

Minutes  
West Virginia University Faculty Senate  
Monday, May 9, 2016

1. Richard Turton, Faculty Senate Chair, called the meeting to order at 3:18 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Bass, A.	Crosno, J.	Ibrahim, M.	Myers, S.	Shockey, A.
Benedito, V.	Culcasi, K.	Jaczynski, J.	Nicholson, R.	Shrader, C.
Bergner, G.	Davari, A.	Kiefer, A.	Nutter, R.	Sowards, A.
Bernardes, E.	Davis, D.	Kirby, B.	Orlikoff, J.	Sperow, M.
Billings, H.	Davis, D.	Kleist, V.	Post, E.	Srivastava, A.
Bonner, D.	DiBartolomeo, L.	Kuhlman, J.	Proudfoot, C.	Stimeling, T.
Boone, D.	Dietz, M.	LaBarbara, J.	Prudhomme, J.	Stolzenberg, A.
Bowen, E.	Donley, D.	Li, B.	Reymond, R.	Tu, S.
Bowman, N.	Downes, M.	Mandich, M.	Riedel, B.	Turton, R.
Brazaitis, M.	Elmore, S.	Martucci, A.	Rockett, I.	Utzman, R.
Brock, R.	Eschen, E.	Maynor, L.	Rose, T.	Valenti, M.
Bryner, R.	Fisher, S.	Mays, M.	Rowlands, A.	Vona-Davis, L.
Campbell, L.	Giacobbi, P.	Merrifield, J.	Ruscello, D.	Walter, S.
Claycomb, R.	Harris, T.	Mitchell, M.	Ryan, E.	Weed, S.
Clement, D.	Hauser, D.	Mucino, V.	Ryan, K.	Weihman, L.
Connors, J.	Hengemihle, B.	Murphy, E.	Salm, A.	Widders, E.
Cottrell, L.	Hileman, S.	Murray, P.	Scott, H.	Wietholter, J.
Cronin, A.				

Members Excused:

Abate, M.	Cohen, S.	Gannon, K.	Jackowitz, A.	Reddy, R.
Attaallah, A.	Famouri, P.	Gilleland, D.	McCusker, B.	Regier, M.
Burt, A.	Fint-Clark, R.	Haines, K.	Montgomery-Downs, H.	Tou, J.

Members Absent:

Boyd, J.	Fuller, E.	Lieving, G.	Rakes, P.	Tippets, W.
Burnside, J.	Hodge, J.	Lively, M.	Schaefer, G.	Waterson, R.
Carpenter, R.	Hutson, Z.	Lofaso, A.	Scott, D.	Wilcox, G.
Crawford, A.	Knight, J.	McTeer, M.	Theeke, L.	Wilson, M.
Floyd, K.	Lee, S.			

Faculty Senate Officers Present:

Griffith, R.	Nutter, R.	Proudfoot, C.	Titolo, M.	Turton, R.
Maynor, L.	Orlikoff, J.	Stolzenberg, A.		

2. Chair Turton moved for approval of the minutes from the Monday, April 11, 2016 meeting.  
Motion carried.
3. Provost Joyce McConnell reported the following:
  - She and Richard Turton attended commencement at WVU-Tech. President Gee and Sue Day-Perroots, Associate Provost for Undergraduate Academic Affairs, attended commencement at Potomac State College. Seventy-five percent of the students at WVU-Tech are first generation college students. She and Dr. Turton were deeply moved by the

ceremony and acutely aware of the sense of accomplishment felt by the graduates and their families.

- At commencement, families and students inevitably share with her stories of how faculty members make a critical difference in students' lives. Faculty members may underestimate the impact they have on a daily basis, but their guidance, mentoring, and kind comments are not forgotten by our students or their families.
  - Dan Carder, director of WVU's Center for Alternative Fuels, Engines and Emissions, was recognized by Time Magazine as one of the most "100 influential people in the world."
  - Reed College of Media alumna Margie Mason is an Asia medical writer and Indonesia bureau chief for the Associated Press. She was part of a 4-person team that won this year's Pulitzer Prize Gold Medal for Public Service. She led an 18-month investigation of slavery among seafood suppliers. Her work led to the release of more than 2000 slaves and inspired legislation barring imports of slave-produced goods to the United States.
  - Our student Soils Team brought home two titles from the National Collegiate Soils Contest. Katie Stutler, senior soil science major from Inwood, placed first in the individual competition.
  - Two teams of WVU students were among the top six finishers in an international robotics competition at Oklahoma State University. Their mentor was Powsiri Klinkhachorn, Professor of Computer Science and Electrical Engineering.
  - Jason Hubbart is the new director of our Institute of Water Security and Science. He has done amazing work building cross-disciplinary collaboration among water researchers.
  - David Klinke of the WVU Cancer Institute has been awarded \$1.7 million to conduct research into strengthening the body's own defenses to fight breast and lung cancers.
  - A collaborative, cutting-edge insulin resistance research effort led by Joseph McFadden of the Davis College of Agriculture, Natural Resources and Design, has been awarded a \$500,000 grant from the U.S. Department of Agriculture.
  - Keith Bailey has been named the Dean of Online Learning and Continuing Professional Education. She believes he is truly a visionary who will help us "leap onto the next stage" of our progress in online learning.
  - We are close to meeting our \$1 billion goal in the "State of Minds" campaign. New gifts and pledges now total \$953 million. We have 21 months remaining in the campaign.
  - The Eberly College of Arts and Sciences has received a \$1 million gift to modernize general chemistry laboratories. Edna Bennett Pierce pledged the gift through both personal funds and the C. Eugene Bennett Family Foundation.
  - The state is at impasse over the budget. We are preparing for all possible outcomes.
  - Tom Patrick from the College of Law has been named ombudsperson. His office will be temporarily located in Purinton House.
4. Shane Lyons, Director of Athletics and Associate Vice President, and Keli Cunningham, Executive Senior Associate Athletic Director, provided a report on Athletics. Issues of primary importance are the well-being of student athletes, including both their academic success and health and safety issues, and the integrity of the Athletics Department and the institution as a whole. The department is engaged in processes to mitigate concerns relative to academic fraud and misconduct. Renovation projects continue at Milan Puskar Stadium and at the Coliseum. Stadium renovations will be completed for the 2017 football season.

5. Chair Turton reported the following:
  - Matthew Valenti was elected Chair-Elect for 2016-2017. He will serve as Faculty Senate Chair during the 2017-2018 academic year and as a member of the Board of Governors from July 2017 through June 2019.
  - The ballot for Executive Committee will be sent out on May 23. The ballot will close on May 31, 2016.
  - He provided an abbreviated version of the faculty constituency report he presented to the Board of Governors.
6. The candidates for BOG representative from the Health Sciences or Extension, Joe Prud'homme, Stan Hileman, Ralph Utzman, and Heather Billings, addressed the Senate. (Annex IA.) Ballots for the BOG representative will be sent out at 10:00 a.m. on May 11. The ballot will close on May 31, 2016.
7. Matthew Valenti, Chair, Curriculum Committee, moved for approval of the following reports:
  - Annex I, New Courses Report. Motion carried after DANC 201 was removed from the report.
  - Annex II, Course Changes Report. Motion carried.
  - Annex III, Capstone Courses Report. Motion carried.
  - Annex IV, Alterations Report, was presented for information. Report filed after ULIB 300 and 302 were removed from the report.
  - Consent Agenda items: New Major in Music Industry, New Major in Integrative and Contemporary Performance, Curriculum Change to Major in Sustainable Agriculture Entrepreneurship (Annex V), New Major in Computer Information Systems (Annex VI), Termination of Major in Agronomy (Annex VII), Termination of Major in Office Systems Technology (Annex VIII), and Termination of Major in Fashion Merchandising (Annex IX). Motion carried after Annex V was removed from the consent agenda.
8. Ken Blemings, Dean of the Honors College, and Ryan Claycomb, Associate Dean, presented a proposal to reconfigure the Honors program. Annex XA.
9. David Hauser, Chair, General Education Foundations Committee, presented Annex X, Expectations of a GEF Course, for information. Report filed.
10. Lisa DiBartolomeo, Chair, Committee on Committees, Membership and Constituencies, moved for approval of Annex XI, Authorization to Create Curriculum Committee Co-Chair Position for the 2016-17 Academic Year. Motion carried.
11. Roy Nutter, ACF Representative, reported that he attended the meeting of the WV Council for Community and Technical Education on the morning of April 28. Most of the meeting concerned budget issues. Keith Burdette, Council Member and Secretary for the West Virginia Department of Commerce, indicated that his cabinet department will be conducting lay-offs due to lack of funding. ACF met on the afternoon of April 28, where much of the discussion also concerned budget issues. He shared several rumors regarding worst-case budget scenarios. On a positive note, he learned that West Virginia ranks ninth nationwide in terms of higher education affordability according to a recent Penn State report.

12. Robert Griffith, BOG Representative, reported the following:
- The Board of Governors normally would have approved a budget at the April meeting, but was unable to do so because we do not yet have a budget from the State.
  - The faculty constituency reports were delivered to the BOG. Richard Turton gave his presentation comparing faculty to cats and discussing what motivates faculty. Jennifer Merrifield gave a talk about life as a faculty member at Potomac State. Paul Rakes gave a talk about the faculty at WVU-Tech; the big message from Tech is that the faculty is ready to move to Beckley. Dr. Griffith gave a report in which he compared salaries at WVU to salaries at other R1 institutions.
13. Chair Turton moved to reappoint Alan Stolzenberg as Faculty Secretary, Roy Nutter as Faculty Representative to State Government, and Chad Proudfoot and Matthew Titolo as Parliamentarians to the Faculty Senate Executive Committee and the Faculty Senate. Motion carried.
14. New Business
- In response to a question posed during the report from Shane Lyons and Keli Cunningham, John Kuhlman pointed out that an attendance policy appears in course catalogs, and includes the following statement regarding make-up examinations: “Students absent from regularly scheduled examinations because of authorized University activities will have the opportunity to take them at an alternate time. Students in courses with regularly scheduled evening examinations shall have the opportunity to make up these examinations if they miss them in order to attend a regularly scheduled class that meets at the same time. Such make-up examinations should be of comparable difficulty to the original examination. Attendance at a regularly scheduled evening examination will not excuse a student from a regularly scheduled class that meets at the same time as the examination.”
- (See <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#enrollmenttext>.)
15. The meeting adjourned at 5:20 p.m. to reconvene on Monday, June 13, 2016.

