

Minutes
West Virginia University Faculty Senate
Monday, March 13, 2017

1. Lena Maynor, Faculty Senate Chair, called the meeting to order at 3:19 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Cossman, L.	Fuller, E.	Lieving, G.	Rockett, I.
Ameri, S.	Costas, M.	Gannon, K.	Mandich, M.	Ruscello, D.
Atkins, C.	Cottrell, L.	Goff, N.	Martucci, A.	Ryan, E.
Barko, C.	Criser, A.	Harris, T.	Mattes, M.	Ryan, K.
Bass, A.	Crosno, J.	Harrison, N.	Maynor, L.	Schimmel, C.
Bastress, R.	Davari, A.	Hauser, D.	McCombie, R.	Scott, D.
Benedito, V.	Davis, D.	Hengemihle, B.	McCrary, J.	Scott, H.
Bergner, G.	Deshler, J.	Hodge, J.	McCusker, B.	Shockey, A.
Bernardes, E.	Di Bartolomeo, L.	Hornsby, G.	Merrifield, J.	Singh-Corcoran, N.
Bilgesu, I.	Dietz, M.	Ibrahim, M.	Mitchell, M.	Sowards, A.
Billings, H.	Donley, D.	Jacknowitz, A.	Murphy, E.	Tou, J.
Boone, D.	Downes, M.	Kiefer, A.	Murray, J.	Tu, S.
Bowman, N.	Eller, W.	Kiefer, C.	Nicholson, R.	Turton, R.
Brooks, R.	Eschen, E.	Kirby, B.	Proudfoot, C.	Utzman, R.
Brown, B.	Famouri, P.	Kleist, V.	Rakes, P.	Valenti, M.
Bryner, R.	Fisher, S.	Krause, M.	Reddy, R.	Widders, E.
Burnside, J.	Fleming, S.	Kuhlman, J.	Reymond, R.	Wietholter, J.
Burt, A.	Flett, R.	LaBarbara, J.	Rice, T.	Wilcox, G.
Connors, J.	Foley, K.	Lee, S.		

Members Excused:

Abraham, R.	Clement, D.	Hartley, D.	Myers, S.	Stolzenberg, A.
Anderson, K.	Cohen, S.	Knight, J.	Prucz, J.	Weed, S.
Bishop, J.	Collins, A.	Li, B.	Rowlands, A.	Weihman, L.
Brock, R.	Culcasi, K.	Montgomery-Downs, H.	Shrader, C.	Wilson, M.
Casey, F.	Fint-Clark, B.	Murray, P.	Stimeling, T.	

Members Absent:

Boyd, J.	Floyd, K.	Theeke, L.	Thomas, J.	Tobin, G.
Carpenter, R.	Schaefer, G.			

Faculty Senate Officers Present:

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

2. Chair Maynor moved for approval of the minutes from the Monday, February 13, 2017 meeting.
Motion carried.
3. President E. Gordon Gee reported the following:
 - We are currently dealing with 3 legislative issues: a) The human resources bill, which addresses the issue of performance and is consistent with practices at almost every other university in the country. For example, he has never served at another institution in which employees have bumping rights, nor do any of our peer institutions offer bumping rights.

We currently have so much movement of staff within the institution that we cannot get the best people into positions where they can be the most successful nor can we reward them. b) The governor's bill on restructuring higher education, which President Gee refers to as the "freedom bill." West Virginia University, Marshall University, and the School of Osteopathic Medicine will be granted substantial freedom to govern themselves. Smaller institutions will continue to have a relationship with the Higher Education Policy Commission (HEPC). This bill will transform the HEPC from a regulatory body into a service organization. c) The budget. The state has a \$500 million budget deficit. The current struggle is over whether to increase revenue or reduce spending; he believes the state will likely do some of both. The legislature just introduced a budget bill, which will certainly undergo many changes before being finalized. No one in the legislature disagrees that WVU is the economic, social, and cultural engine of this state. For every \$1 invested in WVU by the state, we return \$10. According to a Gallup and Edelman survey, about 11.8 million jobs have been added to the nation's economy since the depth of the recession in 2008; only 80,000 of those jobs required a high school education or less. We are in the business of meeting the higher educational needs of this new economy.

- Sue Day-Perroots is retiring effective August 1. He applauded her for her energy, her commitment, and for her capacity to do good things. We will be conducting an internal search, and hope to have someone in the role by May 1.
- Maryanne Reed, Dean of the Reed College of Media, has been named the 2016 Scripps Howard Administrator of the Year. The award is co-sponsored by the Association for Education in Journalism and Mass Communication.
- We are dedicated to being part of the National Humanities Advocacy Days at the nation's capital on March 13-14. A delegation from WVU will meet with members of Congress and their staffs.
- On March 16, we will hold our second annual celebration of books, CDs, exhibits, films, and other longer scholarly and creative works by our faculty and staff.

4. Chair Maynor reported the following:

- The Faculty Senate Executive Committee discussed the faculty secretary position, which will be open at the end of this semester. Based on the Executive Committee's vote, we intend to appoint someone to fill the remaining 2 years of the current secretary's 3-year term. In accordance with the Faculty Constitution, the Executive Committee will appoint a new faculty secretary subject to confirmation by the Senate.
- Electronic ballots are open through March 14 at 5:00 p.m. for open Faculty Senate seats.
- The Teaching and Learning Commons will host their annual Sandbox Open House on the ground floor of Evansdale Library from 10:00 a.m. to 1:00 p.m. on March 17.

5. Two people have declared their candidacy for Faculty Senate chair-elect: David Hauser, Eberly College of Arts & Sciences, and Emily Murphy, Extension Service.

The chair asked for additional nominations from the floor; none were given. A motion was made and duly seconded to close the nominations for chair-elect. Motion carried.

Prior to the election, candidates for chair-elect will present personal statements at the April 10 Faculty Senate meeting.

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

Annex I, New Courses Report. Motion carried.

Annex II, Course Changes Report. Motion carried after MATH 124 was removed from the report.

Annex III, Capstone Courses Report. Motion carried.

Annex IV, Harmonization Report (Course Changes). Motion carried after the prerequisite for CE 361 was corrected to “WVUIT sections require MAE 243 as a prerequisite and MATH 251 as a corequisite or prerequisite.”

Curriculum Changes to Major in Environmental, Soil and Water Sciences. Motion carried.
Minor in Medical Humanities and Health Studies was submitted for information. Report filed.

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

Annex V, GEF Actions. Motion carried.

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

8. C.B. Wilson, Associate Provost for Academic Personnel, presented the following on behalf of the Faculty Incentives and Rewards Working Group:

Annex VIIA (marked-up version) and Annex VIIB (clean version), Promotion from Tenured Associate Professor to Professor via Service, were presented for information. Report filed.

Annex VIIIA (marked-up version) and Annex VIIB (clean version), Promotion from Tenured Associate Professor to Professor via Outstanding Achievement in One Mission Area. A motion was made and duly seconded to approve Annex VIIB. Motion carried.

9. Katherine Karraker, Associate Provost for Graduate Academic Affairs, presented Annex IX, Proposed Revision to Academic Standards Document, for information. The Faculty Senate Office will develop and distribute a survey instrument to solicit feedback from Senators on the document; the survey will close April 10.

10. Roy Nutter, ACF Representative, reported the following:

- House Bill 2542, the human resources bill, passed the House and received a second reading in the Senate on March 13. Following a third reading, the bill will go to the governor for his signature.
- Senate Bill 511, the bill relating to higher education governance, is with the Senate Education Committee.
- The legislature released its budget framework, which calls for no tax increases and for reducing the governor’s proposed \$4.5 million budget to \$4 million.

11. Stan Hileman, BOG Representative, reported that the Board of Governors will meet on April 21, at which time the faculty constituency report will be presented.

