

Minutes  
West Virginia University Faculty Senate  
Monday, April 13, 2015

1. Jennifer Orlikoff, Faculty Senate Chair, called the meeting to order at 3:17 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Clement, D.	Griffith, R.	Maynor, L.	Sand-Jecklin, K.
Ameri, S.	Cottrell, L.	Haines, K.	Mays, M.	Sowards, A.
Anderson, K.	Crosno, J.	Harris, T.	McCusker, B.	Sperow, M.
Atkins, C.	Davari, A.	Hartley, D.	McTeer, M.	Srivastava, A.
Attaallah, A.	Davis, D.	Hileman, S.	Montgomery-Downs, H.	Stolzenberg, A.
Bastress, R.	Deshler, J.	Hornsby, G.	Nutter, R.	Tou, J.
Bergner, G.	DiBartolomeo, L.	Hostuttler, L.	Orlikoff, J.	Turton, R.
Billings, H.	Dietz, M.	Jacknowitz, A.	Peace, G.	Utzman, R.
Bonner, D.	Elmore, S.	Jaczynski, J.	Prudhomme, J.	Valenti, M.
Boone, D.	Eschen, E.	Johnston, A.	Reddy, R.	Vester, M.
Bowen, E.	Etheredge, S.	Kale, U.	Reymond, R.	Vona-Davis, L.
Brazaitis, M.	Famouri, P.	Kirby, B.	Rockett, I.	Walter, S.
Brock, R.	Ferrara, L.	Kleist, V.	Rowlands, A.	Waterson, R.
Brooks, R.	Finkel, M.	Li, B.	Ruscello, D.	Weed, S.
Bryner, R.	Fint-Clark, R.	Lofaso, A.	Ryan, K.	Weihman, L.
Campbell, L.	Funk, A.	Mandich, M.	Salm, A.	Wilcox, G.
Claycomb, R.	Graves, C.	Matak, K.		

Members Excused:

Bass, A.	Donley, D.	Harner, J.	Merrifield, J.	Regier, M.
Cohen, S.	Downes, M.	Hauser, D.	Miltenberger, M.	Riedel, B.
Connors, J.	Fisher, S.	Hutson, Z.	Murray, P.	Rose, T.
Cronin, A.	Gilleland, D.	Ibrahim, M.	Proudfoot, C.	

Members Absent:

Baldwin, C.	Johnstone, R.	Mucino, V.	Rishel, C.	Tippets, W.
Balian, A.	Kromar, R.	Murphy, E.	Sadler, J.	Tveter, K.
Burnside, J.	Lively, M.	Perna, N.	Scott, D.	Whiteman, C.
Giacobbi, P.	Lorimer, D.	Petty, T.	Sherlock, L.	Yang, H.

Faculty Senate Officers Present:

DiBartolomeo, L.	Nutter, N.	Stolzenberg, A.	Titolo, M.	Turton, R.
Griffith, R.	Orlikoff, J.			

2. Chair Orlikoff moved for approval of the [minutes](#) from the Monday, March 9, 2015 meeting.  
Motion carried.
3. President E. Gordon Gee reported the following:
  - We introduced seven bills in the legislature, all of which passed in one form or another. We experienced significant budget reductions in some areas but, more importantly, received greater freedom in terms of making personnel and other decisions for the University. The legislature is very open to working closely with us.

- Zito Sartorelli has accepted an offer to become chancellor at the University of North Carolina Wilmington. Nancy McIntyre will serve as interim dean. She has a great deal of experience and will continue the momentum established by the College of Business and Education.
- He commended the provost for reopening the search for the Dean of Eberly College. We need to hire people worthy of this institution.
- The fundraising campaign for faculty and staff, the Gold Blue and You Campaign, runs through the end of May. It's an opportunity for us to give back to the University and to send a strong signal to our donors that we care about this institution.
- Hannah Clipp has become the first WVU student to earn both a Udall and a Goldwater scholarship. She developed a passion for wildlife and a young child, and hopes to become a wildlife biologist.
- Our recruitment is going very well. We recently hosted a great group of new Bucklew Scholars on campus.
- We opened the new Monongalia County Ballpark, a public/private partnership with the county. It provides a wonderful view of the University and the city.

4. Provost Joyce McConnell reported the following:

- Three candidates for Honors Dean will be visiting campus over the next two weeks.
- She is awaiting the faculty and committee reports for the Law Dean search.
- The search for the Eberly College Dean was re-launched with the help of a search firm. Candidates will visit campus in the fall.
- She met with the research deans to discuss what we need to be doing to improve the research environment. Everyone agreed that we have made significant progress, and that we have already begun to address all of the needs identified by the team.
- Next year is the 50<sup>th</sup> anniversary of the creation of the National Endowment for the Arts and the National Endowment for the Humanities. We want to spend the year having a public conversation about the importance of the arts and humanities. Our goal is to make ourselves known nationally as a university that emphasizes the importance of the humanities along with STEM disciplines and social sciences.
- Our student profile is continuing to improve. Graduation rates are also increasing. Although we are unsure of the correlation between these increases and our focus on student success, we are pleased with the results.
- The plan to integrate the promotion and tenure processes at health sciences with those of the other colleges on campus is working extremely well. She thanked Louise Veselicky for working with her to make that happen.
- We are excited about where we stand regarding what we might be able to do on the Beckley campus, what kind of students we will attract, and the degree to which we will be able to form partnerships. We will know by the end of April whether we will absolutely close on the deal.

5. Chair Orlikoff reported the following:

- Over spring break, she traveled to the Royal University for Women (RUW) in Bahrain as a visiting faculty member. She was accompanied by eight honors college students, Cate Johnson from the ASPIRE office, and David Stewart from International Student Life & Global Services. While there, she served as moderator for a debate on "The Role of Women

in the West and the East: Myths and Realities.” The debate included students from WVU, RUW, and the University of Cambridge. We established a strategic relationship with RUW in 2006. RUW was founded by the Al Zamil family, which includes four distinguished WVU alumni.

- April is Sexual Assault Awareness Month. A panel discussion, “moMENTum: Male Perspectives on Sexual Assault Prevention,” will be held on April 16 at 6:00 p.m. in the Mountaineer Room of the Mountainlair. A Critical Conversations roundtable discussion about gender related hostility on campus will be held April 23 at 8:00 p.m. in the Shenandoah Room of the Mountainlair.
  - The attendance policy committee will be meeting this week to consider data submitted by the athletic department, as well as input from several other parties.
  - Elizabeth Dooley will present the revised academic dishonesty process at the May Faculty Senate meeting.
6. The candidates for Faculty Senate Chair-Elect, Rebecca Fint-Clark, Joe Prudhomme, Lena Maynor, and Ramana Reddy, addressed the Senate. [Annex IA](#).
7. Matt Valenti, Chair-Elect, Curriculum Committee, moved for approval of the following reports:
- [Annex I](#), New Courses Report. Motion carried.
  - [Annex II](#), Course Changes Report. Motion carried.
  - [Annex III](#), Capstone Courses Report. Motion carried.
  - [Annex IV](#), Monthly Alterations Report. Accepted following minor revisions.
- Dr. Valenti also reported the following:
- New programs and program changes can now be submitted on-line at <https://futurecatalog.wvu.edu/programadmin/>.
  - The curriculum committee agreed to set a one credit minimum for variable credit courses. The Office of the University Registrar will provide exceptions on a college-by-college basis in consultation with their academic dean.
  - Guidelines for course titles are being finalized for consideration by the Faculty Senate.
8. Lena Maynor, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:
- [Annex V](#), GEC Actions. Motion carried.
  - [Annex VI](#), GEC Audits. Accepted.
9. Elizabeth Dooley, Associate Provost for Undergraduate Academic Affairs, and chair of the calendar committee, moved for approval of [Annex VIII](#), Calendar Guidelines. Motion carried.
10. Heather Billings, Chair, Teaching and Assessment Committee, moved for approval of [Annex IX](#), Changes in Implementation Dates for Revised Student Evaluation of Instruction (SEI) Pilot. Motion carried. Dr. Billings also presented [Annex X](#), Draft Requirements for Student Evaluation of Instruction Tool.

11. Roy Nutter, ACF Representative reported the following:
- New institutional requirements under HEPC series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities, include a transfer and substitution appeals process.
  - A reverse transfer rule is near completion. The rule will apply to students who transfer from a 2-year program to a 4-year program. Upon completion of a bachelor's degree, credits will transfer back to the first institution and allow the student to also be awarded a 2-year degree.
  - Series 59, a proposed rule concerning awarding undergraduate college credit for prior learning, is out for comment. Each institution will set its own policy regarding which type of experiential credit will be allowed. Credit for prior military training may be considered.
  - HB 2867 requires HEPC to work with private institutions as well as public institutions concerning recommendations for higher education course credit transfer.
  - SB 425, the higher education foundation investment bill, passed and has been signed by the governor. It removed the cap for Marshall, WVU, and the WV School of Osteopathic Medicine to invest non-appropriated funds and private donations.
  - SB 455, relating to higher education procurement and payment flexibility, passed and was signed by the governor.
  - SB 439, which is a fix for SB 330, passed and was signed by the governor. It removes the relative market equity provision and does not require a uniform system of classification for faculty or non-classified staff.
12. Robert Griffith, BOG representative. No report. The Board of Governors will meet on April 30 and May 1, 2015.
13. The results of Faculty Senate election are presented in [Annex VII](#).
14. The meeting adjourned at 4:31 p.m. to reconvene on Monday, May 11, 2015.

Judy Hamilton  
Office Administrator

Rebecca M. Fint-Clark, Faculty Senate Chair-Elect Nominee, West Virginia University

It is truly an honor to be nominated for consideration as the Chair-Elect of the Faculty Senate at West Virginia University. I have had the great opportunity to serve as the 4-H & Youth Development Extension Agent in Monongalia County for the past seven years- I have been a faculty senator for five years and a proud member of the Service Committee for six years. I have served as Chair of the Service Committee previously and am currently serving as the Chair-Elect.

