Calendar

12-Week Summer Session

Monday, May 16.....Registration
 Monday, May 16.....On-Campus First Day of Classes
 Monday, May 30.....Memorial Day Recess: University Closed
 Friday, June 24.....Final Exam for First Six-Week Session
 Monday, July 4.....Independence Day Recess: University Closed
 Friday, August 5.....Final Exam for Second Six-Week Session and 12-Week Session
 Friday, August 12.....Degree Conferring Date (No Ceremonies)

- LATE REGISTRATION FEE IN EFFECT ON THE SECOND DAY OF CLASS FOR ALL CLASSES

ACADEMIC CALENDAR

WVU Main Campus **2015-2016** Academic Calendar Incorporating Common Key Dates Across All Campuses FIRST SEMESTER

Thursday, August 13.....	New Student Orientation
Friday, August 14.....	General Registration
Monday, August 17.....	On Campus First Day of Classes
Monday, August 17.....	Late Registration Fee in Effect for All Students
Friday, August 21.....	Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, September 7.....	Labor Day Recess: University Closed
Monday, September 14.....	Rosh Hashanah (Day of Special Concern)
Wednesday, September 23.....	Yom Kippur (Day of Special Concern)
Friday, October 2.....	Mid-Semester
Friday, October 9 by noon.....	Mid-Semester Reports Due
Monday, October 12 thru Tuesday, October 13.....	Fall Break Recess
Friday, October 23.....	Last Day to Drop a Class
Wednesday, November 11.....	Veterans Day (Day of Special Concern)
Thursday, November 12.....	Birth of Baha'u'llah (Day of Special Concern)
Wednesday, November 25 thru Sunday, November 29.....	Fall Recess
Thursday, December 3.....	Last Day to Withdraw from the University
Friday, December 4.....	Last day of Classes
Monday, December 7 thru Friday, December 11	Final Exam Week
Saturday, December 12.....	Commencement
Monday, December 14.....	Winter Recess Begins

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Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you SHOULD contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by X o'clock/X hours before class starts), using (MIX/Gmail/eCampus/Twitter/Facebook/text message) to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

WEST VIRGINIA UNIVERSITY

PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION, PROMOTION, AND TENURE

2014-15 DRAFT IV

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; full Faculty Senate, 4/14/2014**

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 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.**²

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**.

¹The 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**.

² WVU Board of Governors' Policy 2, Section 2.4.

III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

Teaching (**learning**), research³/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, 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 peer and chair evaluations of instructional performance.⁴ 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**

³ 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.

⁴ West Virginia University Board of Governors Policy 2 requires student evaluations as part of the faculty evaluation process.

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 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.⁵ 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

⁵ Occasionally, appointment with tenure is possible. To be appointed with tenure, or to the ranks 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

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 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.**⁶

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.

⁶ See also: <http://wvufaculty.wvu.edu/policies>, "Work-Life Balance"

VI. DISCRETIONARY PERSONNEL ACTIONS

Discretionary personnel actions are those which are not required to be taken at specific times, and may 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. Faculty members should be notified of such additions, and may respond to the additions within ten working days, which may be after the closing date.**
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.

The faculty member is responsible for assuring completion of Items 2, 3, 4 and 7. 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. General Description

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,⁷ 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.

⁷ Occasional or clinical-track part-time faculty should receive periodic reviews that are appropriate to their assignment.

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 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 adjustments **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. Faculty Categories

Faculty in all categories have full citizenship in the institution, and have the rights and privileges of academic freedom and responsibility. This responsibility includes attendance at and participation in faculty meetings and in other dimensions of the concept of shared governance. They are eligible for appointment to any administrative office if they meet the requirements for the position as stated in the position announcement.

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 at the Health Sciences Center

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.

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) Full-Time Faculty 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) Part-Time Faculty

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. Descriptors for Annual Review

The annual review of one's performance in each of the mission areas to which one is assigned **must** be assessed as Excellent [characterizing performance of high merit], Good [characterizing performance of merit], Satisfactory [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 Unsatisfactory. 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** extension 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. 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, committee 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://pegb.wv.gov/>. 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

Explanatory material in support of Faculty Senate proposal (5/12/2014)