12. The meeting adjourned at 4:37 p.m. to reconvene on Monday, April 10, 2017.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Karen Haines, Chair, Senate Curriculum Committee
 Date: February 27, 2017
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
FDST 450: Food Chemistry	AGFOR	3	CHEM 116 or HNF 171.	The course applies basic and applied scientific principles to food chemistry and practical applications. Chemical/biochemical reactions of carbohydrates, lipids, proteins, and other constituents in fresh and processed foods are discussed with respect to food quality control. Reaction conditions and processes that affect color, flavor, texture, nutrition, and safety of food are emphasized.	Food chemistry is a main course offered to food science major undergraduate/graduate students in most land grant universities. Faculty and students at WVU Davis College has conducting food chemistry related research projects for almost 10 years, however, we do not have this course listed in our college and division undergraduate/graduate curriculum. This course is designed as part of the Food Science Minor course and it is expected to be useful for food science and human nutrition students taking it as a practical application of chemical principles. This course is also expected to later become a required course for undergraduate/graduate students enrolled in the dietitian program.
RESM 585: GIS and Spatial Analysis Project	AGFOR	3	RESM 440 or GEOG 350 or consent	Provides an opportunity for students to pursue a research interest in the spatial sciences with development of an applied spatial project and paper. Guidance and direction will be provided to assure relevant integration of the geospatial techniques to address the problem addressed.	This course is required for the GIS and Spatial Analysis graduate certificate and supports a necessary learning component. The GIS and Spatial Analysis certificate was accepted under the premise of four graduate-level GIS and spatial analysis courses plus a project course that requires students to demonstrate their ability to apply their knowledge in the four previous completed courses to a project and paper. The main audience for this course are students enrolled in the GIS and Spatial Analysis graduate certificate. This course is essential for overall assessment of student learning and cumulative comprehension to bridge the previous required coursework plus individual research experience conducting analysis at a graduate level. Students must be able to demonstrate their ability to the instructor to not only pass this course but to earn the graduate certificate.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ASTR 107: Descriptive Astronomy Laboratory	AS	1	PR or CONC: ASTR 106	Introduction to modern astronomical techniques and practices through research-quality astronomical data collection and analysis, computer simulation, and hands-on activities. Includes study of objects in our solar system, in the Milky Way, and located much farther away in the vast reaches of space. Students engage in authentic scientific practices while exploring the universe.	The Astronomy 107 proposed laboratory course will allow a subset of students to supplement Astronomy 106 with a one-credit lab component. The Astronomy 107 lab component will give students hands-on experience with scientific and disciplinary practices, such as collecting and analyzing astronomical data with both online robotic telescopes and with the telescope on the roof of WVU's White Hall. It provides opportunity for interested students to experience world class resources available through the WVU Physics & Astronomy infrastructure. We expect the ASTR 106 + 107 option will serve students' curricular needs and interests well in the new GEF configuration.
ENGL 277: Reading Publics: Exploring the Humanities in Public Spaces	AS	3		Reading Publics introduces students to the powerful ways literature and literacy initiatives improve the local community, preserve cultural heritage, and enrich democracy. Students will complete service learning projects in the local community while also reading related works of fiction and non-fiction.	This course will offer service learning opportunities for undergraduates in the English department, and would be the first to offer service learning credit for GEF credit. Students will earn an "S" credit for service learning through their successful completion of this course. This course will also help students see how English as a discipline prepares students for careers by giving them the skills and information they need to solve real-world challenges. This course will also be offered for SpeakWrite credit, helping to integrate SpeakWrite throughout the English Department's offerings and integrating SpeakWrite into the GEF.
FIS 514: Forensic Impression Trace Evidence	AS	3	Admission to the Master of Laws (LL.M.) in Forensic Justice and FIS 480 with minimum grad C-.	Introduction to the analysis and interpretation of forensic impression and trace evidence. Critical analysis skills for data collection methods, data interpretation, reporting structures, current challenges, and anticipated advances. Topics include: fingerprints, firearms, footwear, microscopy, hair, glass, and bloodstain pattern analysis.	The Impression and Trace Evidence course will enable attorneys to develop the skills necessary to become more effective in their role when working with forensic evidence and expert witnesses. Each course module will provide students with knowledge on the specific form of evidence, explain how to collect the data, and prepare them to interpret data and findings. This class provides students with a deeper understanding of the subject matter necessary to question witnesses on the most crucial aspects of analysis and avoid focusing too heavily on less-relevant details.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
FIS 702: Advanced Forensic Science	AS	3		This course develops competency in two main areas: 1) the ability to evaluate the admissibility of forensic science techniques in legal casework, and 2) the ability to identify gaps in present-day scientific principles, policies and technologies within the core sub-disciplines of forensic science, including, but not limited to, forensic chemistry, biology, trace evidence and pattern sciences.	This course serves as one of the required core courses in the newly-approved PhD in Forensic Science. This course is essential for developing a student's ability to critically evaluate the admissibility of forensic evidence. Such knowledge is vital when testifying, defending or proposing improvements within the different sub-disciplines of forensic science. In addition, this course will help students to identify potential research gaps in the different sub-disciplines, which is an important aspect of developing their dissertation research plans.
FRCH 433: Francophone Cultures	AS	3	21 credit hours of FRCH courses at the 300 or 400 level. Departmental consent required.	An examination of products, practices, and perspectives characteristic of various cultures of the French-speaking world.	Currently, students with an AOE in French at WVU can take courses in French about the historical and contemporary culture of France in order to understand how the language and culture are related. During recent decades, however, French has increasingly been studied as a global language, and French 433: Francophone Cultures will allow our students the opportunity to explore the products, practices, and perspectives of the wider Francophone world. The attached syllabus includes units on Belgium, the Caribbean, Sub-Saharan Africa, and the Maghreb. This course will meet the culture requirement for students in the French AOE.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
GEOG 312: Migration and Human Rights	AS	3		Examines the characteristics and causes of contemporary migration, the geopolitical dimensions of migration control, and the role of human rights in shaping human mobility.	This elective course in geography contributes to the program's 'globalization and development' area of emphasis. Migration and global governance are key features of contemporary globalization yet there are currently no courses dedicated to examining the topic of migration in-depth, nor its relationship to human rights. The course will complement concepts introduced in World Regional Geography (102) and Human Geography (108) related to human patterns of settlement and contemporary political, economic and social issues. The course will also complement the focus on borders, nation-states and geopolitics examined in Political Geography. The course will be of interest to students focusing on human geography and political geography. The course will also be of interest to students concerned with the causes and experiences of human displacement and the geopolitics of human rights, particularly those in international studies and women's and gender studies.
HIST 202: History of Modern Legal Thought	AS	3		Surveys the history of modern European and American legal thought focusing on the central problem of jurisprudence, "what is law?" and examines how thinkers have answered the question in the modern period, with a particular emphasis on the nineteenth and twentieth centuries.	This class is designed to appeal to history majors, as well as students majoring in philosophy and political science. It provides a solid foundation in jurisprudence for students desiring a career in law, and contributes to the department's emphasis in Legal History. The Department of History, in conjunction with the WVU Law School, is part of a new 3+3 program intended to recruit talented undergraduates into a pre-law to law school path. This class on the history of modern legal thought is the core course of the history 3+3 curriculum, and will be required of all students in the program. It will be of further interest to students in the humanities and social science, or anybody interested in law and society.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
HIST 415: Early Modern Law Society	AS	3		Examines the ways in which laws and legal practice structured social relations in Europe between the Middle Ages and the French Revolution, focusing on the historical development of legal ideas, the relation of law to political authority and governance, and how various social actors used law to pursue their interests.	This course contributes to the history major curriculum by expanding our upper-level course offerings in early modern history (in response to student comments on exit questionnaires) and linking the history of the more distant past to current interest in the relationship between law and society. It also helps students develop skills identified in our department's learning outcome goals, especially in the areas of critical analysis of primary source evidence and developing writing skills. Finally, it also helps enable the department to participate in the 3+3 initiative being developed in conjunction with the Law School, which would permit undergraduates to complete an undergraduate degree in three years and then move directly into work for their law degree, by enabling the department to offer a Legal History concentration for its majors.
HIST 440: Mexican Law from Montezuma to El Chapo	AS	3		An examination of the legal history of Mexico since the arrival of Spaniards in the early sixteenth century, exploring development of a Mexican legal culture that blended indigenous conceptions of the law with the Spanish legal framework, derived from both Roman and ecclesiastical traditions.	The Department of History, in conjunction with the WVU Law School, is part of a new 3+3 program. This class on the history of Mexican Law will be one of the elective courses created by the Department in order to serve the needs of students desiring a career in the law and will contribute to the department's prospective new Area of Emphasis in Legal History. More broadly, this class adds to the existing classes in Latin American History actively offered by the department (HIST104, 241, 242, 350, and 439), and is designed to appeal to students within the major, students majoring in International Studies, and other interested students in Eberly College of Arts and Sciences. Finally, this class will add to the existing Latin American Studies program curriculum.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PHIL 315: Free Will and Moral Responsibility	AS	3	3 hrs of philosophy	Examines the concept of free will and the question of whether human beings are free in a way that allows them to be responsible for their behavior. Topics include the compatibility of freedom and determinism, the relationship between free will and moral responsibility, whether social factors and psychological impairments undermine freedom and responsibility, and the relationship between responsibility and punishment.	Questions about freedom and responsibility are a prime philosophical concern since they bear both on what it means to be human and on the justifiability of many social practices. Despite the enormous literature on the subject, the philosophy department has no course devoted to it. This course will be unique in the department's curriculum (as well as in the University's curriculum), but it will also deepen students' understanding of topics that are often discussed in introductory courses as well as in 300-level courses like PHIL 301: Metaphysics, PHIL 321: Ethical Theory, and PHIL 308: Philosophy of Religion.
POLS 728: Congress	AS	3		Students engage research literature on the U.S. Congress, examining theories of member behavior, the role of political parties, the endogenous creation and reform of congressional institutions, and other areas of research on Congress.	This course fits into the American politics subfield of the Department of Political Science's PhD program. Students are required to complete four courses in two subfields (students also must take additional courses in methodology). This course adds to the American politics curriculum by creating a course on a major topic of research in American politics that is currently omitted from the graduate curriculum. Given that Congress is a major lawmaking institution and that there is a substantial and well-developed research literature on it, a PhD program in political science with a field in American politics must cover it.
RUSS 452: Business and Political Russian	AS	3	Russ 204 or consent; recommended for students in third- or fourth-year Russian or higher.	Conducted in Russian. Course advances competencies in formal communication and introduces basic concepts and topics from the business and political realms in contemporary Russian society, the Russian-speaking world, and the global workplace.	RUSS 452 provides students with the linguistic skills and cultural tools necessary to prepare them for work in international business or politics. Students concentrate on specific communication strategies, etiquettes, and registers to develop their Russian language and cultural knowledge, as well as engaging with issues of contemporary commerce and politics.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
ART 620: ADVANCED PROBLEMS IN ART MAKING	CCA	3	ART 611 and ART 612 Students who have completed an MFA or an MA in Art Studio may waive this course per the consent of the instructor.	Provides students with an in-depth understanding of advanced studio art experiences and practices used to enhance learning outcomes for students with physical, emotional or social disabilities. Students will teach individual lessons to a select population using the modified lesson plan developed in this course. On-campus seminar and off-campus practicum is required.	Art making and works of art have the capacity to offer hope, usher in calm, dignify sorrow, expand one's imagination, and stretch the powers of empathy leading to greater self-awareness. By using a variety of advanced art media and best practices of Visual Arts Therapy, course aids art teachers and related professionals to be better equipped to help students from special needs populations to use visual art in classroom and clinical settings.
EDP 102: Orientation to the Regents Bachelor of Arts	CEHS	1	Consent.	An introduction to the Regents Bachelor of Arts Program (RBA), including the degree structure, benefits of the program, academic success plans, standardized awards, portfolio petitions, Areas of Emphasis, and RBA graduate pathways.	Many adult learners are still uninformed about what the RBA program is, how it could assist them in achieving their life goals, and the resources available to RBA students. Therefore, this course aims to educate our students about the program so that they can in turn maximize their time, efforts and funds as well as enhance their marketability after completing their degree.
ENGR 450: Technology Entrepreneurship and Enterprise Development	CEMR	3	Senior level or consent.	Introduction to concepts, methods, and strategies involved in starting a successful business that is based upon new technology, products, and services. The course assists in identifying opportunities for existing markets, understanding how investors look at technology companies, managing intellectual property, financial and legal issues, commercializing real technologies, and information required for preparing a business plan to guide the enterprise.	This course supports anticipated ABET directions of increasing engineering student involvement with multidisciplinary entrepreneurial development. This course also supports the university's land grant mission of promoting economic development within the state. This course allows students to apply the technology-based tools they learn in their major to a real-world entrepreneurship enterprise development. In contrast to a business development course, this course recognizes a engineering-based technical problem and facilitates the development of a solution. While other entrepreneurial courses exist at WVU, this course focuses on the multi-disciplinary creation of technical solutions to real-world problems with emphasis on commercial implementation.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
LAW 665: Family Law Quarterly	LAW	1		The Family Law Quarterly is a co-curricular course for students who are interested in a law journal experience. The students who participate in the course work at least 3-5 hours a week to edit and cite check scholarly articles written by law professors and practitioners who are experts in family law.	Family Law Quarterly is the American Bar Association Family Law Section's scholarly journal; it is dedicated to publishing articles written by legal academics and practitioners about important and timely legal issues for family law practitioners, judges, and professors. Students learn early in law school that attention to detail, careful reading, and processing legal analysis are crucial skills to becoming a successful attorney. One of the best ways to hone all of those skills at once is to edit the work of others, particularly scholarly work focused on cutting edge legal issues written by preeminent experts in their area.
NBAN 770: Fundamentals of Neuroscience 1	MED	Five	BMS 747 and BMS 777.	Core concepts in Cellular Neuroscience. Fundamental concepts in cellular, molecular, developmental neuroscience, hypothalamus and pituitary function, and neuroanatomy.	This is the first of 3 introductory survey courses in the Neurobiology Graduate Program curriculum. This course will introduce core concepts in cellular and molecular neuroscience, neurodevelopment and genetics, neuroendocrine regulation and neuroanatomy. It provides the basis for the two subsequent core courses in the curriculum.
NBAN 771: Graduate Medical Neurobiology	MED	Seven	NBAN 770.	Structure and function of the human central nervous system and the scientific basis of neurological disease. Direct study of the nervous system by hands-on brain inspection and dissection.	This is one of three required courses for Neuroscience graduate students. The course provides in depth knowledge of neuroanatomy and the scientific basis of brain diseases not provided in the other two courses. The experience is enhanced by the integration of lectures from the CCMD 775 Medical Neurobiology course that includes clinical perspectives of neurological diseases.
NBAN 772: Fundamentals of Neuroscience 2	MED	3	NBAN 771	This is the second course of a two-semester sequence covering core concepts in Neuroscience. Advanced concepts related to Sensory Systems, Motor Systems, and Disorders of the Central Nervous System.	This course completes the core requirements for the curriculum in the Neuroscience Graduate Program. Students will gain advanced knowledge of concepts related to Sensory Systems, Motor Systems, Cognition, and CNS Disorders. The course provides writing and presentation exercises that prepare the students for the qualifying exam.
NSG 616: Role Seminar for Leadership MSN	NSG	2		Exploration, analysis, and evaluation of the role of the master's prepared nurse in leadership positions as guided by concepts, theories, and research.	Role Seminar is an introductory course in the MSN/MBA dual degree curriculum. It will focus on the role of the nurse in executive leadership positions.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
BIOL 108: Drugs and the Body	PS	3		An overview of how common prescription, street and over-the-counter drugs alter body functions. How the body absorbs and metabolizes various drugs, drug interactions, and the biology of addiction will also be presented.	According to the CDC, WV was one of the five states with the highest deaths due to overdose in 2014. As a land-grant institution, it is imperative that we provide general education about drug abuse and drugs in general. This course focuses on how drugs act on the body to cause abuse rather than on the psychological aspects of drug use and abuse. The course also covers a range of drugs including prescription, street and over-the-counter drugs rather than only drugs of abuse. The course is presented on a basic level that is designed to serve all our students.
JRL 116: Academic Success Seminar	RCM	One		This course is designed to help College of Media students who have experienced academic difficulties to understand their academic status and to help them identify strategies, techniques and resources that can assist them in overcoming their particular performance challenges. Applicable College and WVU services, policies and procedures also are discussed.	This course serves as a way for academically challenged College of Media freshmen and transfer students to reflect upon, identify and learn strategies and skills to help them better understand and overcome their academic struggles. It introduces them to the fundamental skills required to succeed at WVU in general and within the Reed College of Media in particular. It aims to increase student retention and success by providing them with guidance in goal setting and College and WVU resources to support their academic experience.
JRL 424: Adventure Travel Writing Photography	RCM	3	JRL 215 and JRL 225.	Best practices and ethical considerations of travel and adventure journalism, including photography and point-of-view videography, and appropriate use of digital platforms, blogging and social media for journalistic purposes. Includes a travel component.	This course expands the College's curriculum by providing students with first-hand experience in multi-media reporting as they might experience in the travel, tourism and adventure sports industries. For students interested in these professional avenues, the experience will give them valuable portfolio material with which to help market themselves.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PR 455: Strategic Event Planning and Promotion	RCM	3	STCM 315	This course provides a hands-on introduction to special event and festival management. Students will learn how to plan, implement and evaluate special events. Students will learn foundational concepts and professional skills of event planning, coordination, sponsorship, programming, vendor management, volunteer management and risk management and will creatively apply research techniques, writing and editing skills.	This course has been taught as an elective special topics course for strategic communications majors for three semesters. It has consistently filled, as it is particularly relevant to strategic communications majors/Public Relations AOE. It provides instruction in the strategic planning, management and evaluation of special events, including sponsorships, risk communications, and vendor management. It extends and applies students' research, writing, editing, and community relations skills.
CULN 101: Safety and Sanitation	TS	3		Sanitation and food safety practices, which are regulated by the US Food and Drug Administration and the WV Department of Health and Human Resources, food-borne illness and microorganisms, safe temperatures, health codes, and worker protection.	Safety and sanitation practices are regulated by state and federal law. In addition, acquiring the SaveServ certification, which is part of this course, is required for employment in the field. Students must pass this course before any other CULN courses in order to understand and comply with federal regulations. CULN 101 is a prerequisite to all other culinary arts courses in the program.
CULN 102: Culinary Computations	TS	3		Percentages, costing, ratios, conversion factors, yield tests, and the metric system as they relate to food. Calculation of menu item selling prices, labor, payroll tax, tip credit, and other employee-related taxes. The overall concept of purchasing and receiving practices in quality food services operations. Regulations for the inspection, grading, and receipt of foods.	Foundational course for creating an area of study within the Interdisciplinary Studies program. This course will satisfy an academic discipline elective as well as serve as a pre-requisite for future upper division CULN courses that will be used to satisfy one of two areas of study required for the Interdisciplinary Studies program. This course prepares the student to use math skills in relationship to a variety of culinary competencies. Utilization of these math and purchasing skills are critical to success in the field.
CULN 105: Baking Theory and Lab	TS	3	CULN 101 and CULN 102.	Introduction to a variety of ingredients used in the baking environment. The individual components, processing, and interactions between components are discussed in relation to use in baked products. Students participate in exercises and experiments that relate to the science of baking and show the differences in baking products, ingredients, and methods of preparation.	This is the first of three culinary skills courses addressing critical competencies which help the student achieve success in the field. These competencies are used across the culinary curriculum and include basic knife skills; equipment identification; and identification and classification of raw ingredients.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
CULN 210: Culinary Skills I	TS	3	CULN 101 and CULN 102.	Basic culinary skills and knowledge of food and kitchen safety; knife skills; sanitation practices; equipment identification; and a survey of raw ingredients including fruit, vegetables, starches, herbs, spices and dairy products.	Foundational course for creating an area of study within the Interdisciplinary Studies program. This course will satisfy an academic discipline elective as well as serve as a pre-requisite for future upper division CULN courses that will be used to satisfy one of two areas of study required for the Interdisciplinary Studies program. This is the first of three culinary skills courses addressing critical competencies which help the student achieve success in the field.