Judy Hamilton  
Office Administrator

## Statement of Candidacy: Heather Billings

I am running for the position of faculty representative on the Board of Governors for West Virginia University. I have been a member of the faculty at WVU since 2005. I originally was appointed as a Research Assistant Professor, and after realizing my full passion for teaching, moved into the Scientist Educator track within the School of Medicine, and am currently at the rank of Teaching Associate Professor.

There are several reasons I am qualified for the position on the BOG. Over the past two years, as chair of the Teaching and Assessment Committee, charged with implementing a new system of student evaluations of instruction, I have gained a much greater understanding of the organizational structure of the university. Further, through that position, I have demonstrated a willingness to listen to faculty input and concerns from across all campuses, including Potomac State and WV Tech and address them prior to final implementation of the new system. Along with the advice and input received from faculty all across the university, I have also heard many other concerns raised over matters such as promotion and tenure processes, the weight of student evaluations over other forms of teaching evaluation, gender biases in faculty evaluation and workloads, the importance of teaching vs. research in different colleges, and the hiring of adjunct faculty vs. full-time faculty. These are all important concerns that need to be addressed and need an advocate on the BOG.

I have spent my entire academic career, from undergraduate work through my current position, at state universities, and was a first generation college student, so can relate to the unique challenges faced by many students at WVU, who are also first-generation college students, and how that impacts faculty who teach our students. I fully understand and embrace the land-grant mission of WVU to serve not just our students, but all the people of the state through outreach efforts. I have also served as a Faculty Fellow with Summit Residence Hall for two years, and was faculty with the Governor's Honors Academy for 3 years when it was last hosted at WVU. Through these experiences, I became more aware of the backgrounds of our students, the residence life experience, and factors outside the classroom that carry into the classroom, add to the academic challenges our students face, and which we as faculty will at some point also face with them.

I am a strong advocate for inclusivity, and ensuring every person at WVU, faculty, staff, and student, is provided an environment in which they can reach their full potential, and would continue to be an advocate for these issues as new policies and decisions are considered by the BOG, should I be elected to represent the faculty.

I am Stan Hileman, an Associate Professor in the Department of Physiology and Pharmacology in the School of Medicine. I received a B.S. in Animal and Veterinary Science in 1985 from the Davis College of Agriculture, Natural Resources and Design, and a Ph.D. in Animal Science from the University of Kentucky in 1991. After postdoctoral work at the University of Illinois and Harvard Medical School, I was fortunate to return to WVU as an Assistant Professor in 2000 and have been a member of the Faculty Senate since 2008. I have served on the Curriculum Committee and have served on the Research and Scholarship Committee (RSC) for a number of years, both of which have given me insight into the schools and colleges outside the Health Sciences Center. I served as the chair of the RSC last year and, at the request of the Provost's office, led the restructuring of the internal funding process at WVU. The goal was to increase accountability to the Office of the Provost while maintaining a very faculty-centered process. I feel that we achieved that goal. I have been asked to serve on the RSC again in the coming year as well as the Athletic Council. Within the Health Sciences, I co-chair the Van Liere Convocation and Health Sciences Research Day, the premier research convocation at the Health Sciences, and served on the Faculty Advisory Committee to then Chancellor Colenda. In addition to being active in the service aspect of my appointment, I am also very involved in research and teaching. I have an active research program funded by the USDA and serve as Co-principal investigator on a grant from the NIH. I have participated for many years in the Idea Network for Biomedical Research Excellence Program (INBRE), a program that provides summer research experience to students from smaller colleges around the state and thus contributes to the Land Grant mission of WVU. I currently sit on or chair the Ph.D. or M.S. committees of 10 students. I teach in graduate courses for the Cellular and Integrative Physiology Program and the Neuroscience Program and also teach physiology to Pharmacy and Dental students.

If elected, one area I would look to impact is faculty retention. I have seen several colleagues leave WVU and would look to push for changes that might lead to reductions in such events. I completely agree with President Gee when about the need to reduce bureaucracy at WVU. As someone active in research and teaching, I deal with this on an all too regular basis. We need to find ways to make it easier for a faculty member to do their job and look for ways to make things happen instead of just saying no. This obviously includes the issue of faculty salaries, but includes other issues such as improving the insurance coverage that we now have as well as looking into other issues such as giving tuition breaks to immediate family of faculty etc. While WVU is an excellent educational value, as someone who has put one son through WVU and currently has another in school here, I well understand the cost of a college education. I also strongly believe that communication is essential for faculty being involved in the governance of WVU. I would do my best to maintain an open door policy via which faculty can directly communicate their suggestions and concerns with me. While it is required that this position be filled by someone from the Health Sciences or Extension, it is one that represents WVU as a whole. I have made the utmost effort in my time on the RSC to ensure that funding for the Arts and Humanities have been protected as I enthusiastically value the contributions of all our schools and colleges to the mission of WVU.

Joe Prud'homme, MD  
Candidate for Faculty Senate Representative to the WVU Board of Governors

Plans and Goals for Service on Board of Governors

I am sure that all of the candidates will do a good job of representing the WVU Faculty Senate and adequately present the results of the senate's deliberations to the Board of Governors. Each of the candidates will obviously bring special skills and areas of particular expertise to the position. My particular "extra" is knowledge of health care. My plan is to use my enthusiasm, my persuasive abilities, my "MacGyver" skills, and my personal contacts and relationships to optimize the health of the WVU Faculty, students, and staff; and the people of the state of West Virginia. My goal is to bring these patients through their upcoming forced calorie restricted diet (budget cuts) lean and strong, ready to compete in the future. I will strive to ensure that we are fed protein and not sugar, and that we lose only fat and not our muscle. Medicine (health care) at WVU is both our biggest source of revenue, and one of our biggest expenses. It is about to see major cuts over the next several years. I would like to apply my health care delivery, health care administration, and health care policy knowledge to this task as the WVU Board of Governors, the University, and our state grapple with these issues.

Description of Relevant Background Experience

Joe Prud'homme, MD

Associate Professor of Orthopedic Surgery

Christopher Cline Endowed Chair in Orthopedic Surgery

I currently hold additional positions as:

- WVU Faculty Senator
- Chairman of the WVU Research Integrity Committee
- Director of Marketing for Department of Orthopedic Surgery
- Host "Doctors on Call" television show on PBS
- Chairman of the West Virginia Medical Political Action Committee
- Oral Board Examiner for the American Board of Orthopedic Surgery
- Congressional Ambassador for the American Association of Orthopedic Surgery

In the past I have been:

- On a National Governing Council for the American Medical Association
- President of the West Virginia Orthopedic Society
- Chief of Surgery at a busy private hospital
- Team Doctor for all of the athletic teams at Virginia Tech
- The only orthopedic surgeon for an entire third world country for two months (Bhutan)
- On faculty at two other Medical Schools
- Student at the largest medical center in the world for five years
- President of the House Officer's Association (all of the interns, residents, and fellows) during residency
- Student Body President during Medical School
- Student government Senator in college
- Recipient of an undergraduate honors degree in History
- An Eagle Scout (which really did help me "MacGyver" my way through all of the above!)

I would be honored to serve as your Faculty Senate Representative to the WVU Board of Governors.

May 1, 2016

My fellow senators,

I am honored to be nominated to represent the faculty of the Health Sciences Center and Extension Service on the WVU Board of Governors.

My long history as a loyal Mountaineer is perhaps my strongest qualification to serve as your representative. When I graduated from WVU's physical therapy program in the 1980's, I was the first in my family to earn a college degree. I began clinical practice in a small, rural hospital in central WV. For most of my tenure in this position, I was the only physical therapist in the county, and there were no physical therapists in the counties to the south and west. My education at WVU prepared me to serve my patients and my community, and the faculty at WVU became my mentors and professional support system.

I returned to Morgantown in the mid-1990s to practice at Ruby Memorial Hospital, and from there transitioned into the faculty role I have held for the past 20 years. I have had the opportunity to collaborate with faculty from across the HSC and Extension Service on various rural health and community-based service projects. I have remained active in clinical practice, collaborating with faculty physicians and other healthcare professionals. Now, I am a proud Mountaineer parent of two sons who are learning and thriving at WVU.

Simply put, I understand what WVU means to its students, their families, our communities, and the state. I have experienced the challenges and rewards of being a "clinician scholar," providing quality patient care while teaching the next generation of healthcare professionals, and engaging in scholarship, discovery, and service. The faculty of the Extension Service have a similarly broad role, bringing scholarship, teaching, and service outside the walls of our "bricks-and-mortar" campuses.

It's no secret that our state is facing a dire financial crisis. This crisis will impact our university. However, WVU must serve as a lighthouse rather than just weathering the storm. My goal as your representative will be to advocate for the HSC and Extension faculty and our roles in serving WVU and the state in these challenging times.