Although often looked at as the “non-traditional faculty member” at West Virginia University or referred to as “field faculty”, it is with great pride that I have the opportunity to fulfill the mission of the land-grant institution model by using expertise and knowledge to educate community members and youth throughout Monongalia County and West Virginia. I reach nearly 8,000 youth annually with life skill development programming focused on STEM, healthy living, and citizenship. This is conducted via 4-H camps, community clubs, afterschool programs, and school enrichment programs. As a land grant institution, it is my role to serve West Virginia University and our youngest WVU students- 4-H members. I grew up in the small town of Aurora, WV in Preston County and have always been a Mountaineer, but officially so when I started 4-H at the age of 9. With that being said, I feel confident with my expertise in the policies regarding degrees, curriculum, programming, and planning that are associated with the role of Chair-Elect.

Prior to my appointment as an Extension Agent, I served as a Program Specialist with the Mountain region of the Health Sciences and Technology Academy (HSTA) through the WVU Health Sciences Center. I graduated with a Bachelor’s of Science in Physical Education from WVU in 2004 and a Master’s of Public Health from WVU in 2006. Through my experiences as a student, staff member, and faculty member, I have learned much about the needs of the University.

If elected as the Chair-Elect of the Faculty Senate, my goals would include:

- Continue working to put the greater good of the University population, including faculty, staff, and students, above all else. I would educate myself and others on issues prevalent to the University and work with others to determine the best steps in celebrating accomplishments and resolving challenges.
- Working with committees and committee members to ensure that their goals are being determined and met. I plan to meet with committee members and chairs regularly to work as a team on all aspects of West Virginia University and the responsibilities that come with academic and professional manners.
- Determine modifications that need to be made to the structure of the Faculty Senate, if necessary. I am not afraid of change, if it makes sense to the betterment of West Virginia University. I would plan to meet with individuals from all levels to determine needs, ideas, and values that could benefit faculty, staff, and students at West Virginia University.

I am proud of the time I have spent at West Virginia University on all levels and take great pride in being a Mountaineer. It would be an honor to represent the faculty, overall, in this capacity. I have the ability to make my voice be heard and believe that my personality and work ethic would prove to be an asset to the Faculty Senate. Thank you for the consideration.

Joe Prudhomme

Dear fellow senators,

My goals include the following:

- 1) To preside over our meetings in a friendly, efficient, fair, and even handed fashion.
- 2) To accurately and eloquently articulate the sentiments of the Faculty Senate in any situation where questions may arise.
- 3) To increase the non-partisan political engagement of the WVU Faculty Senate and its individual members so that we may more effectively impact the state and national policies that affect us. (PEIA, Obamacare, state budget cuts to higher education, and state wide salary freezes come to mind.)
- 4) To create strategies to cultivate personal relationships between our faculty and our successful alumni, friends, and philanthropic donors who share common interests. The goal would be to focus some of the philanthropy on an individual or project level, establishing an ongoing, interactive relationship. This type of relationship is rewarding for the donor and the recipient, encouraging additional gifts and encouraging the donor to recommend such giving to friends and family.

My relevant qualifications include:

WVU Faculty Senator for four years with service on several committees and excellent attendance record

Associate Professor of Orthopaedic Surgery at WVU for eight years

Marketing Director for WVU Department of Orthopaedic Surgery

Recipient of WVU BRAVO award for the past two years (Top three percent in patient satisfaction)

Past President West Virginia Orthopaedic Society

Host Doctors on Call television show (PBS live call in show with medical themes)

Board Examiner for the American Board of Orthopaedic Surgery

Non-partisan Political Activist

Married to a coal miner's daughter from southern West Virginia

Father of two daughters just beginning to think about college

I would be honored to serve as your Faculty Senate President. I would appreciate your vote!

Lena Maynor

I have been a faculty member at WVU School of Pharmacy since 2007 and am currently the Director of Advanced Pharmacy Practice Experiences, the final experiential year of our program. My responsibilities related to this position include training nearly 300 practicing pharmacists that teach our students as part of the experiential program, providing students with orientation to the experiential program, and addressing academic and professionalism issues that arise during experiential rotations. I have served as the Chair of the School of Pharmacy Curriculum Committee since 2010, and I currently serve as the Chair of the School of Pharmacy Steering Committee for Curricular Revision as we undergo the process of completely revising our program's curriculum. These opportunities within the School of Pharmacy have provided me with a considerable amount of experience in working with varied groups of individuals with specific aims and priorities, consensus building, and mediating conflict while working toward a specific goal. I believe this type of experience would serve me well as the Chair of the Faculty Senate.

In addition to my school-based service, I have gained considerable curriculum development and assessment experiences as a previous member and current Chair of the Faculty Senate GECO Committee. As you know, the GECO Committee has been very active this year, making a concerted effort to have all courses within the current GEC up to date on audits, submitting proposals for criteria for assessment of individual courses in the new General Education Foundations (GEF) to the GEF implementation team, and evaluating how the committee functions practically and evaluating the need for changes. I have been very involved in the transitional planning for the new GEF through this committee, which I believe will be of particular importance in the 2016-2017 academic year as the new GEF will be implemented during this time frame.

Based on my experience within the Senate, I believe it is important that Faculty Senate committees have clarity and are able to focus on their charges, in order to efficiently carry out their responsibilities. Helping committee chairs in evaluating needed changes to committee priorities or workflow is of particular interest to me. Given the transition to the new GEF in particular, it will be very important for the GECO Committee to continue to assess its role, general workflow processes, and priorities in order to best serve the goals of the new GEF. Additionally, efforts to educate faculty with GEF courses regarding the transition process and syllabus building with an emphasis on LEAP related outcomes will be extremely important over the next two academic years. I would like to continue to explore ways to effectively and efficiently educate the large number of faculty affected by the new GEF.

Given my work as a pharmacist, I am very interested in initiatives that improve the health and well-being of faculty. Issues with PEIA have been ongoing for several years, and it is very important for the Faculty Senate to continue to focus effort in improving the levels of medical and prescription benefit coverage at a reasonable, equitable cost. Additionally, I am very interested in exploring various efforts to improve faculty well-being across campus to maximize the number of faculty that have convenient access to current services and potentially expand the services offered.

Over the past academic year, the need for culture change on campus has been discussed in various venues. It is important that we, as faculty, look for ways to help our students move toward this change. I am very interested in working collaboratively with stakeholders across campus to determine effective actions that can be taken. I have a particular interest in culture change related to use of alcohol and drug abuse, including prescription drug abuse, and the resulting consequences of those actions.

In closing, my experiences both within Faculty Senate and other areas of the University have provided me with important skills that would be very valuable as the Chair of the Faculty Senate. I have particular interest in finding ways to help Faculty Senate committees complete their service effectively and efficiently, the transition to the new GEF, and globally, finding effective ways to promote the health and well-being of the faculty as whole.

### **Ramana Reddy, Professor of CS & EE, Statler College**

**My vision for the Faculty Senate** - Rapid changes in technologies, education delivery methods, changing character of job market and societal demands for cost reduction are forcing universities to re-think the traditional paradigms. Faculty are on the frontline to implement any new policies that may result from this trend and therefore should be actively involved in shaping the policy. The Faculty Senate now has a major responsibility to make sure the recommendations of the various Senate Committees will not become mere “advisory opinions.” The Senate should re-examine its constitution, committee structures, and the mechanism by which it gathers faculty input so as to create a model of “shared governance” thereby empowering the Faculty to become true stakeholders in policy making. If I were to be elected as the Chair, this would be my main focus. That said, I hasten to add that this should not be taken as a criticism of the current state of affairs, but rather a focus on the future.

**What are my qualifications to be entrusted with this great responsibility?** - Even though I am a WVU-lifer, I developed extensive working relationships with faculty from around the world including most of Europe, Japan and China as well as US universities like Carnegie-Mellon, where I worked on several joint research projects starting with my sabbatical in 1980. Through these associations, I gained valuable insights into how the best universities function. I built my career based on three fundamental principles: a) if you don’t like the place, where you work, make it better instead of leaving; b) if you need resources to make your vision come true find them yourself and c) being a professor and an entrepreneur are not mutually exclusive. During the many decades of service at WVU, I did a number of things (of course, with the help of many colleagues and bosses) that have benefited the University at large, as well as the people of West Virginia. I will list a few here:

1. During the mid-1980s, WVU was not a node on the Internet as it did not have a defense research contract – a requirement at that time. I worked with administrators and faculty at Carnegie-Mellon as well as DARPA (the Defense Research Agency) to get a defense research subcontract to WVU and leverage it to make WVU a node on the Internet.
2. In 1985, through a newspaper article, I floated the idea that West Virginia could develop a software industry as it requires minimal infrastructure investment. This idea was embraced by Senator Robert Byrd, which came to be known as the Software Valley Initiative (SVI). Much of the software industry you see around West Virginia and institutions like the NASA IV&V and the FBI can trace their roots to the SVI.
3. To prove that a software industry is feasible in West Virginia, I created the first software company with WVU-licensed technology. This company, **IntelliSys**, was subsequently acquired by Bell Atlantic in 1987 and became the Bell Atlantic Knowledge Systems. I also led the initiative to create the Ph.D. program in CS and add five more tenure-track positions with research funding to support the emerging software industry.
4. Research done in my lab under a 7-year, \$9M competitive grant from the National Institutes of Health (NIH) resulted in the first Web-Based Medical Record. This research was featured in the Wall Street Journal, ABC World News and even in the newspaper, Le Monde among others. This publicity culminated ultimately in a Wall Street funded start-up company (under license from WVU), which was subsequently acquired by a Fortune 100 company. Some part of this company is still located on the High Street.
5. In my capacity as “Senior Advisor to the President and the Provost” in 1987 I formulated the plan now known as the “Research Incentive salary Program”, which provides up to 20% more salary to faculty, who have externally supported research programs.
6. When physical facilities on campus were not available for my research, I worked with the county commissioners and bankers to construct the first research building near the Airport to house my lab. Subsequently in 1990, I used research funds to redevelop a DoE owned (and donated to WVU) empty shell on the Chestnut Ridge Road to house the Concurrent Engineering Research Center led by me.