To: Faculty Senate Executive Committee
 From: Karen Haines, Faculty Senate Curriculum Committee Chair
 Date: February 27, 2017
 Re: Course Changes

Course Number and Title	Old Value	New Value
BIOL 335: Cell Physiology		
Catalog Description	Emphasis on the unity and diversity of cells; membrane structure and function; and the role that intracellular compartments, cytoskeleton, and extracellular matrix play in cell physiology	Emphasis on the unity and diversity of cells; membrane structure and function; and the role that intracellular compartments, cytoskeleton, and extracellular matrix play in cell physiology
Catalog Prerequisites	BIOL 117	BIOL 219
Justification for Change		I offered this course for the first time since the professor who developed it retired, a few years ago. Cell Physiology is an advanced biology topic that builds upon the general knowledge that students learn in their core courses. Currently, the only prerequisite course was BIOL 117, so some enrolled students had no experience with BIOL 219 (a cell and molecular biology overview course required for biology majors and minors), some students were taking BIOL 219 concurrently, and some of the remaining students had already taken other 300 or 400 level courses that are related to the material in BIOL 335. It was a significant challenge to teach to this wide distribution because I had to start teaching material at a level that the experienced students were already very familiar with. Making BIOL 219 a prerequisite course for BIOL 335 ensures students are adequately prepared and are at similar experience levels when the class begins. This change does not compromise students' progression through the major.
BIOL 340: Invertebrate Zoology		
Credit hours	0	3
Variable Credit	Yes	No
Catalog Prerequisites	BIOL 219 and BIOL 221.	BIOL 221.
Catalog Description	The evolution of animals without vertebral columns. The laboratory includes field trips, including one that takes an entire weekend. (Dissection kit required).	The evolution of animals without vertebral columns.
Justification for Change		We wish to implement this change so that the course taught in Fall 2017 carries the appropriate credit hours. We have updated the Learning Outcomes and a new syllabus is being developed. At this point, we need to change the credits in Banner effective Fall 2017 so that Fall 2017 students will not be registering for a 4-credit course that meets WVU and DoE expectations for only 3-credits.
CE 301: Engineering Professional Development		
Prerequisite Change		CE 201.

Justification for Change		CEE Department faculty members have voted to approve proper prerequisites and sequencing of courses to streamline the order of courses taken by the students. CE 201 is the proper prerequisite for CE 301. Proposed addition of prerequisite will help students take CE 201 and CE 301 in the correct order.
CE 305: Introduction to Geomatics		
Prerequisite Change	CE 210 or consent	CE 210.
Justification for Change		Prerequisite is being changed from previous "CE 210 or consent" to "CE 210" for consistency. This change was approved by the CEE curriculum committee/faculty.
CE 332: Introduction to Transportation Engineering		
Division	WVU & WVUIT Course	WVU Course
Variable Credit	Yes	No
Credit hours	0	4
Prerequisite Change		MATH 156 with a grade of C- or better
Justification for Change		CEE Department faculty members have voted to approve proper prerequisites and sequence of courses to be taken by the UG students based on course levels (200, 300, or 400 level) and student standing (sophomore, junior, and senior). MATH 156 with C- or better is the proper prerequisite with appropriate background and academic standard (grade of C- or better) for this course. This change was approved by the CEE curriculum committee/faculty.
CE 413: Construction Methods		
Prerequisite Change	CE 332: Junior or senior standing in civil engineering.	CE 332 or CE 347 or CE 351 or CE 361.
Justification for Change		Changes correspond to the addition of proper prerequisites as approved by the CEE curriculum committee/faculty. Previously, Junior or Senior standing was the prerequisite, and it is being changed to one of the CE core courses CE 332 or CE 347 or CE 351 or CE 361.
CE 414: Construction Engineering		
Prerequisite Change	Senior Standing.	CE 332 or CE 347 or CE 351 or CE 361.
Justification for Change		Changes correspond to the addition of proper prerequisites as approved by the CEE curriculum committee/faculty. Previously, "Senior Standing" was the prerequisite, and it is being changed to one of the CE core courses: CE 332 or CE 347 or CE 351 or CE 361.
CE 420: Computational Fluid Mechanics		
Prerequisite Change	CE 321 and ENGR 102 or consent.	CE 321.

Justification for Change		Changes correspond to the addition of the proper prerequisite as approved by the CEE curriculum committee/faculty. For this course, redundant prerequisite "CE 102" and the term "or consent" are being removed.
CE 427: Water Resources Engineering		
Prerequisite Change	CE 425.	CE 321.
Justification for Change		Prerequisite is being changed from CE 425 to CE 321. This change corresponds to the addition of the proper prerequisite and sequencing as approved by the CEE curriculum committee/faculty.
CE 433: Urban Transportation Planning and Design		
Prerequisite Change	CE 332 or consent	CE 332.
Justification for Change		Prerequisite "CE 332 or consent" is being changed to "CE 332" for consistency as approved by the CEE curriculum committee/faculty.
CE 435: Railway Engineering		
Prerequisite Change	CE 205	CE 332
Justification for Change		Changes correspond to the addition of the proper prerequisite as approved by the CEE curriculum committee/faculty. Previously, prerequisite was CE 205, which is deactivated and the appropriate prerequisite CE 332 has been added.
CE 436: Pedestrian/Bike Transportation		
Prerequisite Change		CE 332
Justification for Change		The appropriate prerequisite CE 332-Introduction to Transportation Engineering is being added as approved by the CEE curriculum committee/faculty. Previously, there was no prerequisite to this 400-level course.
CE 442: Environmental Aerosol Science		
Prerequisite Change		CE 347
Justification for Change		At present, there is no prerequisite to this 400-level course. Proper prerequisite CE 347: Introduction to Environmental Engineering is being added to this course as approved by the CEE curriculum committee/faculty.
CE 443: Environmental Science and Technology		
Prerequisite Change		CE 347
Justification for Change		Currently, "Engineering Major" is the prerequisite and the CE curriculum committee/faculty have approved to change the prerequisite to CE 347: Introduction to Environmental Engineering.
CE 445: Properties of Air Pollutants		

Prerequisite Change	Consent	CE 347
Description Change	Physical, chemical, and biological behavioral properties of dusts, droplets, and gases in the atmosphere. Air pollutant sampling and analysis. Planning and operating air pollution surveys. (2 hr lec., 3 hr. lab)	Physical, chemical, and biological behavioral properties of dusts, droplets, and gases in the atmosphere. Air pollutant sampling and analysis. Planning and operating air pollution surveys.
Justification for Change		
C&I 365: Dance and Movement in PK-12 Schools		
Course Number Change	465	365
Title Change	Dance and Movement in K-12 Schools	Dance and Movement in PK-12 Schools
Credit Hour Change	3	2
Justification for Change		Proposal: Reduce C&I 465 – Dance and Movement in PK12 Schools from 3 credit hours to 2 credit hours and course number from 465 to 365. Rationale: Increase pre-service teacher exposure to arts content and integration methods without increasing their overall degree requirements (hours). In the Department of Curriculum and Instruction, we are re-envisioning our elementary education program. As part of our work, we have a goal to expose our pre-service teachers to more arts. Currently, we have two undergraduate elementary education degree programs...the 5 year and the 4 year. (The 5 year program is being phased out and has admitted its last freshman class. The 4 year BA program is what will remain and what we are working to revise.) As part of the 5 year program, students choose EITHER ART 103 OR MUSC 182, for a total of 3 credits. As part of the 4 year BA program, students currently choose 2 classes from the menu of ART 103, MUSC 182, and C&I 465 for a total of 6 hours. Because we feel that the arts are critical for our students and those they will teach, this is our proposal: Students will be required to take all THREE classes, ART 103, MUSC 182, AND C&I 465 (will change to 365). To make this most feasible for our students, each course should be reduced to 2 hours. So students would still total 6 hours of course work in the arts, but would now have experiences in all three areas with the goal to impact our students and arts education in our schools. We are requesting the course number change from 465 to 365 because it is a sophomore/junior level course for our students.
CSAD 483: Audiology Practicum		
Title Change	Clinical Practice/Audiology	Audiology Practicum
Credit Hour Change	3	2
Prerequisite Change	Consent	CSAD 440 with a minimum grade of B- and instructor consent.
Capstone	Yes	No
Description Change	Orientation to clinical methods for evaluation and treatment of hearing disorders. (Graded pass/fail.)	Clinical practicum in audiology.