Respectfully yours,

Ralph R. Utzman, PT, MPH, PhD  
Associate Professor  
Division of Physical Therapy  
School of Medicine



To: Faculty Senate Executive Committee  
 From: Matthew Valenti, Chair, Faculty Senate Curriculum Committee  
 Date: April 25, 2016  
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HORT 480: Case Studies in Horticulture	AGFOR	3	consent	Capstone course for the horticulture major. The main goal of the course is to develop independent thinkers and professionals in the field of horticulture. The course emphasizes data and information gathering, vetting of sources and resources used in problem solving, and the formation of concise and logical arguments to help analyze and solve from simple to complex problems.	The current capstone course for the horticulture curriculum (HORT445 - Greenhouse Management) does not capture the breadth and depth of the horticulture industry. This new course will pull case studies from varied horticultural operations (vegetable, fruit, ornamental, landscape, government agencies) that will allow for the development of better and well-rounded horticultural professionals.
LARC 444: Western European Gardens, Landscapes and Architecture: Field Study	AGFOR	6		This is a travel course that includes visits to Belgium, France, Netherlands and Germany and focuses on a variety of environments- urban, agricultural/rural, and natural. Major cities in the travel experience may include Brussels, Paris, and Amsterdam. The core work of the course consists of a journal/sketchbook. (Also listed as PLSC 444.).	Providing international experiences to students is a component of WVU's strategic plan. This course offers students an international experience and will serve as an elective for all campus majors. While the course is offered to any WVU student, landscape architecture and horticulture students specifically benefit from experiencing, documenting and analyzing urban, rural and natural landscapes.
CHEM 511: Advanced Instrumental Analysis	AS	3	CHEM 310 with a minimum grade of C-	Lectures and demonstrations. Classical and cutting-edge instrumental methods applied to chemical analyses: electrochemistry, spectroscopy, mass spectrometry, and chromatography; presented at the advanced level.	This course is developed to support the chemistry graduate program. Entering students demonstrating weakness in instrumental analysis through the American Chemical Society (ACS) guidance exams may enroll in this course to satisfy a deficiency in instrumental analysis. This topic may not be taught effectively at undergraduate institutions that are unable to invest in the instrumentation or in faculty skilled at creating new analytical instrumentation. By offering this class at the 500 level entering graduate students sourced from international or domestic schools (especially small schools in WV) that only offer non-ACS accredited degree programs are afforded the opportunity to master this material.
CHEM 522: Topics in Inorganic Chemistry	AS	3		Structure and bonding of inorganic molecules and materials. Covers the chemistry of main group elements and transition metals. Application of fundamental principles in inorganic chemistry to current research problems.	This course replaces the temporary special topics CHEM 593E. It provides the students with an overview fundamental principles in modern inorganic chemistry with a particular focus on transition metal chemistry. This knowledge is the foundation for other graduate level courses such as CHEM 723 - Physical Methods in Inorganic Chemistry or CHEM 521 - Organometallic Chemistry.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CHEM 545: Foundations of Quantum Chemistry	AS	3		Application of the principles of quantum mechanics to chemical systems and spectroscopy.	Quantum mechanics is the fundamental theory of matter and describes all of chemistry and spectroscopy. Detailed knowledge of quantum chemistry is vital to emerging technologies in nanoscience, energy, modern spectroscopy, and structural biology. The course is intended for graduate students pursuing advanced study in chemistry, biochemistry and other physical sciences or for students who wish to have a more fundamental understanding of chemistry. The course will give students the tools, skills, and confidence to use quantum mechanics to solve fundamental chemical problems and better prepare them for graduate work.
LEGS 753: Immigration and Border Security	AS	3		This course provides knowledge of the history of immigration to the United States, the current state of affairs and the legal implications of the legal system.	This course supports the criminal justice focus. One of our principle target groups for this program is law enforcement officers. These students are best served by courses with more criminal justice focus than currently available.
LEGS 771: Long Term Care Regulation	AS	3		This course focuses on skilled care services and long term care delivered in sub-acute facilities, otherwise traditionally called 'nursing homes.' The course introduces students to the administration, organization, management and operations as well as compliance with federal or state directives regarding provision of long term care services in a sub-acute facility.	This course focused on the long term care regulation environment to provide those with health care professional needs exposure to this large area of regulation. This course is beyond the content area of the healthcare law course LEGS 770.
PHIL 314: Philosophy of Sex and Gender	AS	3	PHIL 100 or PHIL 130 or PHIL 170 or WGST 170.	An examination of historical and contemporary philosophical debates about the nature of and ethical issues related to sex, gender, and sexuality. Topics covered include the nature of biological sex, the construction of gender, historical and contemporary works in feminist philosophy, and the ethics of sexual activities such as prostitution.	This course fills a significant gap in the current philosophy course offerings. No other course offered by the Philosophy Department explores philosophical questions and issues about sex, gender, and sexuality. This course will therefore be the first to offer students an in-depth exploration of important contemporary and historical debates dealing with central questions about sex, gender, and sexuality
UTCH 222: Classroom Interactions in Math and Science	EHS	3	UTCH 221 with a minimum grade of C-	The course examines: interplay between teachers/students/content, instructional strategies for teaching math and science, equity issues in learning, technology in the classroom, analyzing and applying research findings in the classroom, and the use of documentation in the teaching profession.	This course is part of the WVUteach program that prepares Science and Math majors to teaching high school math or science. The course incorporates learning related to issues of equity and diversity in an instructional setting. Students gain both theoretical and practical knowledge by applying their theoretical knowledge in a classroom.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
IMMB 484: Senior Thesis	MED	3		Essays and oral presentations by senior students covering contemporary topics in immunology and medical microbiology. Senior students are required to present one seminar before graduation.	This is a required course for the Immunology and Medical Microbiology B.S. Program that was approved in August 2013. This capstone and writing course is designed to assess their writing skills as well as teach them how to present a seminar on a topic chosen in consultation with the instructor.
STCM 438: Branded Content and Narrative	RCM	3		An introduction to how the role of content is evolving in the modern marketing landscape and how to apply different types of content generation to new and traditional marketing channels. Additional topics cover the pros and cons of content marketing vs. traditional marketing as well as an introduction to the processes and tactics to create and implement content marketing strategies.	This course is an upper-level elective for students majoring in Strategic Communications, Advertising or Public Relations.

<b>To: Faculty Senate Executive Curriculum Committee</b> <b>From: Chair, Matt Valenti, Senate Curriculum Committee</b> <b>Date: April 25, 2016</b> <b>Re: Course Changes Report</b>		
Field	Old Value	New Value
<b>NSG 724-Health Research Statistics 1</b>		
Title Change	Statistics for Evidence-Based Practice	Health Research Statistics 1
Description	The study of statistical knowledge and skills needed for quantitative health research using SPSS.	This course provides development of statistical knowledge and skills needed for quantitative health research. Topics include descriptive statistics, probability, hypothesis testing, analysis of variance, chi square and regression techniques.
Rationale		The title of the course has been changed back to the original. It had been modified when the course was entered into the DNP program (the two programs share this course as a program requirement. The revised title wasn't appropriate for a PhD transcript, so is being returned to the original title. The course description was made more specific in terms of content. One non-specific ELO was removed. Reference to SPSS as statistical program was removed from ELO's.
Justification for Change		Because two doctoral programs include this course, the title needed to be appropriate for both. The 1 ELO removed was too general to be descriptive of learning. The removal of SPSS as the defined data analysis tool allows for more flexibility in choice of tool according to instructor and student preference.
<b>NSG 727 - Contemporary Nursing Science</b>		
Credit Hour Change	2	3
Justification for Change		During course review by the PhD Curriculum Committee, it was noted that an additional credit hour and ELO was needed to account for publication efforts. The course was switched to summer versus fall semesters so it can be presented with NSG 729.
<b>NSG 729 - Quantitative Methods</b>		
Title Change	Quantitative Research Methods	Quantitative Methods
Credit Hour Change	4	3
Justification for Change		Redundant content was removed and course was updated to reflect needs identified in program content by PhD curriculum committee through course review.
<b>NSG 732-Seminar in Nursing Scholarship</b>		
Description Change	This course socializes students to clinical scholarship in preparation for the conduct of independent research and for scholars and nurse scientists.	Exploration of the dimensions of scholarship in preparation for future roles as nurse scholars/scientists.bb
Justification for Change		Upon course review by the PhD Curriculum committee and feedback from students, the course was updated to include changes in ELOs and content.

To: Faculty Senate Curriculum Committee  
 From: Matthew Valenti, Chair, Senate Curriculum Committee  
 Date: April 25, 2016  
 Re: Capstone Report