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



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

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

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

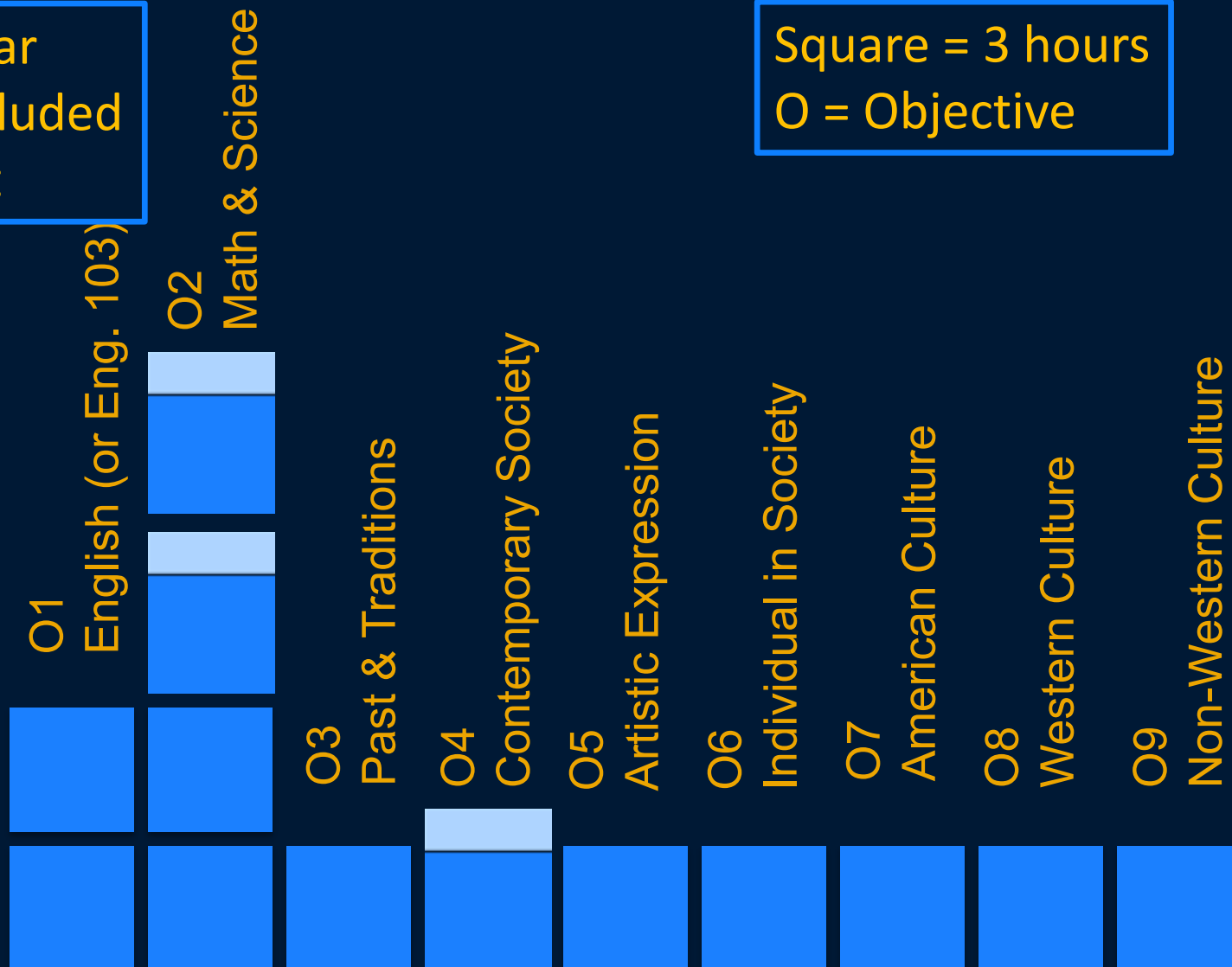
ERRT will address (i) linkage between disciplines, (ii) course depth and (ii) learning environments in Phase 2