Justification for Change		The undergraduate program in Communication Sciences and Disorders is undergoing revision to provide improved curricular offerings for students. The title of this course has been changed to more accurately reflect the content of the course. Following discussion within the department, the change of grading mode is being made to reflect amount of effort and levels of excellence in clinical courses. Students have been requesting normal, letter grades for clinical courses. Because the department recognizes that not all students will pursue a graduate degree audiology, this course has been removed from the capstone requirement.
CSAD 485: Professional Applications in Communication Sciences and Disorders		
Title Change	Clinical Study and Application	Professional Applications in Communication Sciences and Disorders
Credit hours	1	3
Prerequisite Change	CSAD seniors.	Required CSAD courses prior to the senior year.
Description Change	CSAD seniors will meet in weekly seminars with a faculty mentor to develop and orally present a clinically oriented research poster.	CSAD seniors will meet weekly face-to-face and online to develop a clinical research project related to speech, language, or hearing communication disorders.
Justification for Change		Our department will be eliminating CSAD 460: Professional Writing/Speaking, and merging the content from the original CSAD 460 (3 hours) and 485 (1 hour) courses to create a new capstone course.
COMMON 298: Honors Add-on		
Prerequisite Change	Students in the Honors Program and consent of the honors director.	Students enrolled in the Honors College.
Description Change	Independent reading, study or research.	Supplemental material to enrich specific existing courses.
Justification for Change		298 Honors (flexible title) has been used inconsistently across the curriculum, whereas the honors add-on has also been coded inconsistently. This effort seeks to standardize these offerings, using H sections of 293 for Honors sections of special topics courses in the disciplines, 498 for upper-division Honors work (no curricular change required), and 298 for Honors add-ons. Making the course variable 0-1 credit will allow Honors to properly regulate whether a full credit is warranted for a separate add on, and then also more accurately and transparently count add-on experiences toward Honors requirements. (The existing policy confusingly has a 3-credit course plus a 1-credit add-on count as a total of 4 credits toward graduation but only 3 toward Honors requirements). 298 will be a flexible title course, and specific alphas will not be repeatable for credit. Honors will regulate consistent deployment of alphas to connect to specific course (e.g. BIOL 298D modifies BIOL 115).
EPID 711: Methodological Issues in Design & Analysis of Cohort Studies		
Repeatable	No	Yes
Prerequisite Change	EPID 611 and BIOS 610	Consent.
Catalog Description	An in-depth examination of theory of epidemiology and its application to general epidemiologic research, including problem conceptualization, sound study design, research conduct, and interpretation of findings with depth of understanding expected of doctoral students.	An in-depth examination of methodological issues related to the design and analysis of epidemiologic cohort studies. This course utilizes an integrative learning approach where students combine skills from previous biostat and research methods courses to actively compare different approaches to data analysis; learning how an investigator's analytic decisions determine the accuracy, validity and meaningfulness of analytic outcomes.

Justification for Change		This course currently teaches chapters from an epidemiology textbook. Oral candidate exams of students who had taken this course showed that they could 'regurgitate' the book answer without having a clue what the concept actually meant. We want the students to understand that decisions they make about how to analyze data (e.g., whether to control for or stratify by a variable) can change the outcome and influence interpretation.
ENGL 100: Writing Studio		
Course Number Change	90	100
Title Change	Departmental Writing	English 100 Writing Studio
Division	Potomac State College	Business, Humanities, and Social Science at WVU IT
Credit Hour Change	3	2
Prerequisite Change		Consent
Repeatable	Yes	No
Description Change	A course specifically designed for students needing to develop basic writing skills. Entering freshman who score 18 or less on the ACT English or who score below 450 on the SAT verbal may not register for ENGL 101 until they receive a grade of C or better in this course. (Not offered on the Morgantown campus.)	Additional support of basic reading and writing skills for students taking ENGL 101. Enables students to have the reading, writing, critical thinking and language skills necessary to function effectively and succeed in pursuit of their degrees and in the global economy
Justification for Change		The shift to the corequisite model is required by the West Virginia Education Policy Commission.
FIN 451: Life and Health Insurance		
Course Number Change	351	451
Prerequisite Change	ECON 201 and ECON 202.	ECON 201 and ECON 202 and a minimum grade of C- in FIN 350.
Justification for Change		Adding one more prerequisite it would match the pre-requisites for all of the other insurance electives. We are changing the course number to correspond with more advanced material covered in the course.
JRL 191: College of Media Orientation		
Course Number Change	115	191
Credit Hour Change	2	3
Description Change	Support first year students to make successful transition from high school to college, introduce students to careers, majors in journalism, develop a better understanding of the learning process, and acquire basic academic and personal survival skills.	This course for direct admit Media College students introduces them to university processes, such as scheduling and DegreeWorks; to College of Media organizations, advisors, professors and professional options/curricular majors; and now also includes information about conducting research and basic media literacy

Justification for Change		Our College of Media students used to be required to take the one-credit-hour ULIB 101 class; however, the Libraries Dean and Associate Dean said ours were the only majors to require it, and it was putting a burden on their staffing capacity. Therefore, we have worked with their staff to include library research methods and basic media literacy into our JRL 115 course instead. This additional information/material and new learning objectives necessitate more classroom and out-of-class time, making the course a three-credit, instead of two-credit class. (See Objective 6 in the section below.)
JRL 331: Infographics and Data Visualization		
Description Change	Today's world surrounds us with data. Making sense of it, for oneself and for one's audience, takes training. This course teaches students how to practice data-driven journalism, a field that includes finding, compiling, cleaning, extrapolating from, and visualizing data, as well as using graphics software and basic coding languages.	Students practice data-driven journalism, a field that includes finding, compiling, cleaning, extrapolating from, and visualizing data, as well as using graphics software and basic coding languages.
Justification for Change		This course was already part of our curriculum, originally as a special topics course; however, we are requesting it become a permanent part of our curriculum.
JRL 411: Experimental Journalism		
Prerequisite Change		Consent
Capstone	No	Yes
Justification for Change		This course provides a valuable parallel capstone experience in that it replicates the immersive, newsroom reporting and project production model of our traditional capstone, but with the addition of using experimental technology, techniques and platforms from content acquisition to content distribution. In essence, this course provides a "newsroom of the future" immersion model for the capstone experience.
Major 191: First-Year Seminar		
Credit Hour Change	1	1 to 3
Change in Description	Exploration of academic experiences through meaningful contexts. The course will envelop a range of academic components needed to achieve student success and successfully transition to WVU.	Engages students in active learning strategies that enable effective transition to college life at WVU. Students will explore school, college and university programs, policies and services relevant to academic success. Provides active learning activities that enable effective transition to the academic environment. Students examine school, college and university programs, policies and services.

Rationale		<p>The First Year Seminar (FYS) is designed for incoming freshmen. It is designed to prepare students for their academic life through traditional and nontraditional means. Students examine complex issues, and become active learners through inquiry, analysis, discovery, experiential learning and application. Administratively, individual majors will be able to provide a discipline-based orientation to academic life via a standard course number. The variable credit option allows majors to develop a course that meets their needs. That is, there may be a need for greater depth and breadth in a respective major, thus an increase in course content and corresponding credit hours.</p> <p>Recommendation would be the following: 1 credit hour equals 1 hr per week instructional experience (15 classroom hours across a semester; 45 hours of academic engagement). 2 credit hours equals 1 hour per week instructional experience plus Summer and Fall AdventureWV (experiential learning component) OR 90 hours of academic instruction and engagement. The 2 and 3 credit options generally include experiential learning with AdventureWV and is linked to the major oriented FYS. 3 credit hours equals 3 hours/week instructional experience and/or may include a combination of experiential learning and classroom experience equivalent to WVU's definition of credit hours (135 hours of academic engagement). In addition, the standardized number provides increased consistency across campus to assure all FYS address aligned institutional learning goals and offer better tracking in DegreeWorks.</p>
MUSC 182: Music in the Elementary School		
Division	WVU & PSC Course	WVU Course
Credit Hour Change	3	2
Justification for Change		<p>Currently, we have two undergraduate elementary education degree programs...the 5 year and the 4 year. (The 5 year program is being phased out and has admitted its last freshman class. The 4 year BA program is what will remain and what we are working to revise.) As part of the 5 year program, students choose EITHER ART 103 OR MUSC 182, for a total of 3 credits. As part of the 4 year BA program, students currently choose 2 classes from the menu of ART 103, MUSC 182, and C&I 465 for a total of 6 hours. Students will be required to take all THREE classes, ART 103, MUSC 182, AND C&I 465. Because we feel that the arts are critical for our students and those they will teach, this is our proposal: To make this most feasible for our students, each course should be reduced to 2 hours. So students would still total 6 hours of course work in the arts, but would now have experiences in all three areas with the goal to impact our students and arts education in our schools.</p>
NSG 212: Foundations of Nursing Practice		
Prerequisite Change	NSG 211	NSG 211 with a minimum grade of C-.
Justification for Change		<p>There is really no change to the course. The CIM system defaults to a required grade of D- in prerequisite courses. However the School of Nursing has always required a grade of C- in nursing prerequisite courses. This is stated in the course catalog.</p>
NSG 276: Evidence Based Practice and Research		
Title Change	Introducton to Evidence Based Practice/Research	Evidence Based Practice and Research
Prerequisite Change	NSG 211 and (STAT 201 or STAT 211).	NSG 211 and (STAT 201 or STAT 211) with a minimum grade of C- in each.

Justificaton for Change		There is actually no change to the course. However, the default required grade for prerequisites is D-, and the School of Nursing requires a C- or better in all prerequisite courses in order to progress within the nursing program.
NSG 311: Alterations in Adult Health 1		
Prerequisite Change	NSG 212 and PR or CONC: NSG 376.	NSG 212 and PR or CONC: NSG 376 with a minimum grade of C- in each.
Justification for Change		To bring the "official" CIM course document in line with course requirements.
NSG 312: Alterations in Adult Health 2		
Prerequisite Change	NSG 311.	NSG 311 and NSG 376 with a minimum grade of C- in each.
Justification for Change		The only course change is the revision of the default D- prerequisite requirement to a C-, which has always been required for nursing and other prerequisite courses to progress within the nursing program. Also, NSG 376 has been added in the system as a prerequisite. It had already been listed as a prerequisite in the syllabus for a number of semesters, but I didn't realize it was not listed in the course management system. Pharmacology content is required in order for students to synthesize medical-surgical content and provide safe care for patients in the clinical setting.
NSG 320: Child and Adolescent Health		
Credit Hour Change	0	4
Prerequisite Change	NSG 311 and NSG 376	NSG 311 and NSG 376 with a minimum grade of C- in each.
Variable Credit	Yes	No
Justification for Change		The required grade for nursing and prerequisite courses has always been a C-, but this has not been reflected in the CIM system.
NSG 333: Ethics in Nursing		
Prerequisite Change	ENGL 102; RN licensure	ENGL 102 with a minimum grade of C-.
Justification for Change		A C- has been required for all nursing and pre-requisite courses in the RN-BSN program for a number of years.
NSG 360: Ethics and Health Policy		
Prerequisite Change	NSG 212 with a minimum grade of C- and ENGL 102.	NSG 212 and ENGL 102 with a minimum grade of C- in each.
Justification for Change	If the NSG 311 prerequisite is not removed, students are unable to progress in the program in an individualized sequence. Removing the prerequisite will not hinder student learning in this course.	The School of Nursing has always required a C- in requisite and nursing courses, but this information had not been included in the CIM system when these courses were last revised
NSG 372: Safety, Quality, and Information Technology		
Title Change	Safety/Quality/Informatics	Safety, Quality, and Information Technology