I have done many more “good deeds” like this, but this list should suffice to give an indication of my mindset as well as my capabilities to make things happen. If I am elected, I will work with the faculty and the administration to enable WVU to climb higher. I respectfully ask you to consider my record and give me a chance to be the next Senate Chair.



To: Faculty Senate Executive Committee  
 From: James Harner, Chair  
 Date: March 30, 2015  
 Re: New Course Report

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
ARE 484: Agribusiness Strategic Management	Agriculture Natural Res & Dsg	3	Senior standing	This course is designed to enhance understanding of business strategy formulation and implementation. The course provides a balance between theoretical concepts, principles, and practice of agribusiness management. Case studies are used to illustrate the crafting, implementation, and execution of optimal strategies.	This will be a required course in the revised Agribusiness Management curriculum. It is intended to be a challenging but exciting course for Agribusiness Management majors. It is first and foremost a course about “strategy” and about “managing for success.” The course centers upon the theme that a company achieves sustained success if and only if its managers (1) formulate an astute “game plan” and (2) implement and execute the game plan with some proficiency. This class shall try to “prove” how and why doing a good job of strategizing almost always leads to improved business performance. The course will cover key concepts and analytical tools associated with the crafting, implementation, and execution of agribusiness strategy. A case study approach will be used. This upper level course will build upon and blend all of the skills that students have been developing in their lower level coursework.
ARBC 305: Advanced Arabic Structure	Arts and Sciences	3	ARBC 204	A lecture and discussion course designed to develop communicative abilities in Arabic at the intermediate-advanced level. Particular emphasis on reading authentic texts and reviewing Arabic structures; integrating grammar and vocabulary practices; and reading, discussing, and writing short essays about a variety of texts that tackle social and cultural issues related to the Arab world.	As Arabic is an official critical language in the United States, the importance of advanced fluency in Arabic is rising. The growing interest in Arabic Studies among WVU students is suggested by the high enrollment in Arabic courses and the strong demand for creating the minor in Arabic Studies. The commitment of the Department of World Languages, Literatures, and Linguistics to the development of Arabic and Arabic studies was reflected in its decision to hire a full-time, tenure-track professor in the area in 2012 to create an Arabic Studies program. This is a lecture and discussion intermediate-advanced level course that is designed to further develop students’ communicative abilities in Arabic, with particular emphasis on reading authentic texts and reviewing Arabic structures. This course is one of the Arabic Studies minor requirements.
ARBC 306: Readings in Arabic	Arts and Sciences	3	ARBC 204	A lecture and discussion course designed to develop knowledge of Arabic structures and vocabulary practices through reading, writing, and translating linguistically relevant authentic texts from Arabic media resources and Al-Kitaab at the intermediate-advanced level in Modern Standard Arabic.	As Arabic is an official critical language in the United States, the importance of advanced fluency in Arabic is rising. The growing interest in Arabic Studies among WVU students is suggested by the high enrollment in Arabic courses and the strong demand for creating the minor in Arabic Studies. The commitment of the Department of World Languages, Literatures, and Linguistics to the development of Arabic and Arabic studies was reflected in its decision to hire a full-time, tenure-track professor in the area in 2012 to create an Arabic Studies program. This is a lecture and discussion intermediate-advanced level course that is designed to further develop students’ communicative abilities in Arabic, with distinct focus on writing descriptive and narrative short essays and translating authentic texts. This course is one of the Arabic Studies minor requirements.

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
BIOL 320: The Total Science Experience: Genomics	Arts and Sciences	2	BIOL 219	Biological research experience incorporating critical skills of being a research scientist, including writing grant proposals, manuscripts, and materials for presentation of results in a public forum. Students conceive, design, propose, execute, analyze, and report an experiment with a genomics focus. Fulfills the capstone requirement in Biology and provides a realistic exposure to joys and challenges of performing scientific research.	This course is a modification of the long-standing Biology capstone, BIOL 321, The Total Science Experience. We have developed a new version of this course that focuses on genomics-related research questions rather than ecological questions, as in the original course. This was in response to requests from our undergraduates, who are often biomedically-oriented. The new section provides the students with background and experience in genomics, a burgeoning field that touches virtually all biological disciplines.
BIOL 423: Biochemistry of Nucleic Acids and Proteins	Arts and Sciences	3	AGBI410 Intro Biochem or equivalent	Focuses on the biochemistry of proteins and nucleic acids, with an emphasis on application of advanced knowledge to contemporary problems in cell biology, neuroscience, and immunology. Develops critical thinking, predictive, and problem-solving abilities that prepare students for health-related professional/graduate schools and the biotech industry.	This is an advanced undergrad biochemistry course focused on proteins and nucleic acids. It complements with AGBI410 (Intro Biochem) and CHEM462 (Biochem II, which focuses on lipids, carbohydrates and metabolism), and is part of the core curriculum for the inter-college undergrad Biochemistry Program. This course is also a Group I elective for Biology BS students and will count toward the Biology major and minor. The objective of this course is to equip students with advanced knowledge in protein biochemistry and molecular biology. Such knowledge will better prepare the students for health-related professional/graduate schools and biotech industry.
FLIT 316: Arab Women Writers	Arts and Sciences	3		Study of works by Arab women writers, created originally in Arabic and English, selected to introduce students to the literary traditions and historical contexts within which Arab women's writings are situated and to explore the themes and genre issues of those writings.	As Arabic is an official critical language in the US, the importance of advanced fluency in Arabic is rising. The growing interest in Arabic Studies among WVU students is suggested by the high enrollment in Arabic courses and the strong demand for creating the minor in Arabic Studies. The commitment of the Department of World Languages, Literatures, and Linguistics to the development of Arabic and Arabic studies was reflected in its decision to hire a full-time, tenure-track professor in the area in 2012 to create an Arabic Studies program. This course will be one of several upper-division courses in Arabic, FLIT, and FCLT that are needed to be able to offer a projected Arabic Studies Minor and eventually an Arabic Studies Major. Currently, there are no regular upper-division Arabic courses in the catalog except for special topics courses. The course will increase the Department curricular options and will fulfill the WVU General Education Curriculum (GEC).
HIST 439: History of Modern Mexico	Arts and Sciences	3		Focusing on the 19th and 20th centuries, this course explores the peoples and cultures of Mexico from conquest to the present, including Spanish colonial period, Independence wars, early Republic, Mexican-American War, Revolution, Golden Age, and post-NAFTA period.	History of Mexico will help bolster the Department of History's offerings in Latin America. Currently, we have curricular offerings that demonstrate the department's strengths in the history of Europe, Africa, and the United States. There are a few courses in Latin American history, but predominantly at the survey level; all other regions in the History Department have many offerings at the 300 and 400 level. Latin America does not. Adding the History of Mexico at the 400 level will begin to strengthen this region for our undergraduate and graduate students, in addition to complementing the University's Latin American Studies program

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
POLS 523: Religion and Politics	Arts and Sciences	3		This course examines contemporary research on how religion and religious institutions affect politics and vice versa. The focus is on American politics, but the effects of religion on politics in other nations will also be discussed.	In recent years, the influence of religion on politics in the United States has received increasing attention from both scholars and the popular media. Many observers feel the role of religion in political advocacy and policy making has expanded, the constitutional separation of religion and government has been frequently re-examined, and incidents of religious violence have brought increasing attention to interactions between religion and the state. The volume and sophistication of the scholarly literature on politics and religion has increased dramatically as well, with work on religion and politics frequently appearing in leading political science journals in recent years. The Department of Political Science does not currently offer a course that focuses on this important and growing subfield. This will be an elective course. It will contribute to students' preparation to take a comprehensive examination in the American Politics field, and, to a lesser extent, the Comparative Politics field.
SOCA 610: Advanced General Sociology	Arts and Sciences	3		This course orients students to the field of sociology, providing them with an understanding of the breadth of the field. With a solid foundation in the field, students will be better prepared to conduct their own research and teach their own introduction to sociology class. Students are required to take this course in their first semester of the program.	The underlying goal of the proposed PhD program is to train students to work as professional sociologists in academia, government positions, community agencies, or private industry. SOCA 610, Advanced General Sociology, is designed to orient students to the field of sociology. With this background information, they will have a better grasp of independent research projects that fall within the scope of sociology.
SOCA 630: Classical Social Thought	Arts and Sciences	3		This course introduces students to general concepts, principles, and perspectives used in the study of social reality, with an emphasis on the highly influential works that were important in founding the field of sociology.	As an academic discipline, one of sociology's main contributions is to generate theories that help people better understand and evaluate the social world. To achieve this mission, the proposed PhD program in sociology will train students in both classic and contemporary social thought. SOCA 630, Classical Social Thought, is a foundational course that introduces students to the main assumptions, concepts, and principles used in the work of classical social theorists. By developing an understanding of the differences and similarities between the theories of early social theorists, students learn the history and continuity of social thought and become better prepared for later courses in contemporary theory and courses within their chosen area of specialization.
SOCA 710: Teaching Sociology	Arts and Sciences	3		Students will engage in the literature on teaching and learning, exploring the major issues involved in teaching at the university level. Each student will work with an instructor in the activities that constitute the teaching enterprise in an "apprenticeship" role for the semester. Students are expected to develop a course plan by the end of the semester.	One of the two main career paths for graduates of the proposed PhD program in sociology is the academic job market. SOCA 710, Teaching Sociology, is the first step for students who wish to teach college courses. The course is primarily designed to prepare students to teach a course on their own, and must be completed successfully in order for them to be permitted to teach a class as an advanced PhD student in the Department of Sociology and Anthropology at West Virginia University.