Current GEC

1 hour first year
course not included
in hours count

Square = 3 hours
O = Objective

Current
GEC
Credit
Count:
40-42



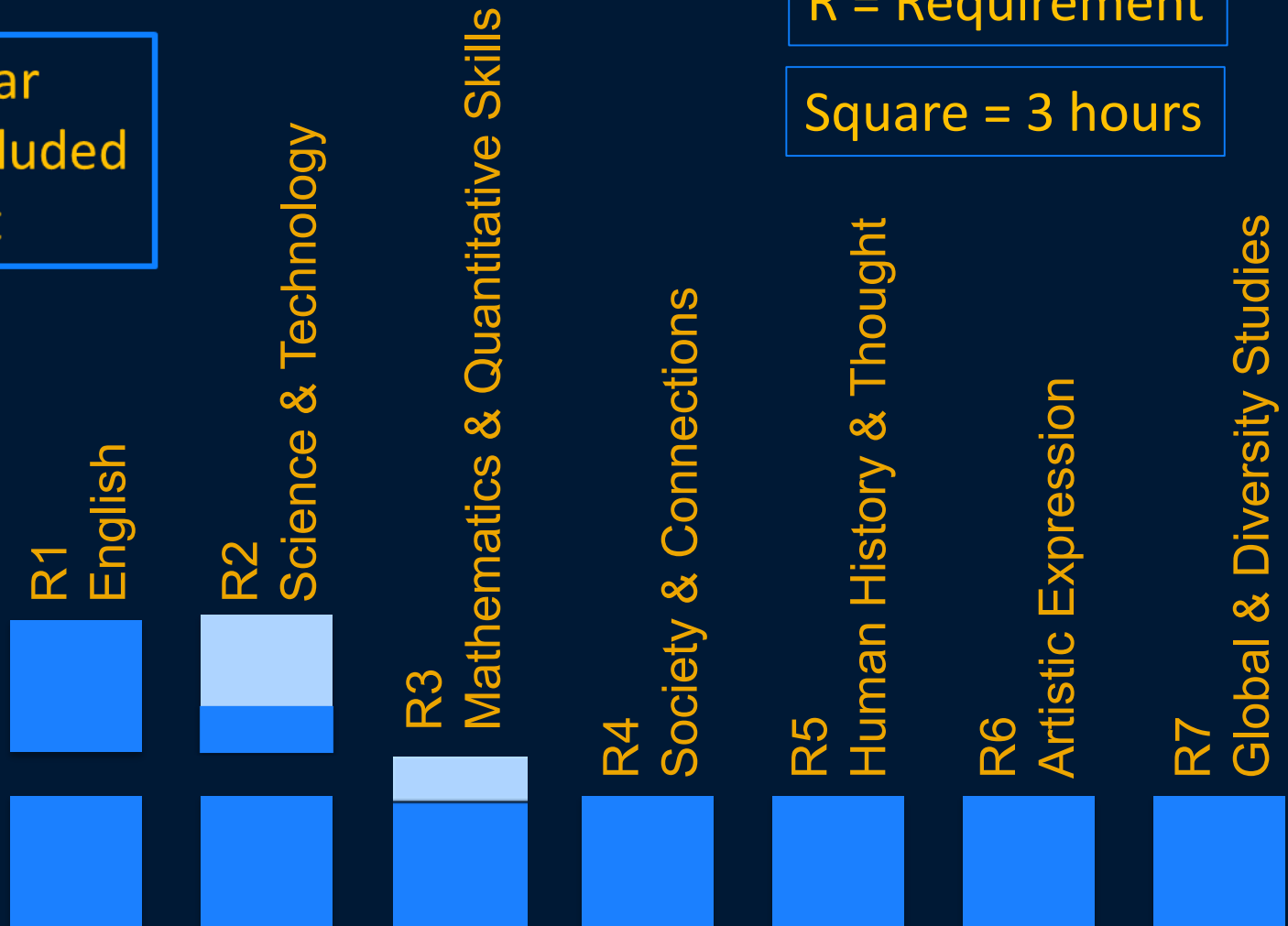
GE Example

1 hour first year
course not included
in hours count

GE
Credit
Count:
25-28

R = Requirement

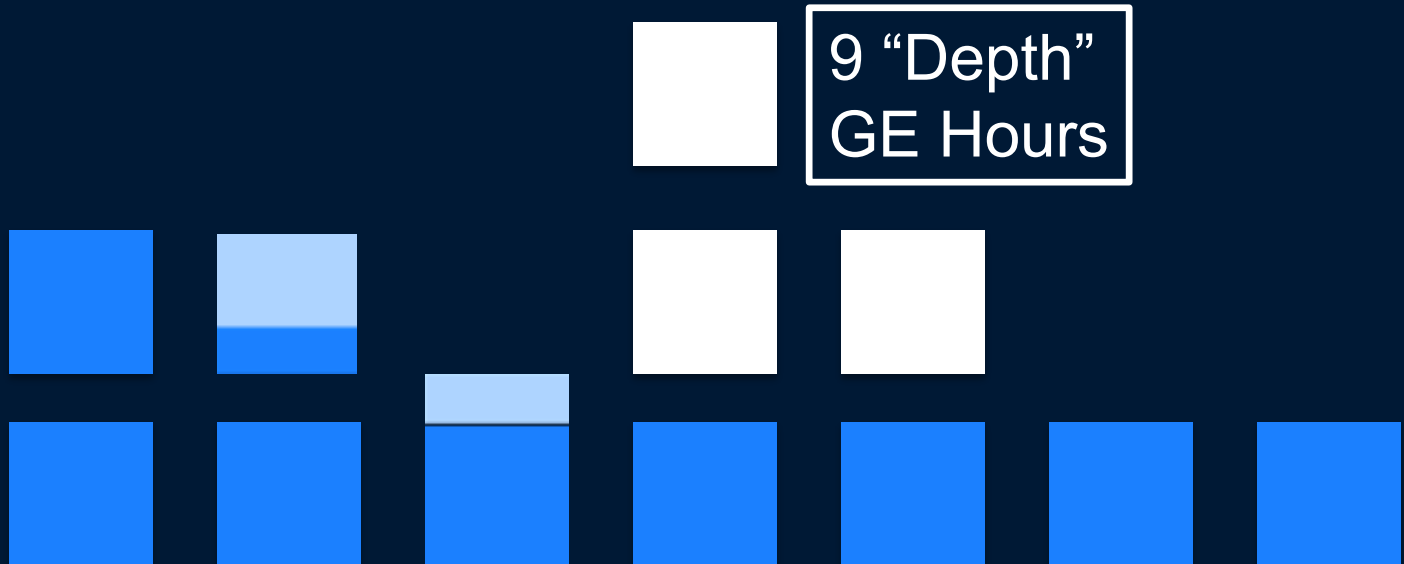
Square = 3 hours



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



OR.....

OR.....