Description Change	Delivery of healthcare through information management to promote patient safety and quality of care. Emphasis on assessing and improving quality through prevention of adverse and never events.	Examination of healthcare through information management to promote patient safety and quality of care. Emphasis on assessing and improving quality through prevention of adverse and never events.
Justification for Change		No change in ELO's or focus of course.
NSG 373: Leadership in Organizations		
Min Grade Score Change	D	C-
Justification for Change		The school of nursing has always required a grade of C- for all prerequisite and nursing courses in order to progress within the nursing program.
NSG 411: Nursing in Complex Community Systems		
Title Change	Complex Community Systems	Nursing in Complex Community Systems
Prerequisite Change	NSG 276 and NSG 310 and NSG 312 and NSG 320 and NSG 360.	NSG 276 and NSG 310 and NSG 312 and NSG 320 and NSG 360, with a minimum grade of C- in each.
Description Change	Comprehensive theoretical introduction to community health nursing paired with clinical experience focused on promoting health and preventing disease in multiple populations. Culminates in a capstone project that addresses an identified community health need.	Comprehensive theoretical introduction to community health nursing paired with clinical experience found on promoting health and preventing disease in multiple populations. Culminates in a capstone project that addresses an identified community health need.
Justification for Change		Bringing the course information in CIM in alignment with current course requirements.
NSG 450: Alterations in Mental Health		
Prerequisite Change	NSG 310 and NSG 312 and NSG 320 and NSG 360.	NSG 310 and NSG 312 and NSG 320 and NSG 360, with a minimum grade of C- in each.
Justification for Change		The School of Nursing has always required a grade of C- or better in nursing and prerequisite courses in order to progress in the program, but this has not been entered into CIM since the addition of a specific prerequisite grade in the CIM system.
NSG 460: Care of the Critically Ill Patient		
Prerequisite Change	NSG 312 minimum grade C, NSG 411 minimum grade of C, NSG 450 minimum	NSG 312 and NSG 411 and NSG 450, with a minimum grade of C- in each.
Justification for Change		Change is in anticipation of potential grading change to include pluses and minuses as grade options for instructors.
NSG 465: Foundations of Research and Evidence Based Practice		
Prerequisite Change	ENGL 102.	ENGL 102. PR or CONC STAT 211 or STAT 201

Justification for Change		Addition of the pre/corequisites have been in the syllabus, but we were not aware these were not in CIM. The statistic knowledge is helpful with the evidenced based practice content, as evidence is based in research studies which present statistical analyses. The requirement for a C- in pre and co-requisites has been a policy in the School of nursing for many years.
NSG 471: Community Health Nursing: Theory and Interventions		
Prerequisite Change	NSG 362	NSG 362 with C- or better
Justification for Change		To bring the information in the CIM system in line with school requirements.
NSG 475: Applied Research and Evidence Based Practice		
Prerequisite Change		NSG 333 and NSG 371 and NSG 372 and NSG 461 and NSG 465 and PR or CONC: NSG 471.
Justification for Change		The prerequisite requirement has been in place for a number of years, but has not been reflected in the CIM system.
NSG 480: Core Concepts in Gerontological Nursing		
Prerequisite Change	NSG 211 and NSG 212 and Junior or Senior standing.	NSG 211 and NSG 212 with a minimum grade of C- in each and Junior or Senior standing.
Justification for Change		To bring catalog information in line with longstanding requirements of the School of Nursing.
NSG 482: Palliative Care Nursing		
Description Change	Nursing care of the patient across the lifespan with a diagnosis that requires palliative care.	Focus is on the care of patients with chronic non-curable conditions across the life span. The course analyzes the definition of palliative care and defines the role of hospice as a part of palliative care. Cultural sensitivity and communication with palliative care patients and their families is emphasized.
Justification for Change		New course description is more detailed.
NSG 483: Holistic and Integrative Nursing		
Prerequisite Change	NSG 241 and NSG 245	NSG 212 with a minimum grade of C-.
Justification for Change		The course that had been listed as a prereq. has been replaced by NSG 212, which is now entered as the prerequisite.
NSG 484: Care of the Diabetic Patient		
Prerequisite Change		Consent
Justification for Change		Content is complex and requires students to have had sophomore and junior level nursing courses in order to be successful in meeting ELO's.
NSG 485: Children With Complex Health Needs		
Description Change	Children/Complex Health Needs	Children With Complex Health Needs.
Prerequisite Change	NSG 320	NSG 320 with a minimum grade of C-.

Justification for Change		To bring the CIM system in line with the requirements that the School of Nursing has had for a number of years.
NSG 611: System Based Decision Making		
Catalog Prerequisites	NSG 622 and NSG 623.	NSG 616 Role Seminar in Leadership
Justification for Change		This course was previously offered under the Leadership MSN curriculum. It has been modified to fulfill curricular requirements in the new MSN/MBA dual degree program.
NSG 617: Leadership Practicum 1		
Credit hours	2	3
Prerequisite Change	NSG 615.	
Variable Credit	Yes	No
Justification for Change		N617 Leadership Practicum required modification to meet the requirements of the dual degree MSN/MBA program. The number of credits and clinical hours required were decreased.
NSG 618: Leadership Practicum 2		
Credit hours	2	3
Variable Credit	Yes	No
Minimum Grade	D	C-
Justification for Change		This course was altered to adjust the number of clinical hours required to meet the MSN/MBA dual degree program requirements.
PHAR 758: Ethical and Regulatory Aspects of Clinical Research		
Justification for Change		The requested change is to change grading from P/F to normal grading.
PUBH 101: Introduction to Public and Community Health		
Division	WVU	WVU & WVUIT Course
Justification for Change		This is an addition to the Health Services program at WVU Tech. We want to add a Public Health component.
RPTR 150: Backcountry Living Skills		
Credit Hour Change	3	1 to 3
Variable Credit	No	Yes
Description Change	The purpose of this course is to develop and refine the skills necessary to live and travel in the outdoors.	The purpose of this course is to develop and refine the skills necessary to camp and travel in the outdoors.

Justification for Change		As RPTR 150 is often taught as a pre-requisite to the December-January Adventure Patagonia program, it takes places during the second half of the Fall semester and is added mid-semester by students. Adding a course mid-semester often puts students in a course overload situation, in which they must either drop a class or seek overload approval. Changing the course to variable credit will allow students to participate in Adventure Patagonia without overloading their Fall courseload.
SM 425: Sport Facility and Event Management		
Title Change	Facility Planning	Sport Facility and Event Management
Course Description	An in-depth study of sport facilities, including planning, design, liability and facility management concepts and evaluation.	This course is designed to inform students of the principles and practice of planning, funding, and managing of sport facilities and event management.
Justification for change		SM 425 is a required course for students majoring in sport management. The current course has focused exclusively on facility planning and management. After a thoroughly programmatic revision of the sport management curriculum, faculty indicated that SM 425 should include content related to event management. Faculty recommended that instead of creating an entire course on event management, the specific content of event management could perfectly coexist within the existing SM 425 course. As a result, a name change was needed to provide an accurate representation of what this course will be.
STCM 438: Branded Content and Narrative		
Prerequisite Change		JRL 101 and (PR 215 or ADV 201 215 or STCM 215).
Justificaton for Change		Updating the catalog prerequisites to bring it in line with other similar upper level College of Media courses.
WGST 360: Queer Theories		
Prerequisite Change	WGST 260	None
Justification for Change		Removed WGST 260 as a prerequisite. The WGST faculty felt there was not a need for a prerequisite for Queer Theories
Deactivations:		
ADV 459: Campaigns		
FDM 240: Textiles for Interiors		
FDM 320: Merchandise Buying and Management 1		
FDM 332: Flat Pattern Design		
FDM 340: Textiles and Apparel in the Global Economy		
FDM 410: Portfolio Presentation		
FDM 420: Merchandise Buying and Management 2		
FDM 433: Apparel Design and Illustration		

JRL 486: Video Bureau Reporting		
NSG 340: Professional Role Transition		
PR 459: Public Relations Campaigns-Capstone		

To: Faculty Senate Executive Committee
 From: Karen Haines, Chair, Senate Curriculum Committee
 Date: February 27, 2017
 Re: Capstone Report

How will students demonstrate each of the following abilities:

Course	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?
FRCH 433: Francophone Cultures	A&S	The capstone project is a research paper that requires a preliminary bibliography of 7 to 10 items as indicated in the description of the assignment on the syllabus. The rubric used to evaluate the paper's content requires an assessment of the primary and secondary sources used in the final version.	This description of the capstone paper in the syllabus refers specifically to the requirement that the capstone paper reflect critically about theories and practices acquired during the student's program. The ability to demonstrate critical thinking skills is one of the course outcomes. Critical thinking skills, such as argumentation and analysis, are referred to in the capstone paper rubric, and are more specifically evaluated in the department's critical thinking rubric that addresses the student's ability use definitions, analysis, synthesis, evaluation, interpretation, and effective conclusions.	The description of the capstone paper in the syllabus requires the student to choose a topic that addresses an ethical or societal issue. Identifying that issue is one of the stages in developing the proposal for the paper.	The process for writing the capstone paper and the appropriate deadlines are indicated on the syllabus. This includes an initial discussion of the project with the instructor, the choice of a work or works to be treated, the presentation of a preliminary annotated bibliography of 7-10 items, the selection of an ethical or societal issue to be addressed, the development of a proposal and outline, and the submission of a first draft. The timely completion of this preparatory work constitutes 20% of the grade on the paper. After meeting with the instructor to discuss comments on the first draft, the student prepares the final version of the paper. The paper is graded on the basis of both the capstone paper rubric (60% of the grade) and the critical thinking rubric (20%).	The oral presentation is based on work done for the written paper and includes a visual component, normally a PowerPoint presentation. The student turns in the first version of the slides and a handout for feedback. The final presentation in French is generally made to the class as an integral part of the course, and questions are solicited from the audience. The presentation is graded on the basis of the capstone presentation rubric.
JRL 411: Experimental Journalism	A&S	Students will conduct reporting and content acquisition for a variety of storytelling products across devices, platforms and narrative forms in support of a final project for publication.	This course builds on students' accumulated knowledge and experience in reporting, writing, editing, design and production, using new tools, techniques and technology to produce an experimental reporting project for publication.	This course requires significant reflection on ethical, legal and social implications of new journalism practice in the course of producing stories using all new technologies and across new platforms and devices. These include understanding the legal issues of practicing drone and sensor journalism to new audience behaviors and the potential ethical implications of immersive virtual reality work, among others.	Students produce written content as part of their reporting, as well as analytical content and reflections, such as blog posts and reflections, narrating the experimental process and situating new practice for industry application.	Students work in an immersive newsroom environment and report out to teams on reporting, research, progress and production issues in oral presentations, as well as participating in peer and community training.

To: Faculty Senate Executive Committee
From: Taylor Richmond
Date: February 27, 2017
Re: Harmonization Changes