		How will students demonstrate each of the following abilities:					
Title	College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?	
HORT 480-Case Studies in Horticulture	AG&FOR	Students will be asked to solve from simple to complex problems in horticultural practice in the form of case studies. Case studies will be presented to students in writing and in class after which students will have to gather all pertinent information and data to solve the problem/case study in question. This may take the form of library research (books, articles, databases), consulting experts in the field, contacting government agencies and private companies, etc. Data gathering will take place in several iterations guided by the instructor through written and oral feedback on the quality and relevance of the information and resources consulted by the students.	In presenting possible solutions to the case studies used in the course students will be asked to identify concepts and ideas from course work or other resources needed to solve specific problems and issues tied to the case study. In addition they will be asked to identify gaps or missing links in their education as they go through this exercise. Solution will be presented to and critiqued by peers and instructor during regularly scheduled presentations.	Students will be asked to reflect on how the solution they present to the case studies impacts neighbors, stakeholders, or society at large. Examples of issues that may surface are the application of fertilizers and pesticides, record keeping and government reporting, and long term sustainability of certain horticultural practices	Students will have to write reports on case studies throughout the semester. At least 8 reports and a written term project (business or farm plan) will be required. Students will be required to submit a minimum of 7000 words or 20 pages of writing throughout the semester.	Students will be asked to present solutions to individual and team assigned case studies throughout the semester. Eight oral presentations (3 individual and 5 team) will be required throughout the semester.	
IMMB 484: Senior Thesis	MED	At the beginning of the semester, students will be given a list of sample topics in specific areas of immunology and microbiology. These topics might include, for example: <ul style="list-style-type: none"> <li>•West Nile Virus Disease and Outbreaks in the United States</li> <li>•Influenza H5N1 – ethics of research on a pathogen with the potential to cause a pandemic</li> <li>•Dengue Fever Florida and Vaccine Development</li> <li>•Escherichia coli 0157 and Enterohemorrhagic Fever</li> <li>•Vibrio cholerae Disease and the Haiti Epidemic</li> <li>•Neisseria gonorrhoeae Virulence and Antibiotic Resistance</li> <li>•Human Immunodeficiency Virus and Drug Resistance.</li> </ul> Many other topics will be suggested. The student may also propose a topic that is not on the list and the instructor will evaluate that topic for its feasibility. Once a student has chosen a topic, s/he will be afforded the opportunity to meet with the instructor on a regular basis to discuss what s/he has learned in studying the scientific literature. In doing so, the instructor will evaluate the progress of that student in obtaining the critical material in the chosen topic for the research paper and presentation. Resources for this research will be provided on a WVU website specifically designed for this course. A link to the draft home page for this website can be viewed at <a href="http://medicine.hsc.wvu.edu/micro/">http://medicine.hsc.wvu.edu/micro/</a> . This website is modeled on the English 101 Research Guide and contains (or will contain) many of the same features of this excellent website.	To adequately cover a specific topic chosen by the student, an in depth study is critical. To this end, the student will need to apply background knowledge gained from other courses to complete the capstone experience. These background areas include immunology and medical microbiology, as well as genetics, cell biology, epidemiology, physiology, and biology. The integration of this information and critical thinking about specific scientific articles are essential for completion of the capstone experience.	In each of the topics there are societal or ethical issues associated with it. As an example, a brief summary of these issues for the topic, "Influenza H5N1 – ethics of research on a pathogen with the potential to cause a pandemic", is presented. H5N1 influenza virus is considered the world's greatest pandemic treat. This virus is endemic in the bird populations and although has not infected humans yet, influenza viruses that infect humans often start in birds and become human pathogens by their high propensity to mutate their genes. Thus, with this large animal reservoir (birds), lethal human infectivity could be just one critical mutation away. On one hand, some virologists claim that they must be allowed to study this pathogen and discover what mutation will cause the virus to become a human pathogen; others claim that the potential damage to society if a laboratory mutated virus was released into the general public is too large to permit, at least, unrestricted research. The debate covers a wide range of topics, including the potential for this knowledge to fall into the hands of terrorists that could use it to infect huge numbers of unprotected individuals. Those wishing to study the virus evoke a 'knowledge is power attitude', i.e., by knowing what to expect if (when) the virus mutates, we can be prepared with effective vaccines and anti-viral drugs. The student will be allowed to explore these issues, synthesize their opinion and defend it in writing and to their peers.	The student will choose a topic in immunology or medical microbiology. The student will then read and analyze that specific topic and become familiar with the immunology, genetics, biochemistry, microbiology, epidemiology, and physiology that relate to that specific topic. The student will synthesize the information, and write a paper on the chosen topic. Frequent opportunities for meetings between the student and the instructor will help guide that student for completion of the written paper. Formal feedback on the progress is given through instructor review of early assignments. The final grade on the written paper will be made by the instructor using the grading rubrics previously outlined.	As stated above, the student will choose a topic in immunology or medical microbiology. The student will then read and analyze that specific topic and become familiar with the genetics, biochemistry, microbiology, and physiology that relate to that specific topic. The student will synthesize the information, and begin organizing a class presentation on the chosen topic. Opportunities for frequent meetings between the student and the instructor will help guide that student for completion of the class presentation. Lectures and individual guidance will be provided on effective use and preparation of Power Point slides and on giving an oral presentation. The final presentation will be graded by the instructor using the rubric previously provided.	

To: Faculty Senate Executive Committee

From: Karen Haines, SCC Chair Elect

Date: 4/25/2016

RE: Alterations Report

Title	Action	New Subject Code
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Action: Course Alterations (Minor Changes)

Effective Term: Spring 2017

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
GEOL 342	Change course prerequisite	GEOL 342. Structural Geology for Engineers. 3 Hours. PR: GEOL 101 and GEOL 102 and PHYS 111. Introduction to rock deformation processes and the development and interpretation of geologic structures. (Several one-day field trips required.).	GEOL 342. Structural Geology for Engineers. 3 Hours. PR: GEOL 101 and PHYS 111. Introduction to rock deformation processes and the development and interpretation of geologic structures. (Several one-day field trips required.).	The relevant aspects of GEOL 102 are covered during the beginning of GEOL 342.
MANG 310	Reversing deactivation and making available to WVU-Tech	MANG 310. Management Of Small Business. 3 Hours. PR: BCOR 370. Focusing on the management of small business, the course is designed both for those seeking employment in small business, and for those entering large organizations which deal with small firms as suppliers, customers, and competitors.	MANG 310. Management Of Small Business. 3 Hours. PR: BCOR 370. Focusing on the management of small business, the course is designed both for those seeking employment in small business, and for those entering large organizations which deal with small firms as suppliers, customers, and competitors.	The course was deactivated by WVU in the Nov. 2014 alteration report. However, WVU-Tech was not consulted, and would like to continue offering the course. The alteration will reverse the deactivation and make the class available to WVU-Tech.

MKTG 320	Change course title	MKTG 320. Personal Selling. 3 Hours. PR: BCOR 350 with a minimum grade of C-. Deals with interpersonal communication, influencing, and persuasion processes designed to satisfy customer and company needs; stresses the structure of sound sales presentations through lectures, persuasive presentations, and appraisal and correction of common selling errors.	MKTG 320. Personal Selling 1. 3 Hours. PR: BCOR 350 with a minimum grade of C-. Deals with interpersonal communication, influencing, and persuasion processes designed to satisfy customer and company needs; stresses the structure of sound sales presentations through lectures, persuasive presentations, and appraisal and correction of common selling errors.	We are introducing a new course, Personal Selling II. It is necessary to change the title of MKTG 320 Personal Selling to Personal Selling I
NSG 486	Change grade mode	NSG 486. NCLEX Review. 1 Hour. PR:Senior status. Focuses on achievement of professional success by preparing for RN licensure. Preparation for NCLEX will be the focus of this by enhancing NCLEX testing skills.	NSG 486. NCLEX Review. 1 Hour. PR:Senior status. Focuses on achievement of professional success by preparing for RN licensure. Preparation for NCLEX will be the focus of this by enhancing NCLEX testing skills.	Found discrepancy between the university course catalog and Banner system. Correcting discrepancy. Nothing else in the course has changed--we are only correcting the grading discrepancy.
RESM 440	Change credit hours	RESM 440. Foundations of Applied Geographic Information Systems. 2 Hours. An introductory course designed to provide the necessary background and techniques to use GIS technology to analyze and solve spatial problems. An emphasis is placed on acquisition, management, and manipulation of spatial data.	RESM 440. Foundations of Applied Geographic Information Systems. 3 Hours. An introductory course designed to provide the necessary background and techniques to use GIS technology to analyze and solve spatial problems. An emphasis is placed on acquisition, management, and manipulation of spatial data.	This course was originally developed as a 10 week course for 2 credits. The 10 week courses are no longer able to be offered and now must be either 16 or 8. In moving to 16 weeks I have added material appropriate in the changing geospatial field and I also changed the number of contact hours in the lab to reflect this 3 credit hour request.

**New Major Title** Computer Information Systems  
**Under Program** Bachelor of Applied Sciences

**Institutional Contact**

Name	Phillip Douthitt
Title	Chair, Division of Applied Sciences
Mailing Address	101 Fort Avenue Keyser, WV 26726
Phone	304-788-6960
Fax	304-788-6847
E-mail	pddouthitt@mail.wvu.edu

**Date of Proposal Submission** January 13, 2016

**Projected Date of Implementation** August 16, 2016

### **Need for Establishing New Major**

The Computer Information Systems major is designed to facilitate the academic alignment of the Bachelors of Applied Science degree to the demands created by the increased use of the internet for business needs and e-commerce. The need for highly skilled individuals in computer information systems and knowledge of business processes provides an opportunity for the Keyser campus to establish a specialty niche which addresses the combination of business and IT solutions. Based upon the Bureau of Labor Statistics forecast, the expected growth in Computer Information System Analysts positions ranges from 17% to 35% over the next 10 years (<http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm#tab-2>). This major does not compete with traditional Computer Science or Computer Engineering degrees. Whereas, students graduating from WVU in Computer Science or Engineering fields are typically employed as Systems, Software and Database Engineers, or as computer programmers; in contrast, students who earn the BAS degree in Computer Information Systems are uniquely suited for a broader spectrum of job opportunities in key areas of support (see examples below):

Taken from the Bureau of Labor Statistics Website: <http://www.bls.gov/ooh/computer-and-information-technology/>

- **Information Security Analysts**

- 2014 Median Pay \$88,890 per year  
\$42.74 per hour
- Typical Entry-Level Education Bachelor's degree
- Work Experience in a Related Occupation Less than 5 years
- On-the-job Training None
- Number of Jobs, 2014 82,900
- Job Outlook, 2014-24 18% (Much faster than average)



- **Computer Systems Analysts**

2014 Median Pay \$82,710 per year

\$39.76 per hour

Typical Entry-Level Education Bachelor's degree

Work Experience in a Related Occupation None

On-the-job Training None

Number of Jobs, 2014 567,800

Job Outlook, 2014-24 21% (Much faster than average)

Employment Change, 2014-24 118,600

*A statement from the Bureau of Labor Statistics in Occupational Outlook Handbook:*

“Employment of computer systems analysts is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. Growth in cloud computing, cybersecurity, and mobile networks will increase demand for these workers”. (Occupational Outlook Handbook, Bureau of Labor Statistics, <http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm>)

Adding this major at the Keyser campus will round out the full spectrum of career paths for individuals with different academic abilities and goals at both campuses.

### **Clientele Served**

The needs of the local community and surrounding areas are addressed as follows.

- The proposed BAS in CIS addresses the expected growth of IBM, one of the major employers in the area, and the expansion requires a highly skilled workforce in Computer Information Systems.
- For the banking industry and hospitals, the degree provides skilled workers in networking and security requirements, as well as support positions in database administration and support.

The scope of the clientele served goes beyond the local community.

- The college has begun conversations with community colleges that serve government contractors in Maryland, Virginia and Washington D.C.
- Articulation agreements will be pursued to address the needs of these community colleges as well as the government contractors for a skilled workforce with required certifications and the Bachelor's Degree designation.
- This approach will grow the workforce from within and provide the STEM high school students in these communities with strong education and career paths.