9 “Depth” GE Hours

9 “Depth” GE Hours

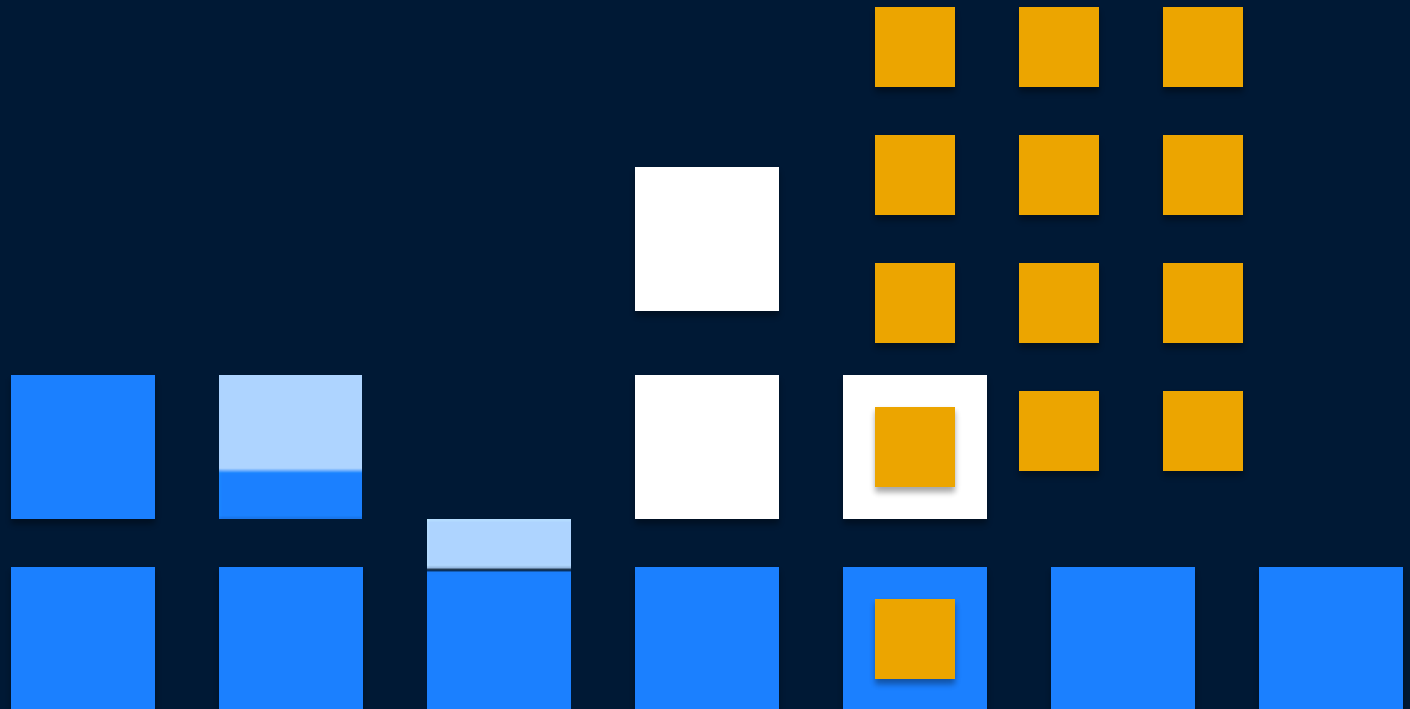
OR.....

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



Degree Example

■ 38-57 Flexible Hours



Total
Credits:
120-128

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

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

THE PURPOSE OF GENERAL EDUCATION

WVU aims to provide students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. The [General Education Requirements](#) (GER) are designed to ensure that students meet these goals through inquiry-based learning across the disciplines. In conjunction with a major field, and in consultation with their advisors, students will design programs of study that satisfy the GER. The GER works to fulfill the University's goals of (1) creating well-rounded students with a broad basis of skills and knowledge, (2) linking the courses that students take at WVU together, and (3) instilling in students a permanent connection to learning and education so that they have the skills to teach themselves what they need outside a formal educational environment. The GER strives to help students to become thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to meet changes and challenges in their personal, social, and professional lives.

POLICIES GOVERNING THIS CURRICULUM

1. Students will take between 34 and 37 credits, organized into eight requirements (R01 through R08).
2. Unless disallowed by the major, courses satisfying GE Requirements may also satisfy course requirements or pre-requisites for the major.
3. In addition to fulfilling seven Requirements (R01 through R 07) (25-27 hours), students will choose a minimum of three courses (9 hours) to fulfill R 08 Depth Requirements. Working in consultation with their advisors, students will select these courses from the list of R08 Depth courses, from any combination of disciplines. It is recommended that students think in terms of connections among these courses and those in the GERs, working to produce a potential minor.

General Education Requirements

Effective with the beginning of the Fall Semester, 2015, all matriculating students will be required to fulfill the requirements of the General Education by taking an appropriate selection of courses. Additional courses will be added to or removed from the list in the future as they are approved or dropped from the GER.

Requirements R01 through R08 have an additional objective of supporting a student skill set exemplified by the outcomes identified by "Liberal Education—America's Promise" Initiative of the Association of American Colleges and Universities. (<https://www.aacu.org/leap/vision.cfm>)

(R 01) Requirement 1: English (6 credits)

ENGL 101—Composition and Rhetoric
 ENGL 102—Composition and Rhetoric

Learning Objective:

- Students will learn to communicate effectively in English.

(R 02) Requirement 2: Science and Technology (4-6 credits)

View list of courses that fulfill this Requirement

For R 02 (Science and Technology), students may take either two three-hours courses, or one three-hour class and its attendant laboratory section (4-6 hours).

Learning Objective:

- Students will appreciate the scientific method and use scientific knowledge effectively.

(R 03) Requirement 3: Mathematics and Quantitative Skills (3-4 credits)

View list of courses that fulfill this Requirement

For R 03 (Math and Quantitative Skills), students may take a class for three or more hours.

Learning Objective:

- Students will learn to use quantitative, statistical, and/or spatial knowledge and skills effectively.

(R04) Requirement 4: Society and Connections (3 credits)

View list of courses that fulfill this Requirement

Learning Objective:

- Students will apply knowledge, methods, and principles of inquiry to issues of contemporary societal problems, ideas, and values.

(R05) Requirement 5: Human Inquiry & the Past (3 credits)

View list of courses that fulfill this Requirement

Learning Objective:

- Students will apply knowledge, methods, and principles of inquiry to understanding human achievements.

(R06) Requirement 6: Artistic Expression (3 credits)

View list of courses that fulfill this Requirement

Learning Objective:

- Students will apply methods and principles of critical inquiry to the analysis of literary or artistic expression, through one course focused on art, dance, literature, music, or theater.

(R07) Requirement 7: Global and Diversity Studies (3 credits)

View list of courses that fulfill this Requirement

Learning Objective:

- Students are expected to apply methods and principles of critical inquiry to one course that explores global issues and cultural diversity.

(R08) Requirement 8: Depth (minimum 9 credits)

View list of courses that fulfill this Requirement

Learning Objective:

- Students will gain a greater appreciation in one or more of the R01 through R08 Requirements by completing additional coursework.
- Students will increase the skills and knowledge beyond the entry level in one or more academic areas.