Code	Field	Old WVUIT Value	Old WVU Value	New Value	
CE 347: Intro to Environmental Engineering	Catalog Description	PR: MAE 331 and CHEM 116. Introduction to physical, chemical, and biological characteristics of waters and wastewaters, and fundamental principles of water and wastewater treatment including hands-on laboratory exercises.	PR: Consent. Introduction to physical, chemical, and biological characteristics of waters and wastewaters, and fundamental principles of water and wastewater treatment including hands-on laboratory exercises.	PR: WVU sections require CHEM 115 with a minimum grade of C- and MATH 251 with a minimum grade of C-, WVUIT sections require MAE 331 and CHEM 116. Introduction to physical, chemical, and biological characteristics of waters and wastewaters, and fundamental principles of water and wastewater treatment including hands-on laboratory exercises.	
	Catalog Prerequisite	MAE 331 and CHEM 116	Consent	WVU sections require CHEM 115 with a minimum grade of C- and MATH 251 with a minimum grade of C-, WVUIT sections require MAE 331 and CHEM 116.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 351 : Introductory Soil Mechanics	Catalog Description	PR: MAE 243 and GEOL 312. Soils: origin, classification, clay, index properties; minerals, stresses in soils; shear strength; permeability; consolidation; bearing capacity; earth pressure; slope stability. Determination of index, strength, deformation permeability and properties of soils.	PR: MAE 243. Introduction to geotechnical engineering,fundamental soil properties, classification of soils, soil compaction, permeability, compressibility, and consolidation of soils, shear strength, lateral earth pressures.	PR: WVU sections require MAE 241 with a minimum grade of C-, MAE 243 with a minimum grade of C-, and MATH 261 with a minimum grade of C-, WVUIT sections require MAE 243 and GEOL 312. Introduction to geotechnical engineering,fundamental soil properties, classification of soils, soil compaction, permeability, compressibility, and consolidation of soils, shear strength, lateral earth pressures.	
	Catalog Prerequisite	MAE 243 and GEOL 312	MAE 243	WVU sections require MAE 241 with a minimum grade of C-, MAE 243 with a minimum grade of C-, and MATH 261 with a minimum grade of C-, WVUIT sections require MAE 243 and GEOL 312.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 361 : Structural Analysis 1	Catalog Description	PR: MAE 243. PR or CONC MATH 251. Analysis of forces and deflections in determinate and indeterminate structures; influence lines for beams and trusses; dead, live, and snow loads on structures; and introduction to computer programs for structural analysis.	PR: MAE 243 or consent. Stability, determinacy, and equilibrium of structures; shear and bending moment diagrams of determinate and indeterminate beams and frames; analysis of trusses; displacement of planar structures by geometric and energy methods.	PR: WVU sections require MAE 241 with a minimum grade of C-, MAE 243 with a minimum grade of C-, and MATH 261 with a minimum grade of C-, WVUIT sections require MAE 243 as a prerequisite and MATH 251 as a corequisite or prerequisite. Stability, determinacy, and equilibrium of structures; shear and bending moment diagrams of determinate and indeterminate beams and frames; analysis of trusses; displacement of planar structures by geometric and energy methods.	
	Catalog Prerequisite	MAE 243. PR or CONC MATH 251	MAE 243	WVU sections require MAE 241 with a minimum grade of C-, MAE 243 with a minimum grade of C-, and MATH 261 with a minimum grade of C-, WVUIT sections require MAE 243 as a prerequisite and MATH 251 as a corequisite or prerequisite.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 411 : Pavement Design	Catalog Description	PR: CE 312, CE 351, and CE 331. Stresses in flexible and rigid pavements; equivalent single wheel load; design for frost penetration; soil classification; strength-density-moisture considerations; bases and subbases; soil stabilization; design of flexible airport and highway pavements; design of rigid airport and highway pavements; strengthening existing pavements.	PR: MAE 243. Effects of traffic, soil, environment, and loads on the design and behavior of pavement. Design of pavement structures. Pavement performance and performance surveys.	PR: WVU sections require CE 351, WVUIT sections require CE 312, CE 351, and CE 331. Effects of traffic, soil, environment, and loads on the design and behavior of pavement. Design of pavement structures. Pavement performance and performance surveys.	
	Catalog Prerequisite	CE 312, CE 351, and CE 331	MAE 243	WVU sections require CE 351, WVUIT sections require CE 312, CE 351, and CE 331.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 425 : Engineering Hydrology	Catalog Description	PR: MAE 331. Scientific basis of the hydrologic cycle and its engineering implications; rainfall-runoff processes, hydrographs, flood routing, and statistical methods.	PR: CE 321 or consent. Scientific basis of the hydrologic cycle and its engineering implications; rainfall-runoff processes, hydrographs, flood routing, and statistical methods.	PR: WVU sections require CE 321, WVUIT sections require MAE 331. Scientific basis of the hydrologic cycle and its engineering implications; rainfall-runoff processes, hydrographs, flood routing, and statistical methods.	
	Catalog Prerequisite	MAE 331	CE 321 or consent	WVU sections require CE 321, WVUIT sections require MAE 331.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 431 : Highway Engineering	Catalog Description	PR: CE 204 and CE 331. Traffic volume, speed, accident analysis, parking lot design, sight distances; horizontal and vertical curves; cross section elements; deceleration lanes; medians; design of interchanges and intersections; highway capacity; drainage; level of service; tort liability; pavement introduction; highway design project.	PR: CE 332 and CE 351. Highway administration, economics and finance; planning and design; subgrade soils and drainage; construction and maintenance. Design of a highway. Center line and grade line projections, earthwork and cost estimates.	PR: WVU sections require CE 332, WVUIT sections require CE 204 and CE 331. Highway administration, economics and finance; planning and design; subgrade soils and drainage; construction and maintenance. Design of a highway. Center line and grade line projections, earthwork and cost estimates.	
	Catalog Prerequisite	CE 204 and CE 331	CE 332 and CE 351	WVU sections require CE 332, WVUIT sections require CE 204 and CE 331.	

	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 461 : Structural Analysis 2	Catalog Description	PR: CE 361 and MATH 261. CONC CE 462 or CE 463. Classical and analytical techniques for solving complex structural systems; force methods of analyzing 2 and 3 dimensional trusses and frames; shear deformation, torsion, and unsymmetrical bending of beams and frames; modeling of structural systems using commercial computer programs; beams on an elastic foundation; springs; lateral load analysis of buildings, bracing systems; and diaphragm behavior.	PR: CE 361 or consent. Fundamental theory of statically indeterminate structures; analysis of indeterminate beams, frames, and trusses by stiffness and flexibility methods; study of influence lines for beams, frames, and trusses.	PR: WVU sections require CE 361, WVUIT sections require MATH 261 as a prerequisite and either CE 462 or CE 463 as a corequisite. Fundamental theory of statically indeterminate structures; analysis of indeterminate beams, frames, and trusses by stiffness and flexibility methods; study of influence lines for beams, frames, and trusses.	
	Catalog Prerequisite	CE 361 and MATH 261. CONC CE 462 or CE 463	CE 361 or consent	WVU sections require CE 361, WVUIT sections require MATH 261 as a prerequisite and either CE 462 or CE 463 as a corequisite.	
	Curriculum Based Rationale			The change in prerequisites resulted from faculty and department collaboration during the harmonization process.	
CE 462 : Reinforced Concrete Design	Catalog Description	CONC: CE 361. Theory of reinforced concrete; design using ACI 318 ultimate strength methods; design of beams, one-way slabs, columns, retaining walls, square and rectangular footings using ultimate strength design; deflection of reinforced concrete beams; and development lengths and splices.	PR: CE 361. Behavior and design of reinforced concrete members. Material properties, design methods and safety consideration, flexure, shear, bond and anchorage, combined flexure and axial load, footings, introduction to torsion slender columns, and pre-stressed concrete.	PR: WVU sections require CE 361 as a prerequisite, WVUIT sections require CE 361 as a corequisite. Behavior and design of reinforced concrete members. Material properties, design methods and safety consideration, flexure, shear, bond and anchorage, combined flexure and axial load, footings, introduction to torsion slender columns, and pre-stressed concrete.	
	Catalog Prerequisite	CONC: CE 361	CE 361	WVU sections require CE 361 as a prerequisite, WVUIT sections require CE 361 as a corequisite.	
	Curriculum Based Rationale			Change indicates differences in prerequisite requirements based on varying program progression on WVUIT campus.	

To: Faculty Senate Executive Committee
 From: Lisa DiBartolomeo, Chair, GEFCO
 Date: February 27, 2017
 Re: GEF Actions

The General Education Foundations Committee met on January 30 and February 20 and recommends the following courses for Faculty Senate approval:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ASTR 107: Descriptive Astronomy Laboratory	New GEF	F2B. Science & Technology (with lab)	2d: Quantitative literacy
BIOL 108: Drugs and the Body	New GEF	F2A. Science & Technology (no lab)	1: Knowledge of Human Cultures & the Physical & Natural World
ENGL 277: Reading Publics: Exploring the Humanities in Public Spaces	New GEF	F6. The Arts & Creativity	3a: Civic knowledge and engagement - local and global
ENGR 140: Engineering in History	Adding/Changing GEF on Existing Course	F5. Human Inquiry & the Past	1: Knowledge of Human Cultures & the Physical & Natural World
MATH 318: Perspectives on Mathematics and Science	New GEF	F5. Human Inquiry & the Past	2c: Written and oral communication
PHIL 314: Philosophy of Sex and Gender	Adding/Changing GEF on Existing Course	F4. Society & Connections	1: Knowledge of Human Cultures & the Physical & Natural World
PHIL 315: Free Will and Moral Responsibility	New GEF	F5. Human Inquiry & the Past	1: Knowledge of Human Cultures & the Physical & Natural World
PORT 101: Elementary Portuguese 1	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	2c: Written and oral communication
PORT 102: Elementary Portuguese 2	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	2c: Written and oral communication
PORT 203: Intermediate Portuguese 1	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	2c: Written and oral communication
PORT 204: Intermediate Portuguese 2	Adding/Changing GEF on Existing Course	F7. Global Studies & Diversity	2c: Written and oral communication

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, GEFCO Chair

Date: February 27, 2017

Re: GEF Transition Review

The General Education Foundations Committee met on January 30 and February 20 and passed the following course for GEF transition review:

Title	Course Type	General Education Foundations	LEAP Learning Outcome
ENGL 101: Introduction to Composition and Rhetoric	GEC to GEF Transition	F1. Composition and Rhetoric	2c: Written and oral communication
ENGL 102: Composition, Rhetoric, and Research	GEC to GEF Transition	F1. Composition and Rhetoric	2c: Written and oral communication
FLIT 238: African Women Writers	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
FLIT 239: Francophone Literature in Translation	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication
HN&F 126: Society and Food	GEC to GEF Transition	F4. Society & Connections	2b: Critical and creative thinking
PHIL 306: Philosophy of Mind	GEC to GEF Transition	F5. Human Inquiry & the Past	2b: Critical and creative thinking
PHIL 310: Philosophy of Science	GEC to GEF Transition	F5. Human Inquiry & the Past	2b: Critical and creative thinking
SOCA 252: Physical Anthropology	GEC to GEF Transition	F2A. Science & Technology (no lab)	2a: Inquiry and analysis
WGST 215: African Women Writers	GEC to GEF Transition	F6. The Arts & Creativity	2c: Written and oral communication

Faculty Incentives and Rewards Working Group

Promotion from Tenured Associate Professor to Professor via Service

A tenured Associate Professor can presently achieve promotion to Professor using service as one of the two areas of significant contribution, although such an assignment has typically been focused on service provided externally, beyond the university proper to the citizens of West Virginia. However, the possibility to achieve such a promotion presently exists, via “extraordinary and extended service to the university.” In rare instances, such opportunity may be available to individuals who are or have been willing to serve in an administrative role and who may intend to have an administrative career. Academic Administrative Service as Department Chairperson or Associate Dean (or the equivalent) for a normal term and executed at a high qualitative level may be interpreted as “extraordinary and extended service to the university” for purposes of promotion from Associate Professor to Professor, with the support of the Dean of the college or school.

For clarification of the more specific conditions for such consideration under the presently approved process, the opportunity to seek this path for promotion would need to be approved by the Dean at a time that would allow at least three years in the administrative position. Thus, for example, the candidate could receive approval during the second year of a five-year term, with the first two years being considered retroactively. Other scenarios are possible. Under these circumstances, significant contributions would be required in (administrative) service and one other mission area, with at least reasonable contributions required in the third. Achievement in teaching and research must be demonstrated in the tenure home during the period under consideration, normally the last five years. Teaching, research, and ~~“non-administrative”~~ service would be evaluated annually by the unit in which the candidate was tenured; the administrative service would be evaluated annually by the Dean.

The availability of this opportunity would be limited to those faculty who, based on the previous award of tenure, had achieved an appropriate level of success in teaching and research at that time.

Upon completion of a “360 review” during the final year of the term, the results of which would lead to an unequivocal reappointment in that role, the candidate could be considered for promotion using academic administrative service as the basis for making a significant contribution in service. A memorandum of understanding delineating these expectations in greater detail would be prepared upon appointment to the administrative role or at the point of approval of the Dean, and subsequently by the Provost, to pursue this option. External reviews of administrative service and, if an area of significant contribution, of research, would be required. Documentation for these purposes should include annual goal statements, and a basis for measuring, as well as annual assessments of the achievement of the goals, prepared by the individual and validated by the Dean. Reappointment in the administrative role and promotion to Professor would result in a single 10.0% performance-based salary increase.

