

Minutes
West Virginia University Faculty Senate
Monday, December 7, 2015

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

Members Present:

Abate, M.	Culcasi, K.	Hodge, J.	Mitchell, M.	Ryan, K.
Attaallah, A.	Davari, A.	Ibrahim, M.	Montgomery-Downs, H.	Schaefer, G.
Bass, A.	Davis, D.	Jackowitz, A.	Murphy, E.	Shrader, C.
Benedito, V.	DiBartolomeo, L.	Jaczynski, J.	Murray, P.	Sowards, A.
Bergner, G.	Dietz, M.	Kirby, B.	Myers, S.	Sperow, M.
Billings, H.	Dubin, P.	Kleist, V.	Nicholson, R.	Srivastava, A.
Bonner, D.	Elmore, S.	Kuhlman, J.	Nutter, R.	Stolzenberg, A.
Bowen, E.	Etheredge, S.	LaBarbara, J.	Orlikoff, J.	Theeke, L.
Bowman, N.	Famouri, P.	Lee, S.	Post, E.	Tu, S.
Boyd, J.	Fint-Clark, R.	Li, B.	Proudfoot, C.	Turton, R.
Bryner, R.	Fuller, E.	Lieving, G.	Prudhomme, J.	Utzman, R.
Campbell, L.	Gannon, K.	Lofaso, A.	Rakes, P.	Vona-Davis, L.
Carpenter, R.	Giacobbi, P.	Mandich, M.	Reddy, R.	Waterson, R.
Claycomb, R.	Gilleland, D.	Martucci, A.	Reymond, R.	Weed, S.
Clement, D.	Haines, K.	Mays, M.	Rowlands, A.	Widders, E.
Connors, J.	Harris, T.	McCusker, B.	Ruscello, D.	Wietholter, J.
Crawford, A.	Hauser, D.	Merrifield, J.	Ryan, E.	Wilcox, G.
Cronin, A.				

Members Excused:

Boone, D.	Donley, D.	Hileman, S.	Regier, M.	Scott, H.
Brazaitis, M.	Downes, M.	Hutson, Z.	Riedel, B.	Tou, J.
Cohen, S.	Eschen, E.	Kiefer, A.	Rockett, I.	Valenti, M.
Crosno, J.	Felton, D.	Maynor, L.	Salm, A.	Weihman, L.
Davis, D.	Floyd, K.	McTeer, M.	Scott, D.	Wilson, M.

Members Absent:

Bernardes, E.	Cottrell, L.	Lively, M.	Rose, T.	Tippets, W.
Brock, R.	Fisher, S.	Mucino, V.	Stimeling, T.	Walter, S.
Burnside, J.	Knight, J.			

Faculty Senate Officers Present:

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

2. Chair Turton moved for approval of the [minutes](#) from the Monday, November 9, 2015 meeting. Motion carried.
3. Vice Provost Russ Dean reported the following:
 - Cris Mayo has been hired as the director of the LGBTQ Center, effective July 1, 2016. T. Anne Hawkins, clinical director of the Carruth Center for Psychological and Psychiatric Services, will serve as interim director. A search is also underway for a program coordinator to support the Center's activities.