Straw Model Groupings (an example and starting point for discussion with units/departments)

1. ENGLISH
2. SCIENCE & TECHNOLOGY
3. MATHEMATICS & QUANTITATIVE SKILLS
4. SOCIETY & CONNECTIONS
5. HUMAN INQUIRY & THE PAST
6. ARTISTIC EXPRESSION
7. GLOBAL AND DIVERSITY STUDIES

1. ENGLISH (6 HRS)

ENG 101

ENG 102

2. SCIENCE & TECHNOLOGY (4 HRS-6 HRS)

AEM 341 (General Microbio)

ARE 187 (Energy Resource)

ASTR 106 (Descrip. Astro)

ASTR 110 (Explosions in Space)

A&VS 275 (Companion Animal Sci)

BIOL 101 (General Biology)

BIOL 102 (General Biology)

BIOL 103 (General Biology Laboratory)

BIOL 104 (General Biology Laboratory)

BIOL 105 (Environmental Biology)

BIOL 106 (Environmental Biology Lab)

BIOL 107 (Biotechnology and Society)

BIOL 115 (Principles of Biology)

BIOL 117 (Introductory Physiology)

BIOL 122 (Human Sexuality)

CHEM 111 (Survey of Chemistry)

CHEM 112 (Survey of Chemistry)

CHEM 115 (Fundamentals of Chemistry)

CHEM 116 (Fundamentals of Chemistry)

CHEM 117 (Principles of Chemistry)

CHEM 118 (Principles of Chemistry)

CHPR 365 (Men's Health)

CHPR 380 (Women and Health)

CS 101 (Intro Comp Appl)

DSGN 340 (Design for Energy Efficiency)

ENVP 119 (Soil in the City)

ENVP 155 (Elements-Environmtl Protection)

ENGR 140 (Engineering in History)

FDST 200 (Food Science and Technology)

FIS 201 – Intro-Forensic Identification **not currently approved for 2

FIS 304 – Latent Fingerprint **not currently approved for 2
 FOR 140 (W Va Natural Resources)
 GEN 101 (Beginner's Guide-Genetics)
 GERO 212 (Introduction to Gerontology)
 GEOG 106 (Physical Geography Laboratory)
 GEOG 107 (Physical Geography)
 GEOG 110 (Environmental Geoscience)
 GEOG 111 (Environmental Geoscience Lab)
 GEOG 149 (Digital Earth Lab)
 GEOG 150 (Digital Earth)
 GEOG 205 (Natural Resources)
 GEOG 207 (Climate And Environment)
 GEOL 101 (Planet Earth)
 GEOL 102 (Planet Earth Laboratory)
 GEOL 103 (Earth Through Time)
 GEOL 104 (Earth Through Time Laboratory)
 GEOL 110 (Environmental Geoscience)
 GEOL 111 (Environmental Geoscience Lab)
 GEOL 203 (Physical Oceanography)
 GEOL 230 (Fossils and Evolution)
 HN&F 171 (Intro to Nutrition)
 HONR 215 (Confronting Pseudoscience)
 PHSC 101 (Introductory Physical Science 1)
 PHSC 102 (Introductory Physical Science 2)
 PHYS 101 (Introductory Physics)
 PHYS 102 (Introductory Physics)
 PHYS 105 (Conceptual Physics)
 PHYS 107 (Physics Of Music)
 PHYS 111 (General Physics)
 PHYS 112 (General Physics)
 PLSC 105 (Plants/People:Past/ Present)
 PLSC 206 (Principles of Plant Science)
 SOCA 252 (Physical Anthropology)
 WDSC 100 (Forest Resources in US History)
 WMAN 150 (Principle-Conservation Ecology)
 WMAN 175 (Introduction to Wildlife and Fisheries)

3. MATH & QUANTITATIVE SKILLS (3 HRS)

CDFS 250 (Research Methods/Data Analysis)
 ECON 225 (Elementary Business/Economics Statistics)
 MATH 121 (Intro Concepts)
 MATH 128 (Plane Trig)
 MATH 129 (Pre-Calc)
 MATH 150 (Intro Calc)
 MATH 153 (Calc)

MATH 154 (Calc)
 MATH 155 (Calc)
 MATH 156 (Calc)
 MATH 218 (History of Math) **In current GEC, designated 2A and 3
 MATH 126A (Algebra)
 MATH 126B
 MATH 126C
 STAT 111 (Understanding Stat)
 STAT 201 (Applied Stat Modeling)
 STAT 211 (Elementary Stat Inference)
 STAT 215 (Intro Probability & Stats)

4. SOCIETY & CONNECTIONS

ADV 201 (Advertising and Society)
 ARE 220 (Intro Environmntl/Resource Econ)
 AGEE 220 (Group Organization/Leadership)
 CDFS 110 (Families Across the Life Span)
 CDFS 112 (Introduction to Marriage and Family)
 COMM 100 (Principles-Human Communication)
 COMM 102 (Human Comm-Interprsnl Context)
 COMM 104 (Public Communication)
 COMM 105 (Introduction to the Mass Media)
 COMM 112 (Small Group Communication)
 COMM 122 (Human Comm-Contemprary Society)
 COMM 212 (Gender & Communication)
 COMM 304 (Humn Comm/Rational Decisions)
 COMM 306 (Communication-Orgnztns/Instutn)
 COMM 308 (Nonverbal Communication)
 COMM 309 (Health Communication)
 COMM 314 (Nonviolence-Comm Behavior)
 COMM 315 (American Diversity in Film)
 COMM 316 (Intercultural Comm)
 COMM 317 – (Communication And Aging)
 COMM 410 (Family Communication)
 COUN 230 (Life Choices)
 DISB 380 (Disability and the Family)
 DISB 385 (Disability and Society)
 DSGN 140/PLSC 140/RESM 140 (Sustainable Living)
 DSGN 280 (Sustainable Design & Develop)
 ECON 111 (The Economic System)
 ECON 201 (Principles of Microeconomics)
 ECON 202 (Principles of Macroeconomics)
 ECON 301 (Intermed Micro-Economic Theory)
 ECON 401 (Managerial Economics)
 EDUC 200 (Professional Inquiry-Education)
 EXPH 230 (Exercise in American Culture)