Faculty Incentives and Rewards Working Group

Promotion from Tenured Associate Professor to Professor via Service

A tenured Associate Professor can presently achieve promotion to Professor using service as one of the two areas of significant contribution, although such an assignment has typically been focused on service provided externally, beyond the university proper to the citizens of West Virginia. However, the possibility to achieve such a promotion presently exists, via “extraordinary and extended service to the university.” In rare instances, such opportunity may be available to individuals who are or have been willing to serve in an administrative role and who may intend to have an administrative career. Academic Administrative Service as Department Chairperson or Associate Dean (or the equivalent) for a normal term and executed at a high qualitative level may be interpreted as “extraordinary and extended service to the university” for purposes of promotion from Associate Professor to Professor, with the support of the Dean of the college or school.

For clarification of the more specific conditions for such consideration under the presently approved process, the opportunity to seek this path for promotion would need to be approved by the Dean at a time that would allow at least three years in the administrative position. Thus, for example, the candidate could receive approval during the second year of a five-year term, with the first two years being considered retroactively. Other scenarios are possible. Under these circumstances, significant contributions would be required in (administrative) service and one other mission area, with at least reasonable contributions required in the third. Achievement in teaching and research must be demonstrated in the tenure home during the period under consideration, normally the last five years. Teaching, research, and service would be evaluated annually by the unit in which the candidate was tenured; the administrative service would be evaluated annually by the Dean.

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Faculty Incentives and Rewards Working Group

Promotion from Tenured Associate Professor to Professor
via Outstanding Achievement in One Mission Area

Under extraordinary circumstances, based on the needs of the unit, the appropriate balance of assignments within the unit, **consultation with the unit**, and with the approval of the ~~Department~~, Chairperson, Dean, and Provost, a tenured Associate Professor could be considered for promotion to Professor if a memorandum of understanding allowing this option was developed and was subsequently in place for at least five full academic years prior to consideration. The standard, for which metrics would be described in the memorandum of understanding, would require sustained “outstanding” contributions in any one mission area, with “important” contributions in a second area [normally research, if outstanding contributions are expected in teaching] and at least reasonable contributions in the third [normally service].

“Outstanding” contributions would be a higher standard than “significant” contributions, and would demonstrate sustained performance at an exceptionally high qualitative and quantitative level. This departmental standard would require approval by the Dean and the Provost. If promotion to Professor was achieved, this configuration could continue as the future basis for the Salary Enhancement for Continued Academic Achievement, assuming that, per the conditions for that award, a supporting work agreement had been approved.

In such a scenario, the proportional value of the mission areas would more closely resemble 70:20:10 rather than 40:40:20.

For these purposes, colleges and schools should develop definitions for “outstanding” contributions and “important” contributions in each of the three mission areas. Promotion to Professor would result in a 10.0% performance-based salary increase.

Faculty Incentives and Rewards Working Group

Promotion from Tenured Associate Professor to Professor
via Outstanding Achievement in One Mission Area

Under extraordinary circumstances, based on the needs of the unit, the appropriate balance of assignments within the unit, consultation with the unit, and with the approval of the Chairperson, Dean, and Provost, a tenured Associate Professor could be considered for promotion to Professor if a memorandum of understanding allowing this option was developed and was subsequently in place for at least five full academic years prior to consideration. The standard, for which metrics would be described in the memorandum of understanding, would require sustained “outstanding” contributions in any one mission area, with “important” contributions in a second area [normally research, if outstanding contributions are expected in teaching] and at least reasonable contributions in the third [normally service].

“Outstanding” contributions would be a higher standard than “significant” contributions, and would demonstrate sustained performance at an exceptionally high qualitative and quantitative level. This departmental standard would require approval by the Dean and the Provost. If promotion to Professor was achieved, this configuration could continue as the future basis for the Salary Enhancement for Continued Academic Achievement, assuming that, per the conditions for that award, a supporting work agreement had been approved.

In such a scenario, the proportional value of the mission areas would more closely resemble 70:20:10 rather than 40:40:20.

For these purposes, colleges and schools should develop definitions for “outstanding” contributions and “important” contributions in each of the three mission areas. Promotion to Professor would result in a 10.0% performance-based salary increase.

Proposed revision of the shared portions of the Academic Standards section of the 2016-17 Undergraduate Catalog and the Academic and Professional Standards section of the 2016-17 Graduate Catalog (2/21/17 version)

Members of the committee that developed this document:

Name	Affiliation
Donna Ballard	Potomac State College
Kevin Cimino	Legal Affairs
Phillip Douthitt	Potomac State College
Kendra Fershee	College of Law
Stanley Hileman	Physiology
Katherine Karraker	Graduate Education (chair)
Valerie Lastinger	Eberly College
Lena Maynor	Faculty Senate, Pharmacy
Todd Petty	Davis College
Aimee Pfeifer	Office of the Registrar
Louis Slimak	Academic Excellence and Assessment
Stacy Vander Velde	Office of Student Conduct
Louise Veselicky	Health Sciences

Notes on formatting:

Yellow highlighting is used below to indicate links to a supplementary website that will be maintained separately from the Undergraduate and Graduate Catalogs to provide additional information and resources relevant to academic dishonesty and to appeal processes.

The bullets, numbering, and other formatting below will be adjusted appropriately when these sections are incorporated into the Catalogs.

Note on appeal reviewers:

A table with general information on who handles appeals at each level is attached. A more detailed version of this table that incorporates variations in individuals and committees charged with handling appeals within particular programs, schools, and colleges is being developed and will be maintained on the supplementary website.

Academic Rights, Penalties, and Appeals

The policies described in this section are based on the West Virginia University (WVU) [Board of Governors Policy 15](#), Student Academic Rights. This section expands the general policy to include procedures for undergraduate, graduate, and professional students at WVU (including the Potomac State and WVU Tech campuses).

A student, by voluntarily accepting admission to West Virginia University (WVU) or enrolling in a class or course of study offered by WVU, accepts the academic requirements and criteria of the institution. Normally students may finish a program of study according to the requirements under which they were admitted to the program. However, requirements are subject to change at any time with reasonable notice provided to students. It is the student's responsibility to fulfill coursework and degree or certificate requirements and to know and meet criteria for satisfactory academic progress and completion of the program. Students are expected to adhere to academic requirements and standards in all academic settings, such as classrooms, laboratories, and clinics, and during any activities that are part of academic requirements. Further, WVU students are citizens of a broader academic community. As such, the University expects that every member of its academic community share its historic and traditional commitment to honesty, integrity, and the search for truth. To meet these standards, academic dishonesty is prohibited and is subject to academic penalties. Students who fail to meet academic requirements or standards, including those for avoiding academic dishonesty, may be subject to one or more of the academic penalties described in the [Academic Penalties](#) section.

Any question of interpretation regarding student rights and responsibilities, academic penalties, or appeal processes for final grades, charges of academic dishonesty, or academic penalties shall be referred to the Provost and Vice President of Academic Affairs, the Vice President for Health Sciences, or the divisional campus President, as appropriate, for final determination.

Any behaviors not academic in nature but related to student conduct should be referred to the Campus Student Code as stipulated in [Board of Governors Policy 31](#). Although academic penalties are imposed on students who engage in academic dishonesty according to the procedures described below, findings of academic dishonesty may also be taken into consideration with respect to disciplinary penalties and procedures described in the Campus Student Code.

Academic Rights

Each student at West Virginia University shall have the following academic rights:

1. Right to have his/her performance evaluated solely upon performance as measured against academic standards. The student shall not be evaluated prejudicially, capriciously, or arbitrarily. The student shall not be graded, nor shall his/her performance be evaluated, on the basis of his or her race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression (see [BOG Policy 44](#)).
2. Right to appeal any final grade, charge of academic dishonesty, or academic penalty.
3. Right to access a copy of the University catalog and program documents in which all current program requirements and standards are described (e.g. required courses, total credit requirements, time in residence requirements, special program requirements, minimum grade point average, probation standards, professional standards, etc.).
4. Right to receive course syllabi with descriptions of content and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and costs, grading standards and procedures, professional standards, etc.).
5. Right to assigned grades issued from the instructor of each course to students enrolled in the course consistent with the academic rights set out in the preceding sections.

Definitions and Types of Academic Penalties

Penalties for failure to meet academic requirements or standards

A student at West Virginia University who fails to meet academic requirements or standards will be subject to one or more of the following academic penalties:

1. A lower final grade, including failure of a course. A lower grade or failure of the course can be imposed by the course instructor/coordinator. The grade appealed shall remain in effect until the appeal is completed.
2. Exclusion from further participation in class (including laboratories or clinical experiences). Exclusion of a student from further participation in class prior to any appeal proceedings requires that the course instructor/coordinator obtain approval of the dean of the college or school offering the course.
3. Required repetition or revision of a program requirement, or termination of the student's participation in specific program-related activities.
4. Failure of a program requirement or failure to meet academic standards. Program requirements and standards must be described in the catalog or other program documents provided or available to students. Program requirements may include such items as passing a qualifying exam, maintaining progress on research, developing required technical skills, or meeting professional standards of conduct (including the avoidance of academic dishonesty).

5. Academic probation or suspension at the program, college, or school level for failure to meet program requirements and academic standards, or at the university level for failure to meet grade point average standards. More information concerning [probation and suspension of undergraduate students at the university level](#) is available in the Academic Standards section of undergraduate catalog. More information about [probation and suspension of graduate or professional students at the program, college, or school level](#) is in the Academic Standards section of the graduate catalog as well as in program documents. If a graduate or professional student appeals a penalty of program suspension, the dean of the college or school offering the student's program will determine if the student shall be allowed to continue in the program until the case is determined.
6. Dismissal from a program, college, school, or the university. Dismissal is defined as termination of student status, including any right or privilege to receive some benefit or recognition or certification. A student may be academically dismissed from any program and remain eligible to enroll in courses in other programs at the institution, or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or program at the institution ([BOG Policy 15](#)). If a student appeals a penalty of program dismissal, the dean of the college or school offering the student's program will determine if the student shall be allowed to continue in the program until the case is determined. Dismissal from a program, college, or school must be communicated to the Associate Provost for Undergraduate or Graduate Academic Affairs, the Health Sciences Associate Vice President for Academic Affairs, or the divisional campus President once the time limit for a student appeal has expired or the appeal process has been completed. The Associate Provost, Associate Vice President, or divisional campus President submits a request to the Office of the University Registrar to change the student's status to non-degree. Academic dismissal from the university requires consultation and approval from the student's dean, the Associate Vice President for Academic Affairs (Health Sciences students only), and the Provost's or divisional campus President's Office.

Penalties for academic dishonesty

The term "academic dishonesty" means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters. In addition to the definitions and examples provided below, [supplementary information about types and examples of academic dishonesty is available.](#)

1. **"Plagiarism"** means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual.
2. **"Cheating and dishonest practices in connection with examinations, papers, and/or projects"** include, but are not limited to, (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor or supervisor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University

faculty or staff; and (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

3. **“Forgery, misrepresentation, or fraud as it relates to academic or educational matters”** includes, but is not limited to, (i) wrongfully altering, or causing to be altered, any records; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting records; (iv) furnishing the results of research projects or experiments for the inclusion in another’s work without proper citation; or (vi) furnishing false statements in any University academic proceeding; and vii) providing false or misleading information to gain an academic advantage.

A student at West Virginia University who engages in academic dishonesty will be subject to one or more of the following academic penalties (see the [previous section](#) for full descriptions of those penalties that can also be imposed for failure to meet academic requirements or standards):

1. Course-related academic penalties. When academic dishonesty occurs within the context of a course (including individually supervised courses), the course instructor/coordinator has the option of imposing the following academic penalties, including but not limited to:
 1. Change in assignment or test grade.
 2. A [lower final grade](#), including failure of a course.
 3. A final grade of unforgivable failure (UF). The UF penalty can be recommended by the course instructor/coordinator but must be reported to the Registrar’s Office by the dean of the college or school offering the course after the time limit for a student appeal has expired or the appeal process has been completed, upholding the UF penalty. The student may repeat the course, but the undergraduate D/F repeat process will not be applied to the UF.
 4. Required repetition or revision of the assignment or test.
 5. [Exclusion from further participation in class](#), including laboratories or clinical experiences.
 6. Other course resolutions within the discretion of the course instructor/coordinator.
2. Non-course-related academic penalties. If academic dishonesty occurs either in a course or within the context of program requirements, the academic penalties below may be imposed.
 1. Required repetition or revision of a program requirement, or termination of the student’s participation in specific program-related activities. When academic dishonesty occurs within the context of program requirements and expectations not associated with a specific course (including, but not limited to, completing qualifying exams, conducting research, performing duties associated with a graduate assistantship, performing required service or professional activities, etc.), the student’s program director, supervisor, or chair of an appropriate committee may impose these or similar academic penalties.
 2. [Failure of a program requirement or failure to meet academic standards](#).
 3. [Academic probation or suspension at the program, college, or school level](#) for failure to meet program requirements and academic standards.
 4. [Dismissal from a program, college, school, or the university](#).