- We have agreed to terms with a candidate for Dean of Eberly College. A public announcement of the appointment will be made within the next two weeks.
 - The search committee for the Dean of Business and Economics conducted airport interviews with 11 candidates. Some of those candidates will be invited to campus for second interviews, possibly before winter break.
 - The search for an Associate Vice President for Research and Development is nearing completion, and an announcement should be made within the next couple of days.
 - We had two candidates on campus for the Executive Director of Recruitment. A decision will be made in the very near future.
 - We have just launched a search for the Dean of WVU Online, Continuing, and Professional Education.
 - Questionnaire results have been received by the five-year review committee for Paul Kreider, Dean of the College of Creative Arts. Dean Kreider will be meeting with the committee in January.
 - The pilot study for the new SEI system is going fairly well. We are getting a good response rate from students.
4. Chief of Police Bob Roberts conducted an informational session on emergency procedures. He suggested everyone visit the police.wvu.edu web site and print the Emergency Flip Card. Training videos are also posted on the web site, as well as a link to download the LiveSafe app. He also asked faculty members to spend 5 minutes at the start of each semester going over emergency procedures with their students.
5. Chair Turton reported the following:
- He, Lena Maynor, Bob Griffith, Dixie Martinelli and Lisa Martin from Staff Council, George Capel from the Student Government Association (SGA), and Oliver Street from the Office of the University Registrar toured the Beckley campus and went on to Montgomery to meet with WVU Tech faculty. Discussion topics included the harmonization project to integrate Tech into the One WVU model, and the new SEI system.
 - He, Lena Maynor, Dixie Martinelli, and Shani Waris (from SGA) traveled to Potomac State College on November 13. They toured the campus, including the Student Learning Center, the Catamount Success Academy, and the Learning Commons area and met with President Colelli and Dean Tetteh regarding various issues. The College has been working with Sharon Martin on a rebranding project, which is close to completion. Other topics of discussion included the need to upgrade science facilities, the new eSEI system, and faculty governance.
 - The Faculty Senate web site redesign team is finalizing pages for GECO, and is awaiting receipt of documents from the Curriculum Committee. A demonstration of the new site is planned for either the January or February Faculty Senate meeting.
 - He met with Associate Provost Sue Day-Perroots to discuss questions surrounding days of special concern. He is working with John Campbell, Associate Provost and Chief Information Office, to have University holidays and days of special concern superimposed on the Outlook calendar.
6. Karen Haines, Chair-Elect, Curriculum Committee, moved for approval of the following reports:

[Annex I](#), New Courses Report. PSYC 203 and 204 were included in the report after having been removed from the November report and following an agreement between the Statistics and Psychology departments. Motion carried.

[Annex II](#), LGBTQ Studies Minor was presented for information. Report filed.

[Annex III](#), Alterations Report was presented for information. Report filed after EXPH 364 was pulled from the report.

[Annex IV](#), Capstone Courses Report. Motion carried.

7. Dave Hauser, Chair, General Education Curriculum Oversight Committee, moved for approval of the following:

[Annex V](#), Modification of GEF Focus Language. Motion carried.

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

- He and Jennifer Orlikoff attended the ACF meeting and HEPC meeting on November 20. He presented the ACF annual report.
- HEPC passed Series 17: Transferability of Credits and Grades at West Virginia Colleges and Universities. Mathematics and science committees were formed to address issues related to Series 17, and have each met once. The science committee will be further divided by discipline, to include biology, chemistry, and physics committees.

9. Robert Griffith, BOG representative, reported that the Board of Governors will meet on December 18, 2015. Revisions to Policies 31 and 44 will be considered at that meeting.

10. C.B. Wilson presented [Annex VI](#), Proposed Modifications to Board of Governors' Policy 2. The substantive change to Policy 2 modifies language relative to term appointments for instructional faculty. In addition to the Faculty Senate, Dr. Wilson will solicit suggestions for changes to the policy from the President's and Provost's leadership teams, and from other constituent groups. Proposed changes will eventually be presented to the Board of Governors and the customary 30-day comment period will follow.

11. The meeting adjourned at 3:58 p.m. to reconvene on Monday, January 11, 2015.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
 From: Matt Valenti, Chair, Senate Curriculum Committee
 Date: November 16, 2015
 Re: New Courses Report