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
GSCM 370: Transportation Management	Business and Economics	3	PR: GSCM 350 with a grade of C- or better, GSCM 355 with a grade of C- or better.	An introductory study of the wide range of issues facing supply chain professionals in transportation. This includes the impact of transportation systems in the economy, regulations, and management of distinct transportation modes with focus on the U.S. domestic transportation systems.	This course is required for the new program in Supply Chain Management (SCM). It will support the following general learning goals: Graduates from the SCM program will have the foundational knowledge and related technical skills to lead supply chain improvement projects, to function in supply chain teams, and to perform or lead core supply chain activities. In order to define the foundational knowledge pertaining to supply chain management, the curriculum design considers the widely accepted Supply Chain Operations Reference (SCOR) model, which is endorsed by the Supply Chain Council. The SCOR model is a comprehensive framework of high-level business processes, micro processes, relationships and metrics that jointly define the scope of supply chain management activity. Practitioners and academics approach the key activities defined by the SCOR model as foundations of the supply chain management domain. According to the SCOR model, the five key supply chain activities (or macro processes) are: Plan, Source, Make, Deliver and Return. As such, the course Transportation Management is necessary for the program, because it will provide students with the foundational knowledge and skills pertaining to the Delivery and Return processes of the supply chain management domain. This includes managing the storage and movement of goods throughout the various supply chain stages all the way to their final destination, as well as the return of defective or excessive products or materials. In addition, this foundational knowledge and corresponding skills are necessary for graduates to be able to function in supply chain teams, and to perform or lead core transportation activities. The various issues and core knowledge are discussed with a focus on the U.S. domestic transportation systems.
BMEG 350: Biomedical Engineering Laboratory	Engineering Mineral Resources	2	BMEG 201 and (BIOL 235 or BIOL 117).	Measurement and interpretation of data from tissue and materials in the areas of biomaterials, biomechanics, bionanotechnology, and biomedical imaging.	This will be a core course for the BMEG program. In addition, this course fulfills ABET requirements for BMEG programs to have lab experiences. The information and experiments presented in this course cannot be satisfied with any currently offered course. This course was not in the approved program curriculum; however, it has been added as a required course to meet ABET criteria for biomedical engineering programs that students have laboratory experience. To ensure additional credit hours were not required to complete the program by adding this lab course, the curriculum proposed BMEG 315 and BMEG 316 courses have been combined to a single 4 credit hour course, leaving 2 credit hours for this course (BMEG 350).
CHPR 300: Health Education for Elementary School Teachers	School of Public Health	2		Designed specifically for future elementary school teachers, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. No field experience required.	In order to better meet the requirements of our accrediting body (NCATE/CEPH) and some West Virginia state legislative requirements, we are creating this course which is designed to specifically meets the needs of elementary school teachers in the context of their specific certification program. Up until now, we've been able to accommodate students from both the elementary education teachers and full-time PreK-12 health educators in a single course. However, in order to meet new requirements unique to each group, we've had to develop a course designed to meet the specific needs of each population of students. This course is designed to meet the specific needs of elementary school teachers.

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
CHPR 601: Emerging Research in Elementary School Health	School of Public Health	3		This course provides a critique of contemporary research in children's health and evaluates its influence on current and emerging elementary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in elementary school settings.	This course is being added to meet the new requirements of our new accreditation agency. It has been designed to meet and exceed two of their standards for school health programs. These are related to 1) developing current, research-based content knowledge in child and elementary school health promotion, and 2) evaluating the value of research studies and applying them to practice as appropriate. In this course, Item 2 above focuses on understanding and interpreting basic statistics. Additionally, this course is devoted to helping students develop two of the 8 core competencies established in our profession (content proficiency & using research in practice), which helps prepare them be more competitive when applying for jobs.
CHPR 602: Emerging Research in Secondary School Health	School of Public Health	3		This course provides a critique of contemporary research in adolescent health and evaluates its influence on current and emerging secondary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in secondary school settings.	This course is being added to meet the new requirements of our new accreditation agency. It has been designed to meet and exceed two of their standards for school health programs. These are related to 1) developing current, research-based content knowledge in adolescent and secondary school health promotion, and 2) evaluating the value of research studies and applying them to practice as appropriate. In this course, Item 2 above focuses on designing and evaluating the effectiveness of research studies. Additionally, this course is devoted to helping students develop two of the 8 core competencies established in our profession (content proficiency & using research in practice), which helps prepare them be more competitive when applying for jobs.
CHPR 645: Evaluating School Health Programs	School of Public Health	3		This course provides students with the theoretical background and practical skills required to conduct meaningful school-based, health-focused, student assessments and program evaluations. Specifically, students will develop the skills necessary to evaluate and improve elementary and secondary health promotion initiatives, including health education lessons, health promotion programs, and effective implementation the Coordinated School Health model, including school climate and community collaboration.	This course is being added to meet the new requirements of our new accreditation agency. It has been designed to meet and exceed two of their standards for school health programs. These are related to 1) student assessment, especially as related to academic performance and establishing progress toward competency/standards achievement, and 2) program evaluation, especially in terms of evaluating the implementation of the coordinated school health program and school climate. Additionally, this course is devoted to helping students develop one of the 8 core competencies established in our profession (evaluation skills), which helps prepare them be more competitive when applying for jobs.
CHPR 675: Leadership & Advocacy in School Health	School of Public Health	3		This course focuses on building the leadership and advocacy skills required to promote health in the school setting. These skills include being able to describe the value of the school health program, enlist the assistance of school and community partners, understand and respond to community concerns, build consensus regarding controversial issues, and anticipate and meet future needs in school health.	This course is being added to meet the new requirements of our new accreditation agency. It has been designed to meet and exceed two of their standards for school health programs. These are related to 1) providing effective leadership in school health promotion, especially as related to navigating controversial issues in school health, and 2) persuasively advocating for school health, especially in terms of communicating its value relative to student academic outcomes and the public health mission. Additionally, this course is devoted to helping students develop one of the 8 core competencies established in our profession (leadership and advocacy skills), which helps prepare them be more competitive when applying for jobs.

Title	College	Credits	Prereqs	Course Description	Curriculum Based Rationale
UGST 300: RBA Degree Foundations	University College	1		This course introduces students to the Regents Bachelor of Arts (RBA) program at West Virginia University. We will discuss the degree in detail, understand the benefits and academic requirements of the program, and learn to take advantage of the many unique features exclusive to the RBA program. During this course the students will define individual plans of study.	This course will function as a cornerstone course giving the RBA students an orientation to the degree they will complete. As a specialized nontraditional student degree, students do not come in to the program until they have been out of high school a minimum of 4 years. Additionally, the RBA accepts all forms of Prior Learning Experience. Due to the aforementioned, the students often begin the program at a junior level.

To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: March 30, 2015  
 Re: Course Changes Report

<b>SOCA 620: Sociological Research Methods</b>		
<b>Field</b>	<b>Old</b>	<b>New</b>
Course Long Title	Principles of Research Design	Sociological Research Methods
Course Code	SOCA 510	SOCA 620
Course Number	510	620
Course Short Title	Principles of Research Design	Sociological Research Methods
Course Description	Foundation skills central to research process: identify research topics, develop research questions, review literature, refine concepts, make design decisions, data collection and analysis decisions, critique published articles, prepare and orally defend research proposals.	Focuses on the logic of framing and designing social research: Philosophical foundations, connections between theory and methods, narrowing research questions, and making design and data collection decisions. Emphasis on reading and critiquing published studies.
Course Curriculum Based Rationale		A core objective of the proposed PhD program in sociology is for students to gain the ability to critically evaluate published studies and design research independently. Students need these skills in order to carry out two of the program's main requirements for graduation: the master's thesis and the dissertation. The proposed course – SOCA 620, Sociological Research Methods – introduces students to advanced sociological methods and lays the foundation for the specialized methods courses that are taken later in the program.
Course Expected Learning Outcomes		Upon successful completion of this course, students will be able to:
		• Assess the philosophical underpinnings of published studies
		• Evaluate the connections between theory and methods
		• Conduct a literature review on a given topic
		• Describe the process of refining research questions
		• Interpret and critique published studies relation to:
		• Clarity and significance of the research questions
		• Methodological choices including: Attention to ethical concerns, research design, sampling, operationalization of concepts, and choice of data collection method(s)
		• Extent to which the authors drew appropriate conclusions from their evidence
		• Propose steps they will take to develop their own research prospectus

<b>CHPR 301: Elementary School Health Program</b>		
<b>Field</b>	<b>Old</b>	<b>New</b>
Course Long Title	Elementary School Health Prgrm	Elementary School Health Program