General Information about Appeals

Students may appeal any final grade, charge of academic dishonesty, or academic penalty described above and imposed by a course instructor/coordinator, the institution, or its constituent academic units through the procedures described in this section of the catalog with the following exceptions:

- Grades for individual course assignments cannot be appealed except in the context of a final grade appeal or a charge of academic dishonesty.
- University, college/school, or program probation based on failure to meet minimum GPA standards may not be appealed. University suspension of undergraduate students based on GPA may be appealed as described in the [Academic Standards section of the undergraduate catalog](#).
- Disciplinary penalties imposed by the Office of Student Conduct, including but not limited to probation, suspension, or expulsion from the university, may not be appealed through this process. Refer to the Campus Student Code for procedures to appeal disciplinary penalties, including those for academic dishonesty.

The primary purpose of the appeal procedure is to allow review of a final grade, charge of academic dishonesty, or academic penalty in cases where a student believes that due process was not followed or that the grade, charge, or penalty was imposed unfairly or inconsistently with course, program, and university standards and regulations. Students have the right to appeal a final grade, charge of academic dishonesty, or academic penalty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation, or reflects discrimination based on criteria listed in [BOG Policy 44](#). Additional grounds for appeal may include: unreasonable severity of the penalty; demonstrable prejudice in the decision-making process; a belief that the evidence does not support the finding of responsibility (in the case of academic dishonesty) or the choice of penalty; or additional evidence or new information that was not considered in determining the penalty. [Further guidance for students on preparing an appeal](#) is available.

If a student does not appeal a final grade, charge of academic dishonesty, or academic penalty, fails to follow the appeal procedures described below, or does not attend a scheduled meeting regarding the appeal, the final grade, charge of academic dishonesty, or academic penalty will be upheld, regardless of whether or not the student is still enrolled in the course or program.

The Appeal Process

Steps in the appeal process

The following is a summary of the steps in the appeal process. In addition, [a detailed list of the steps involved in each type of appeal](#) is available to assist students, instructors, and administrators in managing the appeal process.

- Students are notified of final grades, charges of academic dishonesty, and other academic penalties.

- Students are informed of final grades for courses at the end of each academic term through the [WVU Portal](#).
- The person making a charge of academic dishonesty must notify the student in writing via WVU e-mail of the charge and penalty within 10 class days* of discovering the infraction.
- The individual or chair of the committee who imposed an academic penalty must notify the student in writing via WVU e-mail of the academic penalty.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or chair of the relevant committee who reported a final grade, made a charge of academic dishonesty, or imposed an academic penalty to express their concerns and attempt to resolve the issue. The individual or committee chair, or another informed individual, must [meet with the student](#) to provide information and evidence forming the basis for the grade, charge, or penalty.
- Level 1 appeal (for [final grades](#), [charges of academic dishonesty](#), and [academic penalties](#)):
 - The student may begin an appeal by submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer named [here](#) within the time limit provided [here](#). The student's appeal must include the documentation and evidence forming the basis of their appeal. In the case of a charge and/or penalty for academic dishonesty, the student may appeal the charge, the penalty, or both.
 - The individual or committee that gave the grade, made the charge, or imposed the penalty must provide all relevant documentation (including the criteria for determining the student's final grade in the case of a final grade appeal) to the Level 1 appeal reviewer upon their request.
 - The Level 1 appeal reviewer assesses the available [evidence](#) and makes a decision about the appeal based on that evidence. The reviewer communicates the decision in writing via WVU e-mail to the student and other individuals or committees that have been involved in the grade, charge, penalty, or appeal to that point and reports the outcome of the appeal via the [University Academic Penalty and Appeal Repository](#). In the case of a final grade appeal, the Level 1 appeal reviewer ensures that a grade modification is submitted if necessary.
 - If the student accepts the Level 1 appeal decision, the appeal is concluded.
- Level 2 appeal (for [final grades](#), [charges of academic dishonesty](#), and [academic penalties](#)):
 - If the student does not accept the Level 1 appeal decision, the student may continue their appeal by submitting a written appeal via WVU e-mail to the Level 2 appeal reviewer named [here](#) within the time limit provided [here](#).
 - The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer. Both the student and other individuals or committees may provide additional information if they wish.
 - The Level 2 appeal reviewer assesses the available [evidence](#) and makes a decision about the appeal based on that evidence. The reviewer communicates the decision

in writing via WVU e-mail to the student and other individuals or committees that have been involved in the grade, charge, penalty, or appeal to that point, including the Level 1 appeal reviewer, and reports the outcome of the appeal via the [University Academic Penalty and Appeal Repository](#). In the case of a final grade appeal, the Level 2 appeal reviewer ensures that a grade modification is submitted if necessary.

- If the student accepts the Level 2 appeal decision, the appeal is concluded. If the appeal concerned a final grade, a charge of academic dishonesty without a penalty of program suspension or dismissal, or an academic penalty other than program dismissal, the appeal is concluded.
- Level 3 appeal (for suspension from a program for academic dishonesty or dismissal from a program):
 - If the penalty is suspension from a program for academic dishonesty or dismissal from a program, the student may continue their appeal by submitting a written appeal via WVU e-mail to the Level 3 appeal reviewer named [here](#) within the time limit provided [here](#).
 - The Level 3 appeal reviewer may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. In the case of an academic penalty of program suspension or dismissal based on academic dishonesty, a hearing is required. SAHC procedures follow.
 - Members are appointed to the SAHC at the discretion of the Level 3 appeal reviewer and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student's program; at least one should be from outside the program offering the course or the student's program.
 - The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, the meeting will proceed as scheduled.
 - The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the individual or committee conducting the appeal.
 - In addition, for cases involving program suspension or dismissal based on academic dishonesty, the student may be accompanied to the hearing or meetings by an attorney, who may question witnesses and make arguments on behalf of the student.
 - Witnesses may be called by any of the parties involved.

- A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
 - The Level 3 appeal reviewer assesses the available [evidence](#), including the recommendation of the Student Academic Hearing Committee, when available, and makes a decision about the appeal based on the evidence and recommendation. The reviewer communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the Levels 1 and 2 appeal reviewers.
 - The appeal is concluded.
- Disciplinary penalties for academic dishonesty: The individual or committee that charged the student with academic dishonesty, or the Level 1, 2, or 3 appeal reviewers may determine, in their judgment, that in addition to the academic penalty already assigned, the academic dishonesty rises to a level of significance warranting a potential disciplinary penalty of University probation, suspension, or expulsion. Examples of such cases and guidance in making this decision is [available](#). In this case, they may refer the matter to the Office of Student Conduct. The Office of Student Conduct may also choose to pursue disciplinary penalties based on evidence of repeated instances of academic dishonesty by a student submitted to the [Academic Penalty and Appeal Repository](#). The Office of Student Conduct shall then undertake student disciplinary proceedings consistent with WVU BOG Policy 31 and the Campus Student Code. These proceedings do not affect the academic penalty. If the disciplinary proceedings under the Campus Student Code result in a finding that the academic offense does not warrant additional disciplinary penalty, the case is closed and only any academic penalty imposed and upheld through the academic appeal process will apply.

Time limits for steps in the appeal process

	Student files initial or continuation of appeal	Decision about appeal communicated to student
Level 1		
Final grade appeal	10 class days after grade is posted	10 class days after student submits appeal
Academic dishonesty charge	10 class days after charge is sent to student	10 class days after student submits appeal
Academic penalty	10 class days after penalty is sent to student	10 class days after student submits appeal
Level 2 (all types of appeals)	10 class days after decision at Level 1 is sent	10 class days after student submits Level 2 appeal

Level 3 (appeals of suspension/dismissal only)	10 class days after decision at Level 2 is sent	At discretion of the Provost's Office
*Class days are defined as days during which the University is open and classes are officially in session. If classes are canceled for the University as a whole for part or more of a day, the day will not be deemed a class day.		

Communication about appeals

All communication with a student concerning an appeal must come directly from, or be directed to, the student. Although students and others involved in the appeal process may consult with third parties, appeals and communication about appeals should be conducted between the student and individuals or committees charged with reviewing the appeal. Communication may take place through written documents, e-mail (using official University e-mail accounts whenever possible), and direct contact (telephone, face-to-face meetings, etc.). Decisions at each level of appeal must be communicated to the student and other individuals involved with the appeal at prior levels in writing transmitted via WVU e-mail. In addition, all penalties for academic dishonesty and the outcomes of all appeals must be reported to the [University Academic Penalty and Appeal Repository](#).

Responsibility for appeal decisions

Detailed information about [which individuals or committees are responsible for handling different types and levels of appeals](#) is available. These individuals may defer this responsibility to a designee or to a standing or ad-hoc committee. In some cases, program, college, or school documents may provide additional guidance on who is charged with reviewing specific types of appeals. Any disagreements about who is responsible for appeal decisions will be resolved by the Associate Vice President for Academic Affairs in Health Sciences, the Associate Provost for Undergraduate or Graduate Academic Affairs, or the divisional campus President.

Evidence and meetings concerning appeals

Individuals and committees reviewing appeals may convene individual or joint meetings or request additional materials to collect further evidence. The student may be accompanied to meetings concerning the grade, charge, penalty, or appeal by a person of his or her choice from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the individual or committee conducting the appeal. Note that some Level 3 [Student Academic Hearing Committee meetings](#) may allow the presence and participation of an attorney.

WHO REVIEWS APPEALS (general framework for supplementary table)			
Type of Appeal	Level of Appeal		
	Level 1	Level 2	Level 3
Appeal of final grade	Chair of the course instructor's/coordinator's department or the chair of the department defined by the subject code of the course	Dean of the college or school in which the course is offered	
	(Where student should call or write to get this information within each college/school)	Contact information for the appropriate person in each college/school (phone and e-mail)	
Appeal of charge of and/or course-related penalty for academic dishonesty	Chair of the course instructor's/coordinator's department or the chair of the department defined by the subject code of the course	Dean of the college or school in which the course is offered	
	(Where student should call or write to get this information within each college/school)	Contact information for the appropriate person in each college/school (phone and e-mail)	
Appeal of charge of and/or program-level penalty for academic dishonesty			If penalty is program suspension or dismissal: Associate Provost for Undergraduate Education (undergraduate students), Associate Provost for Graduate Academic Affairs (graduate and professional students)
Department-based programs	Chair of the department in which the program is administered	Dean of the college or school in which the program is administered*	
	(Where student should call or write to get this information)	Contact information for the appropriate person in each college/school (phone and e-mail)	
Non-department-based Health Sciences programs	Dean of the school in which the program is administered	Associate Vice President for Academic Affairs (HSC)	
	Contact information for the appropriate person for each of these programs (phone and e-mail) - or where student should call or write to get this information	Contact information for this person	
Appeal of academic penalty (other than course-related penalties)			If penalty is program dismissal: Associate Provost for Undergraduate Education (undergraduate students), Associate Provost for Graduate Academic Affairs (graduate and professional students)
Department-based programs	Chair of the department in which the program is administered	Dean of the college or school in which the program is administered*	
	(Where student should call or write to get this information within each college/school)	Contact information for this person	
Non-department-based Health Science programs	Dean of the school in which the program is administered	Associate Vice President for Academic Affairs (HSC)	
	Contact information for the appropriate person in each of these programs (phone and e-mail) - or where student should call or write to get this information	Contact information for this person	
*In Health Sciences, deans must consult with the Associate Vice President for Academic Affairs (HSC) concerning any appeals of suspension or dismissal.			