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
PSYC 203: Research Methods & Analysis 1	A&S	3	PSYC 101 and MATH 126	Research methods and data analysis utilizing descriptive and correlational designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.	This course (along with PSYC 204) has been developed in response to the department's annual assessment findings over a period of time. WVU students have scored below the 50th percentile on the Statistics Psychology Area Concentration Achievement Test (PACAT) over the past decade. Additionally, faculty are currently re-teaching statistics content in the current research methods course (PSYC 202). Based on empirical data (Barron & Apple, 2014), we designed a two-semester integrated statistics-research methods course (PSYC 203 and 204). This sequence will allow for more hands-on application based learning resulting in the transfer of knowledge to research and real-world issues, and stronger critical thinking skills. This sequence will allow students to master statistical knowledge and research methodology needed for all upper level PSYC courses.
PSYC 204: Research Methods & Analysis 2	A&S	3	PSYC 203 with a grade of C- or higher	Research methods and data analysis utilizing experimental and quasi-experimental designs in developmental, experimental, clinical, and social psychology in the laboratory and the natural environment.	This course (along with PSYC 203) has been developed in response to the department's annual assessment findings over a convincing period of time. WVU students have scored below the 50th percentile on the Statistics Psychology Area Concentration Achievement Test (PACAT) over the past decade. Additionally, faculty are currently re-teaching statistics content in the current research methods course (PSYC 202). Based on empirical data (Barron & Apple, 2014), we designed a two-semester integrated statistics-research methods course (PSYC 203 and 204). This sequence will allow for more hands-on application based learning resulting in the transfer of knowledge to research and real-world issues, and stronger critical thinking skills. This sequence will allow students to master statistical knowledge and research methodology needed for all upper level PSYC courses.
SOCA 259: The Craft of Anthropology	A&S	3		Orientation to the anthropological discipline. Focus on disciplinary ethics and building anthropological reading, writing, and research skills.	This course is being submitted in preparation for a program change proposal that separates sociology and anthropology into separate, distinct majors. The program change will be submitted in November, during the window provided by the Registrar's Office for ECAS CIM program actions. This course is designed to ground students' academic work in the anthropological discipline and teach core and disciplinary specific research, reading, and writing skills.
RPTR 353: Sustainable Tourism in Patagonia	AG&FOR	3	RPTR 150	This course will provide a theoretical and applied study of sustainable tourism and the ecosystems and culture of the Aysén region of Patagonian Chile. Alongside local guides and entrepreneurs, students will explore nature-based tourism and investigate how this tourism can be an agent of sustainable development. Student will investigate contemporary controversial issues in Chilean Patagonia.	This course fits into the Sustainable Tourism area of emphasis of the Recreation, Parks, and Tourism Resources program. RPTR students are required to declare an AoE and complete 9 required credits and 3 elective credits in the AoE. This course fulfills the 3-credit area elective course. Furthermore, all RPTR students are required to take 9 credits of focused electives; this course counts towards these required electives for all RPTR students. Outside of RPTR students, the course is generally taken as elective credits and/or as a study abroad course (which is required for some students and desired by many).
ENTR 416: Social Entrepreneurship	B&E	3	ENTR 400	This course will expose students to the topics and concepts in the emerging field of social entrepreneurship. The primary topic - how social entrepreneurs use business models to create sustainable enterprises.	By offering a course that integrates social responsibility, it raises the student's awareness to the nonprofit sector of the economic landscape. This course allows the college to offer a setting in which students can use the business acumen gained in other business courses to analyze and propose solutions for social problems. Finally, it allows the entrepreneurship curriculum to be more comprehensive by including topics such as sustainable economy development.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 185: Introduction to Music Therapy	CCA	3		This course provides an overview of the music therapy profession including: history, therapeutic approaches, clinical processes, populations served, and current professional issues. Readings, lectures, community engagement, clinical video observation and experience will allow you to examine general principles of music therapy and gain understanding regarding the use of music as a viable therapeutic medium across a variety of populations	MUSC 185, Introduction to Music Therapy, is part of the new Music Therapy curriculum. As the first course in the Music Therapy curriculum, this course is designed to provide an overview of the profession, including essential competencies required by both the National Association of Schools of Music and the American Music Therapy Association. Specific competencies that will be introduced and met during this course are: j. Knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations. k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/ discharge planning. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 205: Clinical Foundations of Music Therapy	CCA	3	MUSC 185 with a grade of C- or better.	