FDM 210 (Fashion/Dress Through History)
GEOG 210 (Urban Geography)
GEOG 240 (United States and Canada)
HN&F 126 (Society and Food)
HN&F 350 (Cross-Culture Dietary Pattern)
JRL 101 (Intro Mass Communication)
LING 101 (Introduction To Language)
MILS 101 (Military Science)
MILS 102 (Military Science)
MILS 201 (Military Science)
MILS 202 (Military Science)
PET 101 (Games in American Culture)
POLS 102 (Intro American Government)
POLS 210 (Law and the Legal System)
POLS 220 (State and Local Government)
POLS 270 (History of Political Thought 1)
POLS 337 (Gender/Politics & Policy)
POLS 373 (American Political Philosophy)
PSYC 101 (Introduction to Psychology)
PSYC 232 (Sex Roles and Behavior)
PSYC 233 (Psychology of Cinema)
PSYC 241 (Intro to Human Development)
PSYC 251 (Intro to Social Psychology)
PSYC 281 (Intro to Abnormal Psychology)
RELG 102 (Introduction-World Religions)
RELG 219 (The History of Christianity)
RELG 222 (Origins of Judaism)
RELG 223 (Christianity in America)
RELG 231 (Religions of China and Japan)
RELG 232 (History & Practice of Islam)
RELG 301 (Studies in Asian Scriptures)
RELG 302 (Studies in Islamic Scripture)
RELG 303 (Studies in Christian Scripture)
RELG 304 (Studies in Hebrew Scriptures)
SEP 271 (Sport in American Society)
SEP 272 (Psychological Perspectives-Sprt)
SEP 373 (African Americans in Sports)
SOCA 101 (Introduction to Sociology)
SOCA 207 (Social Problems-Contmp America)
SOCA 221 (Families and Society)
SOCA 232 (Criminology)
SOCA 235 (Race Relations)
SOWK 105 (Social Welfare Institutions)
SOWK 147 (Human Diversity)
SPA 270 (Effective Public Speaking)
SPA 280 (Communication Disorder-Film)

SPED 304 (SPED in Contemporary Society)
 TVJ 215 (Electronic Media & Society)
 USAF 131 (Foundations of US Air Force 1)
 USAF 132 (Foundations of US Air Force 2)
 USAF 251 (Air and Space Power 1)
 USAF 252 (Air and Space Power 2)
 USAF 371 (Leadership Studies 1)
 USAF 372 (Leadership Studies 2)
 WGST 170 (Introduction to Women's Studies)
 WGST 225 (Women in Appalachia)
 WGST 242 (Women's Health and Fitness)
 WGST 250 (Women in Science)
 WGST 340 (Gender and Violence)

5. HUMAN INQUIRY & THE PAST (3 HRS)

CLAS 101 (Elementary Latin 1)
 CLAS 102 (Elementary Latin 2)
 CLAS 203 (Intermediate Latin 1)
 CLAS 204 (Intermediate Latin 2)
 CLAS 231 (Greek & Roman Civilization Cultr)
 CLAS 232 (Greek And Roman Myths)
 DSGN 315 (Survey of Non-Western Design)
 HIST 101 (W Civilization:Antiquity-1600)
 HIST 102 (W Civilization:1600-Present)
 HIST 108 (North America:Past and Present)
 HIST 152 (Growth-American Nation to 1865)
 HIST 153 (Making Modern America:1865-Present)
 HIST 203 (Introduction to Medieval Europe)
 HIST 204 (Renaissance & Reformation)
 HIST 205 (Absolutism & Enlightenment)
 HIST 207 (Revolutionary Europe)
 HIST 210 (Modern Military History)
 HIST 257 (Antebellum America: 1781-1861)
 HIST 259 (The United States: 1865-1918)
 HIST 261 (Recent America:U.S. since 1918)
 HIST 264 (American Indian History)
 HIST 277 (Revolutions—Science/Technology)
 HIST 281 (The Agrarian Transformation)
 HONR 210 (City – As – Text – Morgantown)
 HUM 101 (Intro Western Civilization 1)
 HUM 102 (Intro Western Civilization 2)
 HUM 106 (Promethean Myth/ Modern Arts)
 HUM 107 (The Humanities of Egypt)
 HUM 109 (The Italian Renaissance)
 LARC 212 (History-Landscape Architecture)
 MATH 218 (History of Mathematics)