### **Enrollment Expectations:**

- The college currently has approximately 5 students who have graduated with the AAS degree and wish to matriculate to the BAS in CIS upon its implementation.
- In addition, there are approximately 30 AAS in CIS students enrolled at the college and the college anticipates a minimum of 10 to matriculate to the BAS degree in September 2016 based upon the stated interest of the students to their adviser and the consistent inquiry as to the status of the new major by recent graduates from May of 2015.
- The new articulation agreements with the community colleges in Maryland, Virginia and D.C. are expected to increase enrollments in the new BAS program because it aligns with AAS CIC curriculums at community colleges in the region and answers the need of employers in the government sector and government contractor's for a Bachelor's degree tailored to the AAS degree.

- PSC of WVU has a goal to offer the BAS on-line in the fall of 2017 and expect enrollment in the BAS to increase significantly by fall of 2018 based on the degree needs expressed by the Labor Department forecasts and the initiatives of the Federal government in West Virginia workforce for skill labor in Computer Science and Computer Information Systems and Technology.

Although the College has experienced declining enrollments for the past five years, the AAS program in Computer Information Systems has maintained stable enrollment. As shown in Table 1, enrollments are historically strong across the CIS degree program. Given the indicators of job growth in the computer sector and the stability of PSC's AAS degree program in CIS, the College anticipates steady growth across its program. Projected enrollment for the proposed program is 10 students in the first year, 15 students in the second year, 20 students in the third year and up to 30 students in years four and five. This projection does not include the interest or needs of veterans returning from deployment and the Federal support provided to adult learners under the GI Bill, but we expect a small bump from this segment once the program is advertised.

Our projections for increased interest for the degree is based on the Bureau of Labor Statics projections for Computer Systems Analysts, Business Analysts, Data Analysts and Security Analysts for the next 12 years.

Total AAS Computer Information Systems (10 Year Enrollment)									
Fiscal Year									
2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
22	19	27	22	26	25	21	25	22	25

#### **Resources:**

The college expects to employ two full time instructors beginning in fall of 2016. A tenure-track Assistant Professor hired for September 2016 resigned from the college in December 2016 and that position is currently being advertised. The college also currently has a Visiting Instructor to address the needs of the AAS and BAS degrees in Computer Information Systems. The enrollment expectations provided support the need for two instructors in fall of 2016. The college has a pool of adjunct instructors from which it can pull as the demand increases for the major.

#### **Expected program Outcomes and Impacts**

This degree will prepare students for employment in careers such as network and computer systems administrators, computer support specialists or information security analysts.

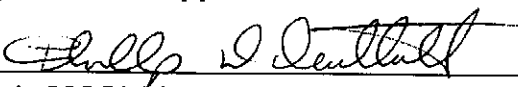
Upon completion of the Bachelor of Applied Science in Computer Information Systems, the student shall be able to:

- Apply programming, database, operating systems and business application skills to solve problems associated with existing programs or systems
- Create a complete programmatic solution for a business need using Institute of Electrical and Electronics Engineers (IEEE) accepted standards and practices
- Present a design, proposed software (system) development life cycle (SDLC) and final report addressing specified requirements for an e-commerce company or enterprise.



- Demonstrate effective oral and written communication skills in the delivery of customer service, project planning and project completion within the information technology environment.
- Analyze security vulnerabilities and plan and implement security measures within the context of medium sized business.

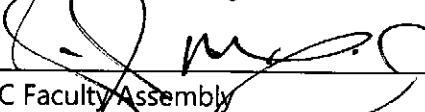
**Signatures of Approval:**

  
 \_\_\_\_\_  
 Chair, PSC Division

1/13/16  
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 Date

  
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 Chair, PSC Instructional Programs Committee

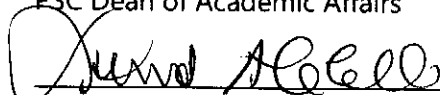
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 \_\_\_\_\_  
 Chair, PSC Faculty Assembly

1/27/14  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 PSC Dean of Academic Affairs

1/27/16  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 PSC President

1-27-16  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 WVU Associate Provost of Academic Affairs/WVU Deans

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 West Virginia Chancellor/Board of Trustees

\_\_\_\_\_  
 Date



# Advisement Sheet

Student \_\_\_\_\_

## Computer Information Systems Degree (BAS) fall 2016

Course Number/Name	Category	Cr.	Semester	Grade
First Year First Semester		15		
STAT 111	GEF 3	3		
Natural Science Elective	GEF 2A	3		
CIS 367 Applied Programming 2	ULMR	3		
BUSA 340 Survey of Finance	BAS Track	3		
Open Elective	Open Elec	3		
Second Semester		15		
ENGL 102	GEF 1	3		
SOCA 101 Intro to Sociology	GEF 8	3		
BAS Major Elective	ULME	3		
CIS 318 Project Management	ULMR	3		
BUSA 320 Survey of Marketing	BAS Track	3		
Second Year First Semester		15		
GEF Elective	GEF 6	3		
CIS 417 Database Design 2	ULMR	3		
CIS 489 System Analysis & Design 2	ULMR	3		
BAS Major Elective	ULME	3		
BUSA 330 Survey of Management	BAS Track	3		
Second Semester		15		
CIS 488 Capstone	ULMR	3		
BAS Major Elective	ULME	3		
BAS Major Elective	ULME	3		
BUSA 310 Survey of Business Law	BAS Track	3		
Open Elective	Open Elec	3		

**Totals**

**60**

Students will choose 4 courses from the following list to complete the BAS Major Electives for CIS.

BAS Major Electives
CIS 327 Cloud Computing
CIS 338 Computer & Network Forensics
CIS 442 Data Mining & Business Intel
CIS 438 Network Defense
CIS 440 Cyber Ethics



# Potomac State College

## West Virginia University

### Request for Change in Program Requirements

Degree: Agriculture Associates of Arts

Major or Emphasis: Agronomy


Describe Change in Graduation Requirements (attach Advising Sheet):

Termination of the Major in Agronomy (PSC 100A) with in the Agricultural Associates of Arts

Rationale for Change :

Agronomy, at PSC and Davis College, has seen low enrollment for the past several years. To remain in alignment with the Davis College of WVU where the Division of Plant and Soil Sciences is reorganizing, the division of applied sciences of PSC requests the termination of the Agronomy major. Students entering PSC beginning in the Fall semester of 2016 will major in Horticulture and transfer to one of four majors (horticulture, agroecology, environmental management, or applied and environmental microbiology) in the Division of Plant and Soil Science at the Davis College in Morgantown.

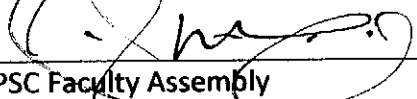
Signatures of Approval:

  
Chair, PSC Division

November 13, 2015  
Date

  
Chair, PSC Instructional Programs Committee

December 1, 2015  
Date

  
Chair, PSC Faculty Assembly

1/27/14  
Date

  
PSC Dean of Academic Affairs

1/27/16  
Date

  
PSC President

1-27-16  
Date



### Request for Change in Program Requirements

Degree: Office Systems Technology (OSTC) Associates of <sup>ET</sup> Arts Applied Science

Major or Emphasis: Office Specialist

Describe Change in Graduation Requirements (attach Advising Sheet):

Termination of the Major in Office Systems Technology (161A)

Rationale for Change :

This major had declining enrollment for several years and was placed in moratorium by the PSC administration as the program was evaluated. The Division of Applied Sciences has revised the Business Technology curriculum to incorporate the most essential Office System skills/courses allowing students to matriculate with the skills previously provided by the Office System AAS degree.

Signatures of Approval:

*Thomas K. Bellard*

Chair, PSC Division

*November 17, 2015*

Date

*Victor Huff*

Chair, PSC Instructional Programs Committee

*December 1, 2015*

Date

*[Signature]*

Chair, PSC Faculty Assembly

*1/27/16*

Date

*Edem Tebeley*

PSC Dean of Academic Affairs

*1/27/16*

Date

*[Signature]*

PSC President

*1-27-16*

Date



**Request for Change in Program Requirements**

Degree: AA in Arts and Sciences

Major or Emphasis: Fashion Merchandising

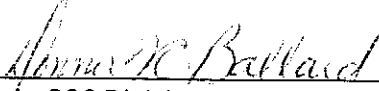
Describe Change in Graduation Requirements (attach Advising Sheet):

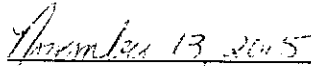
Terminate Fashion Merchandising, Major Code 169A, as a major within the Arts and Sciences degree.

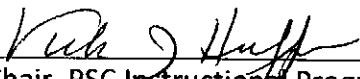
**Rationale for Change :**

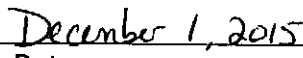
This major, added in Fall 2010, is historically low-enrolled and produces no graduates. No students are currently enrolled. Removing the major would have no impact on faculty positions or workload. Should a future student declare the major, we would be required to hire an instructor and run three courses for a single student.

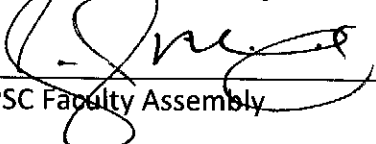
**Signatures of Approval:**

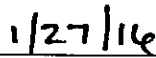
  
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Chair, PSC Division

  
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Date

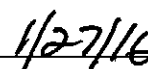
  
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Chair, PSC Instructional Programs Committee


  
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Chair, PSC Faculty Assembly

  
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\_\_\_\_\_  
PSC Dean of Academic Affairs

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
PSC President

  
\_\_\_\_\_  
Date

## Honors Foundations Program (HFP) Proposal

### Executive Summary:

In response to the Honors Strategic Vision Committee's recommendation to reconfigure the Honors academic program into a two-year lower division program and a parallel program in the upper division, the Honors College proposes the Honors Foundations Program to meet recruitment and retention goals for Honors, and to enhance the academic experience of high achieving early-career students across the curriculum.