Field	Old	New
Course Description	The organization, educational aspects, and personnel relationships involved in elementary school health services, healthful school living, and health education.	Designed specifically for our majors, this course provides an overview of the elementary coordinated school health program. It emphasizes goals for elementary school programs, current research related to the 10 priority school health content areas, program development and organization, community and national partnerships, and instructional methods and student assessment in elementary school health education/promotion. It culminates in a field experience.
Course Credits	2	4
Course Catalog Prerequisites	Junior standing.	
Course Curriculum Based Rationale		In order to better meet the requirements of our accrediting body (NCATE/CEPH) and some West Virginia state legislative requirements, we are revising this course to expand our supervised field experiences and to make it more specific to the needs of full-time health education teachers. The course has been redesigned to specifically meets the needs of our full-time health education teachers in the context of their specific certification program. Up until now, we've been able to accommodate students from both the elementary education teachers and full-time PreK-12 health educators in a single course. However, in order to meet new requirements unique to each group, we've had to develop two separate courses better designed to meet the specific needs of each population of students. In order to meet the needs of this group of students, we have increased the course from 2 to 4 credit hours in order to account for their need to participate in a higher number of supervised field experiences.
Course Expected Learning Outcomes		<p>After completing this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the theoretical foundations of health behavior and principles of learning relevant to students learning about health in elementary schools.</li> <li>2. Demonstrate the knowledge and skills required to teach the CDC's 10 Priority Content Areas at the elementary school level.</li> <li>3. Describe behaviors and practices that promote and/or compromise health or safety.</li> <li>4. Design a logical scope and sequence of health education-related learning experiences that meet national and state health education standards including developmentally appropriate strategies that accommodate all students.</li> <li>5. Demonstrate the ability to effectively implement multiple instructional strategies associated with effective pedagogy in elementary school health.</li> <li>6. Develop plans to assess student learning in health education.</li> <li>7. Utilize assessment results to reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.</li> <li>8. Develop a plan for comprehensive school health education within a coordinated school health program.</li> <li>9. Explain how a health program fits the culture of a school and contributes to the school's mission.</li> <li>10. Collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education.</li> <li>11. Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.</li> </ol>



To: Faculty Senate Executive Committee  
 From: James Harner, Chair, Senate Curriculum Committee  
 Date: 3/30/2015  
 Re: New Capstones Report

New Capstone Report		How will students demonstrate each of the following abilities:			Capstone Comments:	
Title	College	Gather material independently, as needed:	Think critically about and to integrate the theoretical and/or practical knowledge they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:	How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
BIOL 320: The Total Science Experience: Genomics	Arts and Sciences	The students perform original research on a topic of their choosing.	The course requires students to prepare a research proposal that is peer-reviewed and graded stringently by a panel comprised of the course instructor and TAs. They must then carry out the research, analyze all of their own data, and write a comprehensive manuscript describing their work. Finally, they must defend their project before faculty and peers at the semester-ending symposium. As such they must bring to bear much of the experience and knowledge that they have achieved in their introductory courses.	Genomics is a contentious area in human health due to questions about privacy and ownership and interpretation of personal genomics data. There are also many issues related to intellectual property associated with genomics data. We dedicate a laboratory session to exploring these issues. We also require the students to explore societal implications of their own research findings in their proposals and manuscripts.	The course requires a thorough 15 page research proposal as well as a 10 to 15 page manuscript describing the research that the students carry out during the semester. Each of these is thoroughly reviewed by the TA, instructor, and peers, and opportunities for revision are provided.	First, the students work in groups and frequently interact with TAs and the professor during the development of their research projects, and all of this requires effective oral communication throughout the semester. Furthermore, all students will present either a poster or an oral presentation about their research at a symposium at the end of the semester.
BIOL 486: Honors Investigation & Thesis	Arts and Sciences	<p>This is an independent research course, in which students complete a full research project (including a thesis) with a mentor. The students are required to find and read the literature/protocols appropriate to their research topic.</p> <p>Listed learning goal: To be able to critically read primary literature pertinent to your research topic, glean relevant information and develop testable hypotheses for your research.</p>	The students propose a research project, which is developed in conjunction with their mentor. This project requires their understanding of course material across the major and applies that knowledge to a new area or novel problem in the biological sciences.	Student work culminates in a thesis that addresses the implications of their project on their chosen research area, as well as the social, legal and/or medical impact of their work.	Students complete a written project in 2 of the 3 semesters required for the capstone. The first semester requires a research proposal; the third semester requires a full thesis and defense.	Students present their proposal (30 minutes) and thesis defense (60 minutes) to a 3-person committee that consists of their research adviser, the course coordinator (Dr. Susan Raylman) and a third faculty member of the student's choosing.

To: Faculty Senate Executive Committee

From: Matthew Valenti, SCC Chair Elect

Date: 3/30/2015

RE: Alterations Report

**Action: Course Alterations (Minor Changes).**

**Effective Term: Spring 2016**

Title	Action	Old Course Description	New Course Description	Course Curriculum Based Rationale
BIOS 604	Change course description.	BIOS 604. Applied Biostatistics 3. 3 Hours. PR: BIOS 602 and BIOS 603. Focus on advanced methodological tools important in public health contexts. Topics include structural equation models and hierarchical linear models (mixed models, random-effect models), using relevant software packages.	BIOS 604: Applied Biostatistics 3. 3 Hours. PR: BIOS 602 and BIOS 603. Focus on advanced methodological tools important in public health contexts. Topics include structural equation models and hierarchical linear models (mixed models, random-effect models), categorical methods, survival analysis and clinical trials.	Requesting course alteration in order to modify catalog description to expand on topics covered in the course content.
BIOS 740	Correct course credit hours and typos in the description.	BIOS 740. Adv Longitudinal Data Analysis. 4 Hours. PR: BIOS 720 or Consent. This course gives an advanced understanding and approach to the analysis of longitudinal data; concepts include linear mixed effects models, generalized linear models for correlated data (including generalized estimating equations), computational issues and methods for fitting models, and dropout or other missing data. Knowledge of an appropriate software package and basic matrix algebra is assumed.	BIOS 740: Adv Longitudinal Data Analysis. 3 Hours. PR: BIOS 720 or Consent. This course gives an advanced understanding and approach to the analysis of longitudinal data; concepts include linear mixed effects models, generalized linear models for correlated data (including generalized estimating equations), computational issues and methods for fitting models, and dropout or other missing data. Knowledge of an appropriate software package and basic matrix algebra is assumed.	Requesting change from 4 credit hours to 3 credit hours in the CIM system. When course was proposed and approved last year, the BIOS 740 syllabus and BIOS PhD proposal both had the course designed and implemented at 3 credit hours. Only a typographical error resulted in the course being listed in CIM as 4 credit hours. Also correcting typos in the course catalog description.

CE 479	Change course prerequisite.	CE 479. Integrated Civil Engr Dsgn-CAP. 3 Hours. PR: Senior standing and Completion of CE 411 or CE 415 or CE 431 or CE 447 or CE 451 or CE 453 or CE 462 or CE 463 or CE 464 or CE 465 with a minimum grade of C, Capstone integration of the civil engineering curriculum by comprehensive design experience to professional standards. Projects are performed in student groups under faculty supervision.	CE 479: Integrated Civil Engr Dsgn-CAP. 3 Hours. PR: Senior standing and minimum grade of C- in CE 411 or CE 415 or CE 431 or CE 439 or CE 447 or CE 451 or CE 453 or CE 462 or CE 463 or CE 464 or CE 465. Capstone integration of the civil engineering curriculum by comprehensive design experience to professional standards. Projects are performed in student groups under faculty supervision.	This is the integrated design course for the civil and environmental engineering department, and as such students must have completed at least one design elective course. Adding the newly approved CE 439 to the list of acceptable prerequisite electives.
CHPR 485	Change course number and prerequisites.	CHPR 400. School Health Teaching Seminar. 2 Hours. PR: CHPR 250 and CHPR 301 and CHPR 302. This course is designed for students who plan to complete their student teaching requirement in health education. Format of the course will include lecture, discussion, and student teaching in a public school.	CHPR 485: School Health Teaching Seminar. 2 Hours. This course is designed for students who plan to complete their student teaching requirement in health education. The format of the course will include lecture, discussion, and student teaching in a public school.	This course is the last in the sequence of health education courses. The change to a higher number reflects the placement of the course in the course sequence.; i.e., after the the 400-level courses that students typically take prior to this final course. The prerequisites are being dropped because the course does not rely on any content taught in those courses. They were introduced as as personal preference by the initiator, who has since left, and had no genuine curriculum based rationale.
CHPR 600	Change course number.	CHPR 655. Fndtns-Pub Hlth:Schl Hlth Educ. 3 Hours. This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting.	CHPR 600: Fndtns-Pub Hlth:Schl Hlth Educ. 3 Hours. This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting.	This course is the first in a sequence. The change to the lower number reflects the placement of the course in the course sequence; i.e., the lowest number in the course sequence instead of a middle number.

DENT 704	Add course prerequisite.	DENT 704. Operative Dentistry. 4 Hours. Preclinical course in principles of cavity preparation, manipulation of plastic restorative materials, and related instrumentation. Characteristics and treatment of caries emphasized.	DENT 704. Operative Dentistry. 4 Hours. PR: DENT 710. Preclinical course in principles of cavity preparation, manipulation of plastic restorative materials, and related instrumentation. Characteristics and treatment of caries emphasized.	For several years, DENT 710 has been a recommended prerequisite on the DENT 704 syllabus because it provides students with the necessary fundamentals needed to design a cavity preparation and carve and finish an amalgam restoration to proper form and function. This alteration formalizes the recommendation into a formal catalog prerequisite.
DENT 755	Change course prefix.	PATH 755. Clinico-Pathologic Correlation Conf. 1 Hour. PR: PATH 738 and PATH 753 or consent. Histopathologic correlation with clinical case histories and presenting signs and symptoms presented in a case-based learning format.	DENT 755: Clinico-Pathologic Correlation Conf. 1 Hour. PR: PATH 738 and PATH 753 or consent. Histopathologic correlation with clinical case histories and presenting signs and symptoms presented in a case-based learning format.	Requesting course prefix be changed from PATH to DENT. Course is no longer taught by PATH faculty.
EDUC 311	Change course requisite.	EDUC 311. Practicum 1/Technology App. 1 Hour. PR: EDUC 200. Application of models and paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.	EDUC 311: Practicum 1/Technology App. 1 Hour. PR or CONC: EDUC 200. Application of models and paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.	Changing the requisite from PR to PR or CONC will accommodate students in both the 5 and 4 year programs and support their developed course sequences. Note that the requisite is not content related to the course. It is more of a program sequence gatekeeper. Without this change, staff must enter scheduling overrides so students may register for their respective classes.
EDUC 430	Change course requisite.	EDUC 430. Math Method-Elementary Teacher. 3 Hours. PR: EDUC 312. Students will examine the content and pedagogy appropriate for mathematics instruction in the elementary grades. Emphasis is placed on the current reform movements in mathematics education.	EDUC 430: Math Method-Elementary Teacher. 3 Hours. PR or CONC: EDUC 312. Students will examine the content and pedagogy appropriate for mathematics instruction in the elementary grades. Emphasis is placed on the current reform movements in mathematics education.	Changing the requisite from PR to PR or CONC will accommodate students in both the 5 and 4 year programs and support their developed course sequences. Note that the requisite is not content related to the course. It is more of a program sequence gatekeeper. Without this change, staff must enter scheduling overrides so students may register for their respective classes.