PHIL 100 (Problems of Philosophy)
 PHIL 130 (Current Moral Problems)
 PHIL 140 (Historical Intro to Philosophy)
 PHIL 170 (Intro to Critical Reasoning)
 PHIL 212 (Philosophy of Sport)
 PHIL 244 (History of Ancient Philosophy)
 PHIL 248 (History of Modern Philosophy)
 PHIL 260 (Intro to Symbolic Logic)
 PHIL 301 (Metaphysics)
 PHIL 302 (Theory of Knowledge)
 PHIL 306 (Philosophy of Mind)
 PHIL 308 (Philosophy of Religion)
 PHIL 310 (Philosophy of Science)
 PHIL 321 (Ethical Theory)
 PHIL 323 (Social/Political Philosophy)
 PHIL 325 (Philosophy of Law)
 PHIL 331 (Health Care Ethics)
 PHIL 346 (History of Ethics)
 PHIL 351 (Topics in Medieval Philosophy)
 PHIL 354 (Themes/Continental Philosophy)
 PHIL 355 (Existentialism)
 SOCA 105 (Introduction to Anthropology)
 SOCA 258 (Introduction to Archaeology)
 WMAN 100 (The Tradition of Hunting)

6. ARTISTIC EXPRESSION (3 HRS)

ARHS 101 (Landmarks of World Art)
 ARHS 111 (World Architecture 1)
 ARHS 120 (Survey of Art History 1)
 ARHS 160 (Survey of Art History 2)
 ARHS 181 (World Architecture 4:1850-Pres)
 ARHS 382 (Architect Frank Lloyd Wright)
 ARHS 388 (The Art of Andy Warhol)
 ART 109 (Basic Drawing 1 for Non Majors)
 ART 110 (Basic Drawing 2 for Non Majors)
 COMM 305 (Appreciation-Motion Picture)
 DANC 170 (Introduction to Dance)
 ENGL 131 (Poetry and Drama)
 ENGL 132 (Short Story and Novel)
 ENGL 139 (Contemporary African Literature)
 ENGL 154 (African American Literature)*
 ENGL 156 (Literature Native America)
 ENGL 225 (Western World Literature)
 ENGL 226 (Non-Western World Literature)
 ENGL 232 (Poetry)
 ENGL 233 (Short Story)

ENGL 234 (Drama)
 ENGL 235 (Novel)
 ENGL 236 (The Bible as Literature)
 ENGL 241 (American Literature 1)
 ENGL 242 (American Literature 2)
 ENGL 251 (American Folklore and Culture)
 ENGL 254 (African American Literature)*
 ENGL 255 (Multiethnic Literature)
 ENGL 258 (Popular American Culture)
 ENGL 261 (British Literature 1)
 ENGL 262 (British Literature 2)
 ENGL 263 (Shakespeare 1)
 ENGL 272 (Modern Literature)
 ENGL 273 (Contemporary Literature)
 ENGL 285 (Images Of Women in Literature)
 FLIT 135 (Introduction-French Literature)
 FCLT 161 (The Many Latin Americas)
 FCLT 206 (Intro to Japanese Culture)
 FCLT 210 (Chinese Civilization/Culture)
 FCLT 240 (Italian-American Experience)
 FCLT 250 (Russian Fairy Tales)
 FCLT 260 (Cultures of Mexico)
 FCLT 280 (SciFi:East/West)
 FCLT 281 (Vampire:Blood and Revolution)
 FCLT 306 (Japanese Culture and Cinema)
 FCLT 310 (Chinese Cinema)
 FCLT 321 (Gods/Heroes-Nordic Mythology)
 FCLT 380 (Holocaust:East Europe Film/Lit)
 FCLT 381 (Contemporary Polish Cinema)
 FCLT 382 (Polish Cinema:Kieslowski)
 FILM 101 (The Art of Film 1)
 FILM 102 (The Art of Film 2)
 FLIT 216 (Chinese Literature Translatn 1)
 FLIT 217 (Chinese Literature-Translatn 2)
 FLIT 235 (French Literature-Translatn 1)
 FLIT 236 (French Literature-Translatn 2)
 FLIT 238 (African Women Writers) / WGST 215 (African Women Writers)
 FLIT 239 (Francophone Literature-Translt)
 FLIT 256 (Russian Literature Translatn 1)
 FLIT 257 (Russian Literature Translatn 2)
 FLIT 266 (Latin American Literature)
 FLIT 285 (Brazilian Literature Translatn)
 FLIT 360 (Discovering Mesoamerica)
 MUSC 111 (Introduction to Music)
 MUSC 112 (Great Composers in Performance)
 MUSC 113 (20th Century American Pop Mus)

MUSC 114 (Music in the Modern Age)
 MUSC 115 (Introduction – History of Jazz)
 THET 101 (Introduction to the Theatre)
 THET 102 (Acting)
 THET 144 (Fundamentals of Acting)
 THET 170 (World Theatre & Drama)
 THET 260 (History of Western Theatre)
 ULIB 300 (Film & Media Literacy)
 WGST 150 (Women in Movies)

7. GLOBAL & DIVERSITY STUDIES (3 HRS)

AGEE 101 (Global Food/Agricultural Industry)
 ARE 150 (Intro Agri & Agribusiness Econ)
 ASP 220 (Intro Africana Studies)
 CHIN 101 (First Year Chinese 1)
 CHIN 102 (First Year Chinese 2)
 CHIN 203 (Second Year Chinese 1)
 CHIN 204 (Second Year Chinese 2)
 FRCH 100 (Intensive Elementary French)
 FRCH 101 (Elementary French 1)
 FRCH 102 (Elementary French 2)
 FRCH 200 (Intensive Intermediate French)
 FRCH 203 (Intermediate French 1)
 FRCH 204 (Intermediate French 2)
 FRCH 301 (Language Through Civilization)
 FRCH 302 (Language Through Culture (ending 201305))
 FRCH 304 (Advanced Readings) (Ending 201305)
 FRCH 421 (Survey of Literature 1)
 FRCH 422 (Survey of Literature 2)
 GEOG 102 (World Regions)
 GEOG 108 (Human Geography)
 GEOG 241 (Geography of Europe)
 GEOG 243 (Geography of Africa)
 GEOG 244 (Geography of the Middle East)
 GER 101 (Elementary German 1)
 GER 102 (Elementary German 2)
 GER 203 (Intermediate German 1)
 GER 204 (Intermediate German 2)
 GER 331 (Survey of German Literature 1)
 GER 332 (Survey of German Literature 2)
 HIST 104 (Latin America: Past & Present)
 HIST 105 (The Middle East)
 HIST 106 (East Asia: An Introduction)
 HIST 179 (World History to 1500)
 HIST 180 (World History Since 1500)
 HIST 209 (Twentieth Century Europe)