- Target Population, Admissions and Enrollment: The Honors Foundations Program will set new admissions standards to retain a similar sized population (~1200-1600 high-achieving freshman and sophomores). Admissions requirements will be re-set based on expectations of student success trends and on efforts to increase diversity on several measures.
- Program Requirements and Benefits: Students will complete five classes/13 credits in Honors (down from the current program's 25-credit requirement) while maintaining a 3.0 cumulative GPA and 3.5 GPA in Honors courses. Benefits are comparable to the existing program.
- Utilizing Existing Offerings: The HFP will continue to use Honors sections of departmental courses and Honors add-ons to provide enriched academic opportunities. The Honors College will also make adjustments to its curriculum to improve consistency, flexibility, and innovative opportunities.
- Honors Orientation: As the First-Year Seminar moves more consistently into individual colleges, Honors will move away from HONR 199 and work with colleges to develop either H-sections of discipline-specific courses, or Honors add-ons that utilize the existing peer mentor program.
- Honors Foundations Courses (HFCs): Honors is developing and pursuing approval for GEF-qualified course numbers that house innovative and engaging special-topics courses that meet GEF/LEAP assessment outcomes<sup>1</sup>.
- Honors Faculty Fellows: The HFP will sponsor the Honors Faculty Fellows program to recruit outstanding faculty to teach innovative Honors courses, especially HFCs. Fellows will receive a course development stipend, course buyouts from their home departments, and the opportunity to develop and teach "dream courses." Fellows will meet as a cohort for professional development, each deliver a public lecture, and help select the next cohort.
- Assessment: The HFP will pursue assessment data through mindful implementation of LEAP outcomes and VALUE rubrics; supplemental student evaluations of course engagement; group exit interviews; and systematic tracking of student retention, graduation, and performance data.
- Honors Community: Honors will continue to promote live/learn programming in Honors housing and elsewhere across campus.
- Access/Benefits to Campus and Local Community: the HFP will foster open pathways for access for high-ability/high-potential students and will prioritize service learning and community service activities to support West Virginia University's land-grant mission.
- Resources: The HFP will be managed within existing staffing structures and spaces. Some fiscal resources will be required to meet curricular goals, though these funds will be rerouted to departments and Honors Faculty Fellows.

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<sup>1</sup> For more information on the Association of American Colleges and Universities' "Essential Learning Outcomes" and "VALUE Rubrics," part of the "Liberal Education and America's Promise" (LEAP) initiative, see <https://www.aacu.org/leap/essential-learning-outcomes>.



## **Introduction:**

Assembled and charged by the Provost in Fall 2014, the Honors College Vision Committee charged the new Honors leadership, now established in the appointments of Dean Ken Blemings and Associate Dean Ryan Claycomb, with developing a new structure for the Honors College. Noting that the existing recruitment activities had fostered an Honors population that could no longer be adequately accommodated (particularly at the upper level) by existing structures, requirements, and practices, the committee immediately identified a need for a different structure. The alternative structure identified by that committee would divide the main curricular offerings into two programs:

- A lower-division program that rests in the general education curriculum, which now corresponds with the recently-adopted General Education Foundations (GEF); and
- An upper-division program that facilitates outstanding undergraduate research and individual achievement projects such as experiential learning opportunities.

*Participation in the earlier program will be neither a condition of nor an obstacle to participation in the upper division program: students who do not qualify for the earlier program but nonetheless establish excellent credentials in their early university career will have equal access to the upper-division program.*

The purpose of this document is to outline the first of those two programs, the Honors Foundations Program (HFP). This program has multiple goals, including those in the institutional interest and those in the interest of high-ability early-career students:

- The HFP will recruit excellent undergraduate students to the university.
- The HFP will contribute to retention efforts among the highest-achieving segment of the student body.
- The HFP create educational environments that maximize high-achieving students' engagement and achievement of LEAP outcomes in their general education classroom environments.
- The HFP will develop leadership and community service opportunities and competencies among their student population.
- The HFP will provide faculty with opportunities to develop and pilot innovative course designs and pedagogical tactics.
- The HFP will serve the larger university community and the State of West Virginia through initiatives that serve populations beyond the students enrolled in the program.
- The HFP will reinforce a sense of community for this segment of the population.

To accomplish this, the Honors College Vision Committee charged the Honors College with devising a program that centered on the value of the Honors-specific course—small enrollment courses that gather high-ability students into innovative learning environments that deepen engagement with course material.

In what follows we outline the proposed structure of the program in ways that provide continuity with existing structures while increasing the appeal of the program for incoming students, raising the substantive academic impact on both student experience and measurable learning outcomes, and improving the compatibility of the program with the structures of colleges and departments across the university.

### **Target Population, Admissions and Enrollment:**

The proposed Honors Foundations Program will serve the top 10%-15% of students based on metrics taken in the West Virginia University admissions process, likely high school GPA and standardized test scores. Students will participate in the program primarily within the first two years of their time at West Virginia University, though there are some accommodations to be flexible for students who may enter the program after their first semester, or those who may not complete the program in the ideal four semesters. In practice, we estimate that entering classes will be approximately 600-800 students. The goal of the proposed program is to serve a freshman and sophomore population in the general vicinity of 1200-1600 students beginning with the class entering Fall 2017, accounting for adjustment to admissions criteria, modest student attrition, and students who extend past the first two years.

The current Honors admissions process has been recently revamped. Prior to the Fall 2015 cycle, the Honors College administered an application, process, and record-keeping system separate from the University's. In the final three years of its use, incoming classes numbered approximately 575, 605, and 580. In the fall 2015 admissions cycle, Honors integrated its application into the processes and record-keeping systems of the Office of Admissions and, along with an increased presence at recruiting events, saw a one-year increase to 739 incoming freshmen. With some changes in both the university's application process and the Honors College presence within it, we are on pace to admit 800-850 first-time freshmen into the entering 2016 class of Honors students.

Aside from adapting "super-scoring" of standardized tests (compiling best subject-test scores from across multiple instances of a test for the most favorable composite or cumulative result instead of using only single-sitting composite or cumulative scores), the admissions criteria for the Honors College have not changed since 2009. Those are as follows:

3.5 GPA and 28 ACT or 1260 M/V SAT

3.6 GPA and 26 ACT or 1180 M/V SAT

3.8 GPA and 25 ACT or 1140 M/V SAT

We currently follow the Office of Admissions' practice of accepting weighted GPA when the high school submits weighted GPA. Aside from scores and GPA, there is currently no other alternative pathways identified for Honors College entry.

Projected 2016 enrollment numbers are higher than is likely sustainable, and have revealed poor success rates (maintaining an Honors-eligible GPA through the duration of the program) at the lower end of the Honors admissions spectrum. Based on analysis of student success trends, and also on an effort to communicate eligibility to students more clearly to students, we will re-set admissions standards at **3.7 High School GPA and 26 ACT composite** (we are awaiting the new concordance of scores from the re-vamped SAT to finalize those marks, but we are currently publicizing the previous equivalency of 1180 M/V).

We will also institute an alternative pathway for specific populations of students who may be disadvantaged by traditional metrics:

- Outstanding students from underserved populations (esp. ethnic minorities, veterans, first generation students, international students, home-schooled students) who meet one

qualifying metric.

- Students with a 26ACT/3.5 GPA at institutions that do not weight grades.

Implementing this alternative admissions process will enable efforts to increase the diversity of the student body of the Honors College as well as better account for biases implicit in standardized testing measures and inconsistencies in high school grade reporting.

Students identified in this secondary screening are invited to complete an alternative application that asks questions about leadership, community service, and creativity/innovation. These applications will be reviewed on a set cycle in the spring semester, by a panel consisting of honors students, at least one faculty rep., and the Associate Dean. Applications will be revised for a finite number of additional spots for full status in the Honors College by January 15 for the first cycle for full consideration for Honors housing. A second cycle culminating in April will round out the class, though these students will likely have limited-to-no access to Honors housing unless further arrangements are made.

First-time freshmen who do not qualify during freshman admissions but earn a 3.7 cumulative GPA with at least 14 credits taken in their first semester on campus will be eligible to enroll in the program for the Spring semester. Because this program will primarily reside in the GEF, enrollment after that second semester will be largely unfeasible.

Students transferring in to WVU who were Honors students in good standing at their prior institution will have their Honors status recognized should they so choose to participate in this program, though they will be required to make good progress in the Honors Foundations Program in their first semester on campus to maintain that status. For these students, we will acknowledge reciprocity with Honors classes at their previous institution (a practice sanctioned by the National Collegiate Honors Council). Other transfer students will likely not have time nor have enough general education requirements remaining to complete the program in a timely fashion.

NB: Students who do not meet these eligibility requirements in time for the Honors Foundations Program may nonetheless be eligible for the upper-division honors program later in their career. Participation in HFP will neither be a requirement for nor an obstacle to participation in the upper-division program.

### **Program Requirements and Benefits:**

Students will complete a minimum of 5 Honors courses (including a 1-credit Honors-eligible orientation course) and a minimum of 13 Honors credits, maintaining a minimum 3.5 GPA in Honors courses, ideally within the first four semesters of enrollment at West Virginia University. Students will also complete an exit interview in their fourth semester in the program.

In order to remain in good standing, students will be required to maintain a minimum 3.0 cumulative GPA and have completed a minimum of two Honors classes and four Honors credits (one of which must be an Honors orientation) after the first two semesters (ideally, three classes and seven credits), and a minimum Honors GPA of 3.3. After four semesters, students will be required to either complete the requirements, or (to extend their time in the program) maintain a

minimum 3.0 cumulative GPA and have completed a minimum of four Honors classes, ten Honors credits and a minimum Honors GPA of 3.5.

Students enrolled in the program in good standing will:

- Be eligible to enroll in Honors sections of courses,
- Participate in priority registration for their first four semesters of good standing (students who don't complete in four semesters but remain in good standing will lose priority registration after four semesters, to incentivize timely completion of the program),
- Have access to Honors housing in at least their first year,
- Be advised by an Honors-designated advisor in their major department, as the department deems appropriate.
- Receive an "Honors Foundations Scholar" designation on their diploma and transcript, contingent upon successful completion of program requirements.