EDUC 450	Change course requisite.	EDUC 450. Issues/Method-Teach Elem Soc St. 3 Hours. PR: EDUC 410. Students examine issues facing social studies education and evaluate and plan lessons and instructional activities that apply learning theory to the philosophy and standards of social studies education for all elementary students.	EDUC 450: Issues/Method-Teach Elem Soc St. 3 Hours. PR or CONC: EDUC 410. Students examine issues facing social studies education and evaluate and plan lessons and instructional activities that apply learning theory to the philosophy and standards of social studies education for all elementary students.	Changing the requisite from PR to PR or CONC will accommodate students in both the 5 and 4 year programs and support their developed course sequences. Note that the prerequisite is not content related to the course. It is more of a program sequence gatekeeper. Without this change, staff must enter scheduling overrides so students may register for their respective classes.
ENDO 689	Change course credit hours.	ENDO 689. Endodontic Theory Yr-Sm. 2 Hours. (May be repeated for credit.) PR: Consent. Provides seminar discussions in the topics of: basic endodontic techniques, advanced endodontic techniques, endodontic literature review case presentation, and advanced endodontic theory.	ENDO 689: Endodontic Theory Yr-Sm. 1-6 Hours. (May be repeated for a maximum of 10 credit hours.) PR: Consent. Provides seminar discussions in the topics of: basic endodontic techniques, advanced endodontic techniques, endodontic literature review case presentation, and advanced endodontic theory.	A request to change ENDO 689 from two credit hours fixed to 1-6 credit hours variable is being made to allow for an adjustment in the amount of time devoted to literature review throughout the curriculum. When a student begins the curriculum, he or she will spend more time researching the literature to support evidence based care (ENDO 689) and less time in the clinic (ENDO 688). As the student becomes more experienced in the science of endodontics, less didactic time will be necessary and his/her clinical patient experiences will increase.
GEOG 350	Add course prerequisite.	GEOG 350. Geographic Information Systems/Science. 4 Hours. Explores concepts, principles and practice of acquiring, storing, analyzing, display and use of geographic information.	GEOG 350: Geographic Information Systems/Science. 4 Hours. PR: GEOG 150. Explores concepts, principles and practice of acquiring, storing, analyzing, display and use of geographic information.	GEOG 350 has been taught for many years. Thanks to additional faculty resources, GEOG 150 has recently been added to the curriculum as a course that will provide a better background to GEOG 350. With the existence of GEOG 150, GEOG 350 can start at a higher level of understanding. As Geography majors now must take GEOG 150, it is proposed to make GEOG 150 the prerequisite for GEOG 350 for consistency and curricular logic.

IENG 343	Change course requisite.	IENG 343. Production Planning/Control. 3 Hours. PR: IENG 220 and PR or Conc: IENG 314. Principles and problems in forecasting, aggregate planning, material management, scheduling, routing, and line balancing.	IENG 343: Production Planning/Control. 3 Hours. PR: IENG 220 and IENG 213. Principles and problems in forecasting, aggregate planning, material management, scheduling, routing, and line balancing.	The students will have the knowledge necessary from IENG 220 and IENG 213 to take the IENG 343 course. The IENG 314 course as a co-requisite is not necessary in terms of knowledge gain for the student to be able to take IENG 343. IENG 314 will no longer be a co-requisite. The faculty in IMSE Department of Statler CEMR have discussed and voted on it for this curriculum based rationale
MATH 123 <i>WVUIT Course</i>	Correct catalog description.	MATH 123: Finite Math 1. 3 Hours. PR: Grade of C or better in MATH 45 or (1 unit of HS algebra and ACT Math score of 19 or higher. Addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Ratio and proportion, square roots and percent. Perimeters, areas and volumes of basic geometric shapes. Basic statistics; simple graphs; units; beginning algebra.	MATH 123: Finite Math 1. 3 Hours. PR: MATH 93, or 1 unit of high school algebra and ACT math score of 19 or higher. Fundamentals of algebra; functions and graphs; linear functions; introduction to exponential and logarithmic functions; solving linear and quadratic equations; matrices.	This is just a correction to the entry in CIM. WVU Tech has only now moved to CIM, and the entry for MATH 123 did not agree with the entry in the WVU Tech catalog. This is a correction to make the CIM entry consistent with the WVU Tech catalog entry.
MUSC 474	Change course title.	MUSC 474. 20th Century Music. 3 Hours. PR: MUSC 271 or consent. A study of Western instrumental and vocal traditions in their stylistic, historic, and social settings from c1900 to the present.	MUSC 474: 20th-/21st-Century Music. 3 Hours. PR: MUSC 271 or consent. A study of Western instrumental and vocal traditions in their stylistic, historic, and social settings from c1900 to the present.	Allows for coverage of contemporary musical practices.
MUSC 475	Change course description.	MUSC 475. History Of Jazz. 3 Hours. PR: MUSC 271 or consent. History and repertory of jazz from its Afro-American origins to 1975 with attention to its major exponents (including Joplin, Armstrong, B. Smith, Morton, Ellington, Gillespie, Parker, Davis, and Coltrane) and its evolving style.	MUSC 475: History Of Jazz. 3 Hours. PR: MUSC 271 or consent. History and repertory of jazz from its multicultural origins to the present with attention to its major exponents, evolving style, and cultural contexts.	Course description revision allows for coverage of more contemporary topics as well as an embrace of recent literature that explores jazz from a multicultural perspective.

**Action: Course Alterations (Minor Changes).**

**Effective Term: Fall 2016**

<b>Title</b>	<b>Action</b>	<b>Old Course Description</b>	<b>New Course Description</b>	<b>Course Curriculum Based Rationale</b>
CHPR 302	Change course credit hours, course description, and prerequisites.	CHPR 302. Secondary School Health Prgrm. 3 Hours. PR:CHPR 170 PR: CHPR 170 and CHPR 301. Overview of coordinated school health: organizational structure, community and national partnerships, and instructional modalities/evaluation of secondary school methods.	CHPR 302: Secondary School Health Prgrm. 4 Hours. This course provides an overview of the coordinated school health program for secondary schools. It includes goals for the secondary school program, a review of current research related to the 10 priority school health content areas, organizing the program, participating in community and national partnerships, and instructional methods and student assessment in secondary school health education and promotion.	West Virginia teacher certification legislation requires 120 hours of pre-student teaching supervised field experiences for all education certification programs. Increasing this course by one hour allows the inclusion of more of these field experiences to meet the state requirement. Increasing these hours will also help us remain accredited by our national accrediting body (which requires us to meet our state standards). The revised course description reflects the increased course content. The prerequisites are being dropped because the course does not rely on any content taught in those courses. They were introduced as a personal preference by the initiator, who has since left, and had no genuine curriculum based rationale.

**Deactivations**

MUSC 117	Course has not been taught for several years, no longer reflects current methodologies used in the field of vernacular music studies, and content material can be easily folded into existing MUSC 114 course.
FRCH 470	No longer offering Vendee Study Abroad Program.
FRCH 471	No longer offering Vendee Study Abroad Program.
CHPR 400	Course number changed in this report.
CHPR 655	Course number changed in this report.
PATH 755	Coure prefix changed in this report.
SOCA 510	Course number changed to SOCA 620.
SOCA 513	Course number changed to SOCA 721.
SOCA 517	Course number changed to SOCA 615.
SOCA 518	Course number changed to SOCA 616.

To: Faculty Senate Executive Committee  
From: Lena Maynor, Chair, GEC Oversight Committee  
Date: March 30, 2015  
Re: GEC Actions

The GEC Oversight Committee met on March 2 and March 16, 2015 and recommends the following courses for Faculty Senate approval:

Title	Course Type	Objectives
FLIT 316: Arab Women Writers	New GEC	5. Artistic Expression 9. Non-Western Culture



To: Faculty Senate Executive Committee  
 From: Lena Maynor, Chair, GEC Oversight Committee  
 Date: March 30, 2015  
 Re: GEC Audits

The GEC Oversight Committee met on March 2 and March 15, 2015 and passed the following courses for GEC Audit:

Title	Audit Type	Objectives
ART 110: Basic Drawing 2 for Non Majors	GEC Audit	3. The Past and Its Traditions 5. Artistic Expression
ASTR 106: Descriptive Astronomy	GEC Audit	2C. Basic Math & Scientific Inquiry 3. The Past and Its Traditions
FLIT 236: French Literature-Translatn 2	GEC Audit	5. Artistic Expression 8. Western Culture
FLIT 239: Francophone Literature-Translt	GEC Audit	5. Artistic Expression 9. Non-Western Culture
GER 101: Introduction to German Language and Culture 1	GEC Audit	4. Contemporary Society 8. Western Culture
GER 102: Introduction to German Language and Culture 2	GEC Audit	4. Contemporary Society 8. Western Culture
GER 203: Intermediate German 1: The German-Speaking World	GEC Audit	4. Contemporary Society 8. Western Culture
GER 204: Intermediate German 2: Life in Germany	GEC Audit	4. Contemporary Society 8. Western Culture
GER 431: German Literature: Fables / Fairy Tales / Enlightenment-Romanticism	GEC Audit	5. Artistic Expression 8. Western Culture
GER 432: German Literature: Since Romanticisim	GEC Audit	5. Artistic Expression 8. Western Culture
HIST 259: The United States:l865-1918	GEC Audit	3. The Past and Its Traditions 7. American Culture
PHIL 140: Historical Intro to Philosophy	GEC Audit	3. The Past and Its Traditions 8. Western Culture
POLS 351: Russian/Post-Soviet Politics	GEC Audit	4. Contemporary Society 8. Western Culture
SPA 270: Effective Public Speaking	GEC Audit	4. Contemporary Society 6. The Individual in Society
SPAN 100: Intensive Elementary Spanish	GEC Audit	8. Western Culture 9. Non-Western Culture
FRCH 422: Survey of Literature 2	Deleting GEC Objective	9. Non-Western Culture

# REVISED COMMON CAMPUS CALENDAR GUIDELINES

## ACADEMIC STANDARD

- Maintain the current requirement that a standard three-hour lecture class meets for at least 2,150 minutes each semester.