HIST 217 (History of Russia to 1917)
 HIST 218 (History of Russia:1900-Present)
 HIST 221 (History of Modern Germany)
 HIST 225 (Modern South Asia)
 HIST 241 (Latin Amrca:Cltr/Cnqst/Colnzttn)
 HIST 242 (Latin America:Reform/Revolutn)
 ITAL 101 (Elementary Italian 1)
 ITAL 102 (Elementary Italian 2)
 ITAL 203 (Intermediate Italian 1)
 ITAL 204 (Intermediate Italian 2)
 JAPN 101 (Elementary Japanese 1)
 JAPN 102 (Elementary Japanese 2)
 JAPN 203 (Intermediate Japanese 1)
 JAPN 204 (Intermediate Japanese 2)
 MUSC 116 (Music in World Cultures)
 MUSC 477 (Music Of Africa)
 NAS 200 (Intro:Native American Studies)
 ORIN 175 (Western Europe Study Trip)
 POLS 260 (Intro International Relations)
 POLS 351 (Russian/Post-Soviet Politics)
 POLS 355 (Governments of Latin America)
 POLS 356 (Politics of the Middle East)
 POLS 361 (International Law & Institutns)
 RUSS 101 (Elementary Russian 1)
 RUSS 102 (Elementary Russian 2)
 RUSS 203 (Intermediate Russian 1)
 RUSS 204 (Intermediate Russian 2)
 SEES 101 (Intro Slavic/East Europe Study)
 SM 275 (The Olympic Games)
 SM 375 (Sport in the Global Market)
 SOCA 351 (Traditional & Changing Africa)
 SPAN 100 (Intensive Elementary Spanish)
 SPAN 101 (Elementary Spanish 1)
 SPAN 102 (Elementary Spanish 2)
 SPAN 200 (Intensive Intermediate Spanish)
 SPAN 203 (Intermediate Spanish 1)
 SPAN 204 (Intermediate Spanish 2)
 SPAN 330 (Latin American Culture)
 SPAN 331 (Early Spanish American Lit)
 SPAN 332 (Modern Spanish American Lit)
 SPAN 340 (Culture of Spain)
 SPAN 341 (Early Literature of Spain)
 SPAN 342 (Modern Literature of Spain)
 WGST 245 (Women-International Developmnt)

Examples of Depth Groupings (9 hours per group)

1. MUSC 111 (Intro to Music), PHYS 107 (Physics of Music), MUSC 116 (Music in World Cultures)
2. BIOL 122 (Human Sexuality), CHPR 380 (Women and Health), WGST 242 (Women's Health and Fitness)
3. FDST 200 (Food Science and Technology), HN&F 126 (Society and Food), ARE 220 (Intro Environmental/Resource Econ)
4. DSGN 280 (Sustainable Design & Develop), ENVP 155 (Elements-Envirnmentl Protection), WMAN 150 (Principle-Conservation Ecology)
5. HONR 215 (Confronting Pseudoscience), GEOG 207 (Climate and Environment), GEOL 230 (Fossils and Evolution)
6. STAT 111 (Understanding Stat), ECON 225 (Elementary Bus/Econ Stat), CS 101 (Intro Comp Appl)
7. WDSC 100 (Forest Resources in US History), WMAN 100 (The Tradition of Hunting), HIST 152 (Growth-American Nation to 1865)
8. PHIL 351 (Topics in Medieval Philosophy), HIST 203 (Intro to Medieval Europe), ENGL 261 (Brit Lit 1)
9. FILM 101 (Art of Film 1), ULIB 300 (Film & Media Literacy), FCLT 381 (Contemporary Polish Cinema)
10. ENGL 263 (Shakespeare), THET 101 (Intro to Theater), HIST 204 (Renaissance and Reformation)
11. PHIL 212 (Philosophy of Sport), SEP 271 (Sport in American Society), SM 375 (Sport in the Global Market)
12. POLS 373 (American Political Philosophy), SOWK 105 (Social Welfare Institutions), SOCA 207 (Social Problems-Contmp America)

I move that the WVU Faculty Senate approve and endorse the proposed General Education Requirement, including

- 1) replacing the existing GEC with a new arrangement grouped into seven broad areas, with an eighth requirement (Depth) of nine hours, as outlined in Exhibits A (Proposed revision of the Registrar's page), B (Straw model of course groupings), and C (Example of Depth combinations with existing courses);
- 2) rescinding the Writing requirement and replacing it with development of writing and communication skills as determined by colleges or units;
- 3) endorsing the LEAP Outcomes, and including integrated assessments of those outcomes, skills, and knowledge within the first-year and Capstone courses;
- 4) establishing a subcommittee of faculty and administrators to develop the specifics of the program, and to guide the implementation of these changes by the Fall semester of 2015;
- 5) presenting a progress report on implementation to Senate in September 2014.