### **Utilizing Existing Offerings:**

The bulk of current Honors offerings occur in three formats:

- Honors sections of courses in departments (e.g., ENGL 262 sec H01),
- Honors add-ons that modify general courses (e.g., BIOL 298A + BIOL 115), and
- HONR courses offered directly by the Honors College (e.g., HONR 210).

The first two categories of courses we will maintain, and perhaps expand, but these are functional within a variety of major curricula. Most of these offerings exist at the 100- and 200-levels, are often GEC/GEF courses, and are appropriate for Freshmen and Sophomores, and so will remain appropriate and crucial components of the revised HFP. While there exist some grey areas in staffing and compensating these courses to be worked out at the Deans' level, we hope for and expect continuity of these and similar offerings into the future.

Existing HONR courses have been, in the last phases of the current program, a bit scattershot. They fall into three categories: Honors leadership courses (peer mentoring and peer tutoring); special topics HONR courses; and a small number of content courses that began as special topics and were written into the HONR curriculum after three offerings. This last category emerged more from logistical concerns than curricular ones and some of the courses covered in it are vestiges of an earlier iteration of the Honors Program. While many of them are excellent courses, offerings and staffing models have been based on availability rather than on a systematic identification of the best courses for our population or a cultivation of the most extraordinary faculty on our campus.

The new model proposes to rework the Honors curriculum (see Appendix A) with the following actions in mind:

- Retain Honors peer leadership programs with light restructuring,
- Retain content courses that are currently successful and useful, renumbering courses and applying for GEF designation where appropriate.
- Write into the curriculum a small number of courses that have been under special topics that make sense within the new program structure.

- Remove/phase out content courses that are no longer functional within the present structure and for which staffing is no longer practical given personnel or when no longer practical.
- Develop Honors Foundations Courses (HFCs) as supplemental HONR offerings (see below).

### **Honors Orientation Courses:**

The Honors College has long offered a successful first-year seminar program in the form of the 1-credit HONR 199 that features a peer-led orientation course. Students in colleges that have college-specific FYS courses (CAC, Statler CEMR, B&E, and RCoM) complete Honors-specific sections of their courses that incorporate Honors advising and other Honors goals. As FYS courses are more consistently moving into the colleges by Fall 2017, Honors will likely move to a new model by which a zero-credit Honors add-on will supplement required FYS courses. These will be pass-fail courses delivered through the existing peer mentoring program. Second-semester admits and students who do not successfully complete the Honors add-on in the first semester will have an opportunity to complete the add-on separately in the spring semester. Students must successfully complete the Honors orientation by the end of the first year in order to maintain their Honors status.

### **Honors Foundations Courses (HFCs):**

Simply offering enhanced versions of courses already in the curriculum creates only a weak draw for the purposes of recruiting students who may well have access to admissions at more apparently prestigious and selective institutions. Moreover, Honors Colleges that are most highly regarded nationwide often boast a seminar requirement that features the innovative courses that highlight an Honors education.<sup>2</sup> Some other Honors Colleges and Programs exempt their students from general education curricula, replacing the requirement with a completed Honors curriculum. Neither of these options is particularly practical, nor are they congruent with our University's structure and values.

However, to capture the spirit of innovative courses and an enriched approach to general education, the Honors Foundations Program proposes to develop and implement Honors Foundations Courses (HFCs). HFCs are special topics courses that are listed under course number "shells" that are keyed to specific GEF requirements. The Honors College will develop and seek approval for the following courses:

- HONR 202: Honors Science and Technology F2A
- HONR 203: Honors Mathematics and Quantitative Skills F3
- HONR 204: Honors Society and Connections F4
- HONR 205: Honors Human Inquiry and the Past F5

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<sup>2</sup> For example, see University of South Carolina's consistently top-ranked program's offerings: <http://schc.sc.edu/academics/cool-courses>. This semester, courses include "Knitting and Philosophy," "Promoting the Rule of Law in Turbulent World," and "Football Writing." Courses at Big XII peers are similarly innovative. For Example, University of Kansas's offerings can be found at <http://honors.ku.edu/courses>, Oklahoma University's at [www.ou.edu/content/honors/academics/honorscourses.html](http://www.ou.edu/content/honors/academics/honorscourses.html), and Iowa State's at <http://www.honors.iastate.edu/uhp/seminars.php>.

- HONR 206: Honors Arts and Creativity F6
- HONR 207: Honors Global Studies and Diversity F7

Each course will serve as the shell for course topics that are proposed under the auspices of the Faculty Fellows program (see below). Course proposals will be chosen based on their adherence to designated LEAP outcomes and their proposed assessment using the VALUE rubrics that accompany LEAP Essential Learning Outcomes (available at <https://www.aacu.org/value-rubrics>).

Following a set timeline (see sample timeline and process guidelines in Appendix B), a faculty member will propose a course that will be:

1. Selected from all applicants by the curriculum committee of the Honors Advisory Board,
2. Coached to meet GEF and LEAP outcomes,
3. Cleared by the chairs of any department that may have curricular overlap, and
4. Submitted as part of a complete slate of HFCs to the Faculty Senate GEF committee for information.

Each accepted HFC will then be offered once in each semester in an academic year.

Applications will include

- A description of the proposed course
- A description of the faculty member's qualifications to teach the subject
- A description of how the course meets the GEF goals with which it will be associated.
- A letter of support from the faculty member's chair. This provides a chair the opportunity to decide whether a course might be better run as a special topics section in the department instead of as an Honors Foundations Course, and pull the application if desired. The proposal therefore needn't ever leave the department if the chair decides that the department is the better home. A department has all the discretion to offer an Honors section of a 293 instead of sending a course through this path.

Courses will be selected along several criteria, including but not limited to:

- Fulfillment of GEF goals
- Commitment to and proposed assessment of LEAP outcomes
- Interdisciplinary learning opportunities
- Integration of leadership and service elements into the course content.

In this way, HFCs can provide Honors Students with course offerings that are distinct within the GEF curriculum and provide faculty members with opportunities to develop engaging and innovative courses, teaching practices, and content that they may not have the space to engage with in their regular teaching duties.

Three particular elements that we will explore in the implementation of HFCs:

### *GEF 8 Sequences*

Among the proposed Phase II elements of GEC roll-out are three-course sequences designed to fulfill GEF 8 in a focused and innovative way. Honors HFCs will provide an excellent host to these sequences to help students develop depth of knowledges while exploring a breadth of intellectual approaches. These courses would be integrated within the HFC course shells

(HONR 202-207), but would be proposed and advertised as a sequence. This is one of many ways that we imagine Honors to serve as a pilot lab for innovative pedagogy, in keeping with NCHC definitions of the purpose of an Honors College.

### *Team Teaching*

The valuation of interdisciplinary approaches within HFCs calls for the facilitation of a limited number of cross-disciplinary team-teaching opportunities under the resource allocation umbrella of the faculty fellows program described below.

### *Honors-for-All*

Assuming the availability of a sufficient number of Honors seats to accommodate the Honors College student body, the Honors College would lift restrictions on specific course such that Honors-style courses would be available to interested students from the general population. This would be particularly valuable for faculty who are interested in developing courses for possible incorporation into their College's curriculum and would like to see if course design developed for Honors students translates to the general population. This is one way that the HFP might directly benefit the broader campus population.

### **Honors Faculty Fellows:**

While in recent years, the Honors College has generally been fortunate enough to find excellent adjunct instructors to teach HONR special topics courses, this is neither a sustainable model nor does it consistently offer Honors students particular access to the intellectual resources of the tenured, tenure-track, and other excellent full-time members of the WVU faculty. Because the Honors College does not have and does not seek to have full-time faculty of its own, consistently outstanding, innovative teaching on the leading edge of new knowledge production will be best guaranteed by drawing from the full-time faculty of the university.

While limited numbers of HFC sections may be taught by adjunct instructors, we propose a faculty fellows program that will enable professors on the faculty of degree-granting colleges to teach HONR courses without resorting to taking on course overloads.

Full-time faculty will be encouraged to propose dream courses on "big ideas" topics for Honors Foundations courses. For HONR 202, a Biology professor may propose a course on "Death" that incorporates the study of cell death, species extinction, medical practices, and social rituals. For HONR 206, a Music professor might propose a "Music and Shakespeare" course that brings together literature, theatre, and music. The Honors Faculty Fellows application process is described in Appendix B.

Selected courses will have syllabi workshopped in advance of submission to the Faculty Senate GEF Committee for LEAP Essential Learning Outcomes and GEF goals and will be added to the Honors curriculum for the following academic year. Honors Faculty Fellows will be awarded a summer teaching development grant and their home departments will be compensated a faculty replacement cost for one course per semester. (In extraordinary cases, Honors will provide funds to the faculty member who can only teach for Honors on an overload contract, but these circumstances in general are to be avoided).

In the year of the award, Honors Faculty Fellows will:

- Teach 2 sections (one fall, one spring) of the proposed course,
- Meet once or twice per semester as a cohort to share best pedagogical practices,
- Deliver a public lecture as part of an Honors Foundations speakers series,
- Serve on the Honors curriculum committee to select and coach the following year's Honors Faculty Fellows.

Faculty Fellows would be eligible to reapply every three years, and would be permitted to renew previously successful HFCs to offer new cohorts of students.

**Assessment:**

Program assessment will be an important element of the Honors Foundations Program, as Honors seeks to participate in a campus culture in which substantive, useful assessment is part of our educational practice. The program will focus on assessment at four different levels:

- *Robust LEAP outcome assessment using VALUE rubrics:* By building LEAP outcomes and VALUE rubric practices into the proposal process, we expect that HFCs will yield consistently strong assessment data for student work, contributing both to Honors programmatic assessment and to GEF curricular assessment. Part of the value of the cohort model of Honors faculty fellows will be that the Honors College can reinforce the value of LEAP assessment processes for faculty moving through the program and provide a mechanism for faculty fellows to share ways of using assessment in GEF as well as upper-division classrooms.
- *Honors-specific student evaluations:* To supplement SEIs, the Honors College has traditionally used a separate Honors Evaluation. For the new program, Honors will develop a supplemental evaluation to measure student engagement in HFCs and other Honors sections. Following the philosophy of assessment measured by such instruments as the National Survey of Student Engagement (NSSE), the Honors supplemental evaluation will collect data that will help measure indicators that contribute to student performance not picked up by current SEIs. NSSE in particular emphasizes seminar learning and service learning as high impact educational experiences.
- *Exit Interviews:* The Honors College has gotten excellent qualitative data in the form of exit interviews by meeting with all graduating seniors in small groups. We would continue this practice in the form of fourth-semester group interviews.
- *Tracking retention, graduation, and performance data for students in and beyond the program:* Because students are tagged with a semester-specific indicator in BANNER, entering students (whether they complete the program or not) can be tracked across their education. This will allow Honors to collect data on first-year retention in Honors and at the university, graduation data with Honors credentials and from the university, and comparable GPA data based on participation and completion.

**Honors Community:**

Honors has traditionally had a strong community element through the live/learn environment of Honors Hall. While Honors housing options have extended to multiple locations across campus, the Honors College will continue to invest in live/learn programming in Honors Hall and elsewhere across campus.



### **Access/Benefits to Campus and Local Community:**

We recognize that the WVU Honors College constitutes an important component of the University's recruitment strategy and that it is also part of the University land grant mission. We also recognize that the Honors College provides some elite opportunities at a state-school (or for many, in-state) cost that some students are qualified for but cannot afford at elite private institutions and thus helps keep some outstanding students in state for college and many years beyond. These students also enrich our community while they are here, both by helping raise the academic bar in the undergraduate classroom and by participating as leaders across the campus.

We seek to improve access by adjusting admissions to increase diversity, particularly seeking to enroll more ethnic minorities, first-generation students, veterans, international students, and home-schooled students. We will retain and/or improve other pathways into Honors activities through 2nd semester admission, access to the upper-division program, Honors co-curricular activities (e.g. the Honors Faculty Fellows Lecture series), and "Honors-for-all" sections.

The Honors College generally and the HFP in particular are seeking to prioritize service-learning: in our community activities (including the inaugural Honors day of service during Welcome Week, in our Orientation courses (especially HONR 198 [proposed] and 199), and as a preferred element of Honors Foundations Courses. We maintain that leadership and community service are important elements of the "Honor" element of an Honors College and fit neatly with the Honors College's place within West Virginia University's land grant mission.

### **Resources:**

The proposed program demands few resources beyond the current scope of the Honors College. Current Honors College personnel will be adequate to administer the proposed Honors Foundations Program. This program will be overseen by the Associate Dean; first-year seminar, peer leadership, and co-curricular programming initiatives will be spearheaded by the Program Coordinator, and administrative support will be adequately supplied by the Office Administrator, Administrative Associate, and two Student Records Assistants. Additional support for the Honors Live-learn community may shift from the existing GA model to a full-time position.

Further space resources should also be unnecessary, assuming that classroom space is sufficiently available to house HONR courses such as HFCs. No new office space is required, and because the admissions targets are contained within university admissions goals, no additional residence hall space is required, though Honors housing should continue to be a priority in the context of future live/learn community efforts.

Some additional fiscal resources will be necessary to support the Honors Faculty Fellows program. Course buyouts (for courses within the existing structure and HFCs taught by Faculty Fellows) are already theoretically accounted for and contained within the existing structure of the Honors Instructional budget (which itself is being revised separately, and should adjust proportionally to the student population it serves), the option of course development stipends for Faculty Fellows (which will be the primary incentive for individual faculty to apply) will require an additional budget line. A projection of 6-10 faculty fellows per year with a \$4000 course

development stipend per year would cost between \$24,000 and \$40,000 per year, which is not only an investment in student learning, but also in faculty satisfaction and retention.

**Timeline:**

November 2014: Honors Strategic Vision Committee submits recommendations and initiates search for Honors Dean.

May 2015: Dr. Ken Blemings hired as permanent Dean, Dr. Ryan Claycomb retained as Associate Dean.

Fall 2015: New Honors College structure proposed to Honors Advisory Board, Provost's Council (including Academic Deans), and Assistant/Associate Deans and Directors group.

January 2016: Consultations with Faculty Senate Curriculum and GEFCo committee chairs.

*Projected:*

Spring 2016: Present proposed structure to Faculty Senate; develop and submit for approval curricular changes and new courses through Curriculum and GEFCo.; Submit full proposal for HFP to Honors Advisory Board, Provost's Council, Assistant/Associate Deans and Directors, and other key campus constituencies for further feedback.

Summer 2016: Begin recruiting for and accepting applications for HFP for freshmen entering Fall 2017.

Fall 2016: Follow up on curriculum approval process, develop full language for undergraduate catalog, solicit for first cohort of Honors Faculty Fellows (See Appendix B).

Spring/Summer 2017: Admit and communicate with, and provide New Student Orientation for inaugural HFP class.

Fall 2017: Inaugural class begins first semester at West Virginia University.

**Appendix A: HONR courses/ curricular actions**

HONR	#	Title	GEF	Action
HONR	189	Career Exploration Internship		
HONR	199	Orientation to Honors	FYS	
HONR	200	Peer Mentoring		renumbered from HONR 402
HONR	201	Peer Tutoring		Title change
HONR	202	Honors Science and Technology	F2A	New course, new GEF
HONR	203	Honors Mathematics and Quant Skills	F3	New course, new GEF
HONR	204	Honors Society and Connections	F4	New course, new GEF
HONR	205	Honors Human Inquiry and the Past	F5	New course, new GEF, Remove old HONR 205
HONR	206	Honors Arts and Creativity	F6	New course, new GEF
HONR	207	Honors Global Studies and Diversity	F7	New course, new GEF
HONR	210	City-As-Text Morgantown	F5	
HONR	211	City-As-Text Global	F7	New course, new GEF
HONR	212	Salem Witch Trials	F5	New GEF, renumbered from 412
HONR	213	Growing up in America	F4	New GEF
HONR	215	Confronting Pseudoscience	F5	
HONR	220	Speech Writing		
HONR	285	Summer Guided Reading		
HONR	286	Honors Book Club (or better name)		New course (formerly 498i)
HONR	293 A-Z	Special Topics		
HONR	297	Research		
HONR	298	Honors		
HONR	301	Advanced Peer Tutoring		Title change
HONR	401	Peer Leadership Practicum		
HONR	490	Teaching Practicum		
HONR	491	Professional Field Experience		
HONR	493	Special Topics		
HONR	494	Seminar		
HONR	495	Independent Study		
HONR	496	Senior Thesis		
HONR	497	Research		
HONR	498	Honors		
HONR	499	Global Service Learning		

**Appendix B:** Hypothetical timeline for Honors Foundations Course Proposal and Approval/  
Honors Faculty Fellows duties

- September 2016: Call for applications for 2017-18 Honors Faculty Fellows
- November 1, 2016: Deadline for Honors Faculty Fellow applications/course proposals. The Associate Dean will perform an initial review of all applications. If a faculty-fellow applicant proposes a course that extends into another discipline, especially into established courses in another discipline, The Associate Dean pull it and send it to the chair of the department in question, and will wait for that chair's sign-off before reinserting it into the batch of applications. This is a major change from how many HONR electives were handled in the past, and will be true for ANY course under HFC designators, not just those in the Honors Faculty Fellows program.
- December 1, 2016: Honors Curriculum Committee meets to determine Honors Faculty Fellows, and provides syllabus feedback.
- January 6, 2017: selected Honors Faculty Fellows confirm participation and Honors curriculum committee submits selected courses to Faculty Senate GEF committee for information, ideally by February 2017 Faculty Senate Meeting.
- March 8, 2017 (estimated): Fall 2017 courses are made visible to students.
- July 2017: Honors Faculty Fellows receive summer course development stipend.
- Early August 2017: Honors Faculty Fellows meet as a cohort to share course plans and teaching strategies.
- August 2017: Inaugural class of Honors Foundations Scholars arrives on campus. Honors Faculty Fellows teach first semester of courses.
- November 2017-January 2018: Honors Faculty Fellows participate in selection process for next cohort of Honors Faculty Fellows.
- December 2017: Honors Faculty Fellows Cohort meet to discuss semester and share ideas, successes, tweaks for following semester.
- 2017-18 School year: Honors Faculty Fellows lectures held at regular intervals across the school year.
- January 2018: Second semester begins.
- May 2018: Honors Faculty Fellows meet for post-mortem discussion of year, offer feedback on program.

## Expectations of a GEF Course

The General Education Foundations (GEF) provides students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study.

Courses within the GEF provide opportunities for students to achieve the overall goals of the GEF and are available to all WVU students. The following guidelines will be used by the GEF Committee (GEFCo) when reviewing courses for inclusion in the GEF to determine whether the course contributes to the overarching goals of the GEF. Courses are classified into GEF Areas; for definitions and descriptions of those areas, please see the WVU Senate website.

1. GEF courses must normally be open to all students. Specifically, a course cannot be restricted to majors, programs, or colleges unless a rationale for how the course meets the spirit of the GEF is provided and approved by the GEFCo.

2. All prerequisites for GEF courses must be open and available to all WVU students.

3. Normally GEF courses should be 100-, 200-, or 300-level courses. 400-level courses are allowed into the GEF only when these courses are (1) available/open to a large population of interested students, and (2) the courses have a broad point of view that provides appropriate academic and/or intellectual breadth.

"Resolved, that the Committee on Committees, Memberships, and Constituencies is authorized to create the position of Co-Chair of the Curriculum Committee for the 2016-2017 academic year, to define the duties of the Co-Chair (which may be identical to those of the Chair), and to recommend the appointment of any qualified member of the University Assembly to fill the position."