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

- Martin Luther King Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Election Days will be observed per BOG Policy.

## AUGUST CLASS START DATES

- When August 16<sup>th</sup> falls on a Monday, Tuesday or Wednesday, classes will start on that day.
- When August 16<sup>th</sup> falls on a Thursday or Friday, classes will start on the following Monday.
- The University will consider a mid-week start to accommodate a formal orientation to the University.

## FALL RECESS (TWO CALENDARS WILL BE PRESENTED—ONE WITH A FALL RECESS AND ONE WITHOUT A FALL RECESS)

- Fall Recess will occur the 7th week after mid-semester (Thursday and Friday or Monday and Tuesday).
- During an election year, a Fall Recess may not be possible.
- Residential Halls will remain open during Fall Recess.

## THANKSGIVING RECESS

- Thanksgiving recess will continue for the entire week.

## WINTER BREAK AND SPRING START

- Allow approximately a three-week break between the end of the Fall Semester and the start of the Spring Semester.

## SPRING BREAK

- Spring Break will occur after mid-semester (weeks 7, 8, or 9) and will encompass St. Patrick's Day when possible.

## CALENDAR COMMITTEE

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

REPORT FROM TEACHING AND ASSESSMENT COMMITTEE

To: Faculty Senate Executive Committee

From: Heather Billings, Chair

Date: March 13, 2015

Re: Changes in implementation dates for revised student evaluation of instruction (SEI) pilot

Background information:

In June 2014, the Faculty Senate approved a pilot of a new SEI form, submitted by the former SEI Committee. The pilot was due to begin for the Spring 2015 semester. In January 2015, a change in personnel in ITS resulted in loss of the sole developer familiar with the existing SEI platform. This system has been in use for 8 years, during which time several successful and widely used course evaluation systems have been developed. We can use university resources more effectively and have a better course evaluation system by turning to a vendor-supplied product rather than hiring a new programmer to keep the current system going. Changing the SEI questions at a time when the overall system is changing would limit the ability to interpret pilot data to determine if impacts on teaching evaluations were due to the new questions, or user interaction with the new system, and it is not ideal to run the pilot on a system about to be phased out.

The Teaching and Assessment Committee has been working with Information Technology Services to identify system requirements for a replacement SEI survey tool, and is also seeking faculty and administrator input, with an anticipated acquisition date in early summer.

Proposed action:

Based on input from ITS and the members of the Teaching and Assessment Committee, approval is requested for an adjusted pilot time frame, and a catastrophic contingency plan for transition to new SEI instruments and survey questions.

Adjusted pilot time frame:

Summer 2015: Courses and instructors will be identified on a voluntary basis to administer a limited pilot of the new SEI system, with both the new questions, and a subset of existing fixed SEI questions (to be determined by input from faculty and administrators) in the Summer 2015 term. The current SEI forms will remain available for other courses, and as back-up for the pilot courses in the event of technical issues with the new system. Ideally, faculty identified for the early pilot will be among those with sufficient historical data on their teaching performance to identify significant drift in ratings on the reused questions to determine the impact of the tool itself on evaluations, and to provide a baseline on the new questions for comparison of teaching effectiveness in promotion and tenure decisions. Technical limitations and bugs will be identified during this initial pilot.

Fall 2015: Full university-wide pilot. All courses will begin using the new system, maintaining the same limited fixed questions from the old instrument as used in the Summer 2015 pilot for normalizing the data obtained from the new instrument. The limited fixed questions will also be available to make necessary comparisons on the SEI component of teaching effectiveness measures with those recently promoted or tenured for purposes of promotion and tenure decisions.

Spring 2016: Full transition to new SEI, including removal of old questions maintained solely to provide pilot data.

**Catastrophic plan:**

As there is no developer to fix the existing SEI system, in the event of a catastrophic system failure, an immediate roll-over to the new, commercial SEI system will occur for all courses in Summer 2015, shifting the implementation plan 1 semester earlier, and without back-up of the SEI system being phased out.

## REPORT FROM TEACHING AND ASSESSMENT COMMITTEE

To: Faculty Senate Executive Committee

From: Heather Billings, Chair

Date: March 13, 2015

Re: Draft Requirements for SEI Tool

For Information:

# Draft Requirements for Student Evaluation of Instruction Tool

## Description

The Student Evaluation of Instruction (SEI) tool is a survey instrument through which students provide feedback on courses to the faculty member teaching the course. Surveys need to be able to be individualized by the course in order to reflect the learning objectives and characteristics of the course. Responses must be aggregated and provided anonymously to faculty members and administration. Planning for the successful implementation of a new evaluation of instruction tool is necessary due to the impending technological obsolescence of the currently-in-use SEI tool.

## Purpose

The primary purpose of the SEI tool is to provide individual faculty members with constructive feedback on the learning of students in their courses. SEIs may also be used as one component of a holistic evaluation of the faculty member's teaching in promotion, tenure, and annual review processes.

## Roles and Expectations

**The Teaching and Assessment Committee, Faculty Senate Leadership, faculty members, and academic administrators** will determine the functional requirements for the tool; will determine the amount of flexibility granted to individual faculty members, departments, and colleges in administering the tool and in how the surveys can be constructed; will provide questions and data to populate the tool; will ensure that reporting needs are determined and documented; will norm the selected tool against questions currently utilized for promotion, tenure, and annual review to assure consistency of evaluation; and will develop two rollout strategies, the first based on an ideal approach and timeline and the second as a backup should the cutover need to be expedited.

**Information Technology Services employees** will determine the technical requirements of the tool; will provide technical expertise to ensure that the selected tool meets the functional requirements established by the faculty and in configuring, integrating, and

administering the tool to meet the requirements identified; will assist in activities, such as data collection and statistical analysis, supporting norming of the selected tool against the current tool; will develop two cutover plans reflecting the rollout strategies developed by the faculty; will offer documentation and optional training sessions on technical aspects of using the tool for the faculty and administrator roles; and will provide trouble shooting and support for faculty and administrators through the ITS Service Desk throughout the life of the tool.

**All involved faculty, administrators, and ITS employees** engaged with the project will work together to ensure that the new SEI tool maintains excellent continuity and reliability to existing processes, or improves upon existing processes, given the well-recognized gravity and importance of the SEI evaluation process to the WVU faculty promotion and tenure process. The SEI tool provides relevant input to faculty as they uphold WVU's excellence in teaching and instruction and is thus of critical relevance to the institution as a whole.

#### Timeline (tentative / optimistic)

##### Spring 2015 semester

- Finalize requirements (with input from faculty listserv, faculty senate, and faculty and student focus groups)
- Select tool (RFP process and site visits from vendors may be required)
- Begin refinement of rollout process (Will multiple tools be available at once? Who will pilot? Will the cutover plan require a mirroring of the current survey, then new questions, then new format, etc., or can a faculty member elect to move directly into a new survey and format but retain the "big three" questions?)
- Begin refinement and groupings of questions that will be available in new tool

##### Summer 2015 semester

- Configure tool
- Initial load or integration of course data from Banner or Blackboard
- Perform sample pilot study of best tool, ideally surveying a variety of courses and instructors (online and face-to-face, STEM, and humanities, small classes and large, etc.) using both new and original SEI tools in order to compare response rates and data
- Conduct a debriefing of pilot class professors and students to gauge success of piloted SEI platform as compared to old approach

##### Fall 2015 semester

- Outreach at annual faculty meetings for each college to convey plans for conversion to new SEI tool
- Perform more intensive pilot that iterates instrument and implementation from inputs learned in summer pilot

- Faculty experts normalize data results with prior data streams, indicating statistical reliability of tool as compared with original tool
- Finalize data feed of course data from Banner and/or Blackboard
- Provide access to tool directly as well as through Blackboard (not linking individual students to responses)

Spring 2016 semester

Integrations	
	Requirement or Desired Function?
• Single Sign On - Ability to authenticate using WVU's MyID and password.	Required
• Ability to acquire course, instructor, and student data smoothly from Banner or Blackboard.	Required
• Ability to distribute or access surveys through Blackboard Learn 9.	Required
• Ability to export data to Digital Measures' Activity Insight.	Required
• Ability to integrate student access through SOLE (may be creation of a direct link from SOLE to tool website).	Desired
• Ability to access surveys directly through tool website.	Required
• Ability to provide current and archived results to faculty members in non-proprietary format through existing secure WVU portal (e.g., pdf, Word, etc.).	Desired

- Final rollout (or as determined by selected rollout strategy)

Survey creation	
	Requirement or Desired Function?
• Provide lists of questions which can be selected to be included in a survey.	Required

<ul style="list-style-type: none"> <li>Ability to assign questions to specific categories (such as the aspects of teaching identified in the “Interpretive Guide for the Revised SEI”) and make them available to be selected in subsections of the survey.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to choose from various question formats, including Likert scale choice, prose responses, and other formats.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Surveys should not limit the number of prose response questions in a survey or the number of characters permitted in a response box.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to control the order of questions and the format of Likert scale responses at the system administrator level.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to control the order of questions and the format of Likert scale responses at the instructor level.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Ability to insert headings into a survey at specified locations.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to specify questions that are to appear on all surveys administered at WVU. These would include some demographic questions such as class year, major area, required class or not, expected grade, and others, along with some evaluative questions. These questions cannot be edited except by the system administrator.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to generate messages to all instructors (such as to remind them to create surveys for their current classes). (Might be handled adequately outside the SEI system.)</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Mechanism for adding new questions to the database, by the appropriate access role.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability for an appropriate course director / administrator to specify questions to appear on all surveys for sections of that course.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability for a college dean or designee to specify questions to appear on all surveys for courses taught in that college.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability for an instructor to reuse a survey he or she created previously, or to modify a previous survey for new administration.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability for an instructor to control whether all students in a cross-listed course get the same survey or get different surveys depending on how they enrolled in the course.</li> </ul>	Desired



<ul style="list-style-type: none"> <li>• Ability for faculty to include outcomes based questions on student learning.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Ability for faculty to include a teaching portfolio along with the SEI report.</li> </ul>	Desired
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Ability for faculty to amend or add items to portfolio (for example, the ability to insert sample exams and research papers, a short video, etc. to aid evaluations).</li> </ul> </li> </ul>	Desired
<ul style="list-style-type: none"> <li>• System must provide ease of independence customization by faculty and administrative users without involvement of vendor.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Survey design should include a completeness metric for students so they are able to determine how much longer the response will take them to finish.</li> </ul>	Desired

Survey administration	
	Requirement or Desired Function?
<ul style="list-style-type: none"> <li>• Ability for the instructor to specify a start date and end date for course surveys.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Ability for the instructor to set the start and end dates and times, with the ability to limit available times to during a class meeting.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Ability to limit the last available date across all surveys by system administrator (e.g., surveys not available past course grade submission deadline).</li> </ul>	Required
<ul style="list-style-type: none"> <li>• System will send confirmation emails to faculty at the start of surveys.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Option to send a notification to students when a survey opens and reminders to students who have not completed the survey.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• System will send notification to instructor when survey reports are available.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Ability to use a wide range of mobile devices, including at least iOS and Android, to respond to surveys.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Ability for students to use laptops, desktops, and tablets for survey response.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• A student may submit only one response per course.</li> </ul>	Required

<ul style="list-style-type: none"> <li>Students may only submit responses to courses in which they are currently enrolled.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to meet accessibility needs of faculty and student users.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to use SEI tool for midterm evaluation, for possible, optional future implementation (not part of immediate transition).</li> </ul>	Desired

Reporting	
	Requirement or Desired Function?
<ul style="list-style-type: none"> <li>Ability to generate reports based on responses for current and past semesters.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to prevent instructor access to survey results until a specified date or action (such as after final due date for grades).</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to include a single section of a course, all sections of a multi-section course, all courses in a department or program, or all courses in a school or college in a report.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to output reports in a variety of file formats.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to include accurate comparative means and/or medians along with standard deviations for multiple choice questions. These comparisons should be available per question and per subsection. The basis for comparison might be other sections of the same course, other courses in the department, other courses in the college, or all courses at WVU.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Ability to create reports comparing courses at the same level (100, 200, 300, etc.), among general education courses, non-major courses, and other categories.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Ability to export data in csv format for further analysis.</li> </ul>	Required
<ul style="list-style-type: none"> <li>For a single section, various report formats should be available, including grouping responses as all the responses from a single individual, all the responses from all individuals, all prose</li> </ul>	Desired

responses organized by question, or a summary statistical report of multiple choice responses.	
<ul style="list-style-type: none"> <li>Ability to aggregate response data for all questions within an “aspect of teaching” category (as defined by the Faculty Senate Interpretive Guide for the Revised SEI).</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to keyword search prose responses.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Ability to export prose comments to Excel, Word, or other formats.</li> </ul>	Required
<ul style="list-style-type: none"> <li>If used for midterm evaluations, instructor must be able to separate out (and subsequently delete) unrequired midterm results for reporting and analysis.</li> </ul>	Required
<ul style="list-style-type: none"> <li>If used for midterm evaluations, there should be an ability to link surveys of the same course section to see changes in student responses.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>Completed survey should be time stamped and marked with the IP address from which it was submitted for use in analyzing results attained during a class period but not for identifying the respondent.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>System administrator should have ability to access and report identifying course response rates while survey is active (i.e., to identify potential problems with distribution or access).</li> </ul>	Desired

Security and Survey Administration	
	Requirement or Desired Function?
<ul style="list-style-type: none"> <li>Security, reliability and redundancy of stored data.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Meets all FERPA requirements.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Use of role-based security, including roles such as student, instructor, course director, college dean, and system administrator.</li> </ul>	Required
<ul style="list-style-type: none"> <li>Ability to assign designees (e.g., Dean could assign assistant the ability to request all surveys or run college-wide reports).</li> </ul>	Required

<ul style="list-style-type: none"> <li>• Ability to limit designee functions by course or specific actions / views.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Ability for system administrator to identify respondent in cases of threat or allegation; must not be available to the faculty or administrator role.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Access to data must be limited to individual faculty member and approved administrators (must not be available to third parties).</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Survey administration must have ability to assign appropriate levels of user access and change controls, e.g.,:               <ul style="list-style-type: none"> <li>○ Student, instructor, and relevant admin login must be secure and by unique user ID authentication, with appropriate audit trail information available.</li> </ul> </li> </ul>	Required
<ul style="list-style-type: none"> <li>○ Student respondents must only be granted response access to the surveys in the courses that they are enrolled in. Students should not be granted viewing or change access.</li> </ul>	Required
<ul style="list-style-type: none"> <li>○ Instructors must be granted questionnaire change access and granted viewing access to the student response data in only the courses that they teach.</li> </ul>	Required
<ul style="list-style-type: none"> <li>○ Administrators must be granted limited pre-administration question change access and granted viewing access to the courses that they are supervisors of, but not granted student response change access.</li> </ul>	Required

### System administration and troubleshooting

	Requirement or Desired Function?
<ul style="list-style-type: none"> <li>• Configurable roles for system access, such as faculty, broad read-only administrative access, system administrator, student, etc.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Logging of key events such as survey creation, sending of messages, changing survey dissemination dates, granting or revoking permissions, and report generation.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Ability to search log for events related to a particular course or instructor.</li> </ul>	Required

<ul style="list-style-type: none"> <li>• Ability to search for potential problems, such as large courses with very few or no respondents.</li> </ul>	Desired
<ul style="list-style-type: none"> <li>• Ability for a system administrator to reset a survey, discarding responses already made and allowing the instructor to make needed corrections in questions, start date, or end date.</li> </ul>	Required

### Vendor, Longevity and Exit Strategy requirements

	Requirement or Desired Function?
<ul style="list-style-type: none"> <li>• Ability to export data files in format that can be imported to another survey tool and/or analyzed through non-proprietary statistical software.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor responsibility to maintain tool currency, integrations, and backwards compatibility with Blackboard.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor stability in services, history of peer school clients.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Sufficient vendor support for implementation, changes, and issues.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor must have demonstrated track record with product at several peer level institutions, and provide contact information to customers for comparative analysis purposes.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor must have demonstrated disaster recovery planning, with redundancy and reliability of system's product platform hardware and software.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor must adhere to all WVU contract bid process requirements.</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor must demonstrate sufficient depth of personnel to anticipate, prepare for, and deliver necessary future platform update changes associated with integrations (e.g., new iOS releases, new Android releases, browser upgrades and Blackboard upgrades).</li> </ul>	Required
<ul style="list-style-type: none"> <li>• Vendor must have sufficient capacity to provide onsite cutover training as well as ongoing training support both face-to-face and via web-based training videos, as well as provide a manned hotline for service questions.</li> </ul>	Required

## 2015 Faculty Senate Election Results

Senate Term Ends June 30, 2018

(Unless Otherwise Noted)

### Davis College of Agriculture, Natural Resources and Design

Vagner Benedito

Matthew Wilson

### Eberly College of Arts and Sciences

Nicholas Bowman

Karen Culcasi

Edgar Fuller (2017)

Trevor Harris

Joseph Hodge

Renee Nicholson

Alan Stolzenberg

Evan Widders

### College of Business and Economics

Graham Peace

### College of Creative Arts

Travis Stimeling

### School of Dentistry

David Felton

### Statler College of Engineering and Mineral

Parviz Famouri

John Kuhlman

Matthew Valenti

### University Extension

Larry Campbell

Elizabeth Post

H.R. Scott

### College of Education and Human Services

Kimberly Floyd

Ashley Martucci

### College of Physical Activity & Sport Sciences

*No election held*

### College of Law

Shine Tu

### University Librarians

Anna Crawford (2016)

Jane LaBarbara

### School of Medicine

Al Berrebi

Heather Billings

Randy Bryner

John Connors

Lesley Cottrell

Diana Davis

Patricia Dubin

Kelley Gannon

Autumn Kiefer

Jennifer Knight

Gregory Schaefer

Carl Shrader

### School of Nursing

Roger Carpenter

### School of Pharmacy

Michael Newton

### Potomac State College

Gerald Wilcox

### WVU-Tech

Gregory Lieving

Paul Rakes

### Reed College of Media

*No election held*

### School of Public Health

Ian Rockett