This course discusses and demonstrates basic clinical foundations of the music therapy profession including treatment process, methods of delivery, considerations necessary in a therapeutic relationship, and the professional role of the music therapist.	As the second course in the Music Therapy curriculum, Music 205, Clinical Foundations of Music Therapy , provides an opportunity for students interested in the major to have experiential opportunities related to the profession. This course will focus on group leadership skills and the therapeutic process of referral, assessment, session planning and documentation. This course will continue to assist students in their rapport-building skills and the use of music to facilitate interaction to help them self-assess whether or not this is a suitable major for them. Skills introduced in this course provide the foundation necessary to gain the essential competencies required by both the National Association of Schools of Music and the American Music Therapy Association. Specific competencies that will be introduced and met during this course are: functional music skills, conducting skills, movement and composition and arranging skills. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment.Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 230: Music Therapy Interventions for Children	CCA	2	PR: MUSC 185 with a minimum grade of C- and MUSC 205 with a minimum grade of C-; PR or CONC: MUSC 239	This course provides instruction in appropriate interventions when working with children and adolescents. Students will design and implement music therapy experiences for both individuals and groups.	MUSC 230, Music Therapy Interventions for Children, is part of the new Music Therapy curriculum. Within that program this specific course, designed to be taken in the first-semester of the sophomore year introduces students to more specific information about music therapy treatment for children and adolescents while covering essential competencies required by both the National Association of Schools of Music and the American Music Therapy Association. Specific competencies that will be introduced: i. Knowledge of the basic principles of normal human development,exceptionality and psychopathology, principles of therapy, and the therapeutic relationship.j. Knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations.7.4 Demonstrate basic understanding of the primary neurological processes of the brain. 10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity. 10.4 The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 231: Music Therapy Interventions for Adults	CCA	2	MUSC 230 and MUSC 239 with a grade of C- or better.	This course provides instruction in appropriate interventions when working with adults. Students will design and implement music therapy experiences for both individuals and groups.	This new course is the fourth course within the new music therapy major curriculum. Taken in the spring semester of the sophomore year, this course is similar in structure to the MUSC 230-Music Therapy Interventions for Children course and is meant to build upon the theoretical and clinical experiences thus far. This course should also be taken in conjunction with MUSC 239A, practicum which will place students in a clinical setting with adults so that they are able to directly apply information from the course in a clinical setting.
MUSC 239: Music Therapy Practicum 1	CCA	1	MUSC 185 and MUSC 205 with a minimum grade of C- and CONC: MUSC 230	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply music therapy concepts and will further develop professional competencies.	This course is part of the new Music Therapy curriculum, the proposal of which includes a thorough rationale. Within that program this specific course, designed to be taken in the sophomore year of the Music Therapy curriculum (concurrently with MUSC 230), is important in introducing the students to essential competencies required by both the National Association of Schools of Music and the American Music Therapy Association. This particular practicum will focus on initial skill building with children. Specific competencies that will be introduced: k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; and clinical documentation (both oral and written). As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 239A: Music Therapy Practicum 2	CCA	1	MUSC 230 & 239 each with a grade of C- or better and CONC: MUSC 231.	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply clinical music therapy concepts and will further develop professional competencies.	This practicum is taken concurrently with MUSC 231: Clinical Techniques for Adults and is designed to provide students the opportunity to practice group leadership skills with adult populations. Both MUSC 239 & 239A allow students to demonstrate their clinical skills and self-assess whether they wish to pursue the Professional Sequence courses in music therapy.
MUSC 330: Principles and Practices of Music Therapy	CCA	3	Music Therapy Majors only and CONC: MUSC 339.	Course provides foundational principles and practices when serving clients with learning, neurological, motor, and medical issues, including but not limited to: Characteristics and needs; research literature on music therapy with these populations; applications to clinical work.	MUSC 330, Principles and Practices of Music Therapy I, is part of the new Music Therapy curriculum. Within that program this specific course, designed to be taken after a student has been admitted to the professional sequence and is important in introducing the students to essential competencies required by both the National Association of Schools of Music and the American Music Therapy Association. Specific competencies that will be introduced are: i. Knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship. k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation. 9.5 Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socio-economic status, or political affiliation on the therapeutic process. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 331: Advanced Principles and Practices of Music Therapy	CCA	3	Music Therapy Majors only; MUSC 330 with a minimum grade of C-; PR or CONC: MUSC 339A.	Course provides continuation of foundational principles and practices when serving various client populations and discusses related professional issues, including but not limited to: advocacy; self-care; program development and related research literature.	MUSC 331, Advanced Principles & Practices of MT, is part of the new Music Therapy curriculum. In the context of the program, this specific course is designed to continue building skills, knowledge and abilities of students accepted into the Professional Sequence in the Music Therapy curriculum. This course will continue to prepare students for their internship by practicing essential competencies required by the American Music Therapy Association. Specific competencies that will be introduced are: i. Knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship. k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation. 9.5 Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation on the therapeutic process. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 339: Music Therapy Practicum 3	CCA	1	Music Therapy majors only; PR or CONC: MUSC 330.	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply clinical music therapy concepts and will further develop professional competencies.	MUSC 339, Music Therapy Practicum 3, is part of the new Music Therapy curriculum, the proposal of which includes a thorough rationale. Within that program this specific course, designed to be taken in the junior year (as a further development of MUSC 239) of the Music Therapy curriculum, is important in introducing the students to essential competencies required by the American Music Therapy Association. Specific competencies that will be developed and performed include: k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning.8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship. 8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups. 8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 339A: Music Therapy Practicum 4	CCA	1	MUSC 330 and MUSC 339 minimum grade of C- in each.	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply clinical music therapy concepts and will further develop professional competencies.	MUSC 339A, Music Therapy Practicum 4, is part of the new Music Therapy curriculum, the proposal of which includes a thorough rationale. Within that program this specific course, designed to be taken in the junior year as part of the Music Therapy curriculum, and is important in introducing the students to essential competencies required by the American Music Therapy Association. Specific competencies that will be developed and performed include: k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning. 8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.,8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups. 8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 440: Music Therapy Practicum 5	CCA	2	Music Therapy Majors only; MUSC 331 and MUSC 339A with a minimum grade of C-.	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply clinical music therapy concepts and will further develop professional competencies.	MUSC 440, Music Therapy Practicum 5, is part of the new Music Therapy curriculum, the proposal of which includes a thorough rationale. Within that program this specific course, designed to be taken in the senior year of the Music Therapy curriculum, is important in introducing the students to essential competencies required by the American Music Therapy Association. Specific competencies that will be developed and performed include: k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/ discharge planning. 8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship. 8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups. 8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches. 12.1 Select or create music therapy experiences that meet the client's objectives.12.2 Formulate goals and objectives for individual and group therapy based upon assessment findings. 12.3 Identify the client's primary treatment needs in music therapy. 12.4 Provide preliminary estimates of frequency and duration of treatment. 12.5 Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client. 12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted. 12.7 Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy). 12.8 Plan and sequence music therapy sessions. 12.9 Determine the client's appropriate music therapy group and/or individual placement. 12.10 Coordinate treatment plan with other professionals. As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 440A: Music Therapy Practicum 6	CCA	2	Music Therapy Majors only; MUSC 331 and MUSC 339A with a minimum grade of C-.	Supervised clinical training opportunities with clients and families of diverse backgrounds and needs in a variety of clinical settings. Students will learn how to apply clinical music therapy concepts and will further develop professional competencies.	MUSC 440A, Music Therapy Practicum 6, is part of the new Music Therapy curriculum, the proposal of which includes a thorough rationale. Within that program this specific course, designed to be taken in the senior year of the Music Therapy curriculum, is important in introducing the students to essential competencies required by the American Music Therapy Association. Specific competencies that will be developed and performed include: k. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/ discharge planning. 12.1- Select or create music therapy experiences that meet the client's objectives. 12.2- Formulate goals and objectives for individual and group therapy based upon assessment findings. 12.3- Identify the client's primary treatment needs in music therapy. 12.4- Provide preliminary estimates of frequency and duration of treatment. 12.5- Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client. 12.6- Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted. 12.7- Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy). 12.8- Plan and sequence music therapy sessions. 12.9- Determine the client's appropriate music therapy group and/or individual placement. 12.10- Coordinate treatment plan with other professionals. 13.1- Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur. 13.3- Provide verbal and nonverbal directions and cues necessary for successful client participation. 13.4- Provide models for and communicate expectations of behavior to clients. 13.5- Utilize therapeutic verbal skills in music therapy sessions.,13.6- Provide feedback on, reflect, rephrase, and translate the client's communications. 13.7- Assist the client in communicating more effectively. 13.8- Sequence and pace music experiences within a session according to the client's needs and situational factors. 13.10- Implement music therapy program according to treatment plan. 13.11- Promote a sense of group cohesiveness and/or a feeling of group membership. 13.13- Recognize and respond appropriately to effects of the client's medications.,As specified in the New Major Proposal the new major meets the following goals of the College's 2020 Strategic Plan: ,Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment. Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.
MUSC 444: Psychological Foundation of Music	CCA	3		This course provides students with understanding of how music influences human behavior, including but not limited to, physical, psychological, and physiological responses to various aspects of music and how responses are utilized in the therapeutic process.	This new course provides a macro-view of the effect of music on humans. It has been placed in the fall semester of the senior year in order to provide the opportunity for upper-level music therapy students to practice in making transfers of therapeutic effects of music to a broader audience and context.
MUSC 445: Evidence Based Practice in Music Therapy	CCA	3	Music Therapy Majors only; MUSC 330 and MUSC 339 and MUSC 331 and MUSC 339A with a grade of C- or better.	This course provides an academic study of various research methods in music therapy, the evidence base for effectiveness of music therapy interventions across populations, and professional communication and interpretation of research as it relates to clinical applications. Course includes reading, interpreting and conducting research, including quantitative and qualitative methodologies, as related to evidence-based practice in music therapy.	This new course is the capstone course for music therapy students before enrolling in internship. This course allows students to demonstrate the knowledge, skills and abilities acquired in the previous experiences and design and implement a research project.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MUSC 485: Music Therapy Internship	CCA	2-12	Music Therapy Majors Only	Students will complete a minimum of 900 hours of supervised clinical training at either an AMTA-approved National Roster Internship site or a University-affiliated Internship site.	Students will complete a supervised clinical training internship (totaling 900 hours) at either AMTA-approved National Roster Internship or a University-Affiliated Internship program. The academic faculty and internship supervisor will develop an individualized training plan with students to support them in developing expertise that is in compliance with the entry-level professional competencies for music therapists by AMTA.
PET 678: Teaching Physical Activities 1	CPASS	1	Admission to the WVU Masters in Physical Education Teacher Education program.	The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of sports for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.	The course will provide enrolled MS in PETE students content and pedagogical content knowledge of new, value-added instructional learning activities related to sport that can be used to supplement their own K-12 physical education curricula and extend their professional knowledge.
PET 679: Teaching Physical Activities 2	CPASS	1	Admission to the WVU Masters in Physical Education Teacher Education program	The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of lifetime physical activities for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.	The course will provide enrolled MS in PETE students content and pedagogical content knowledge of new, value-added instructional learning activities related to lifetime physical activities that can be used to supplement their own K-12 physical education curricula and extend their professional knowledge.
UTCH 221: Knowing and Learning in Mathematics and Science	CEHS	3	ARSC 120 and (PR or CONC: ARSC 220)	This class focuses on how students come to know and learn in secondary mathematics and science as understood from multidisciplinary perspectives. Students will identify, learn, and employ learning theories that will guide their own pedagogical practice as thoughtful and reflective practitioners.	This course teaches perspective teachers how student come to know and learn in mathematics and science, which is critical to support teachers' pedagogical practice. This is a required course in the Uteach curriculum, of which WVUteach is a replication.
LAW 660: Law of Coal	LAW	2-3		An introduction to current legal issues relating to mineral conveyancing, and regulation of environmental and health and safety impacts of coal mining, reclamation of coal mines and coal combustion.	The College of Law's Energy and Sustainability Law program offers students the opportunity to focus on pertinent energy and sustainable development issues. Law of Coal fits ideally into this concentration by expanding students' development of skills and knowledge necessary to analyze primary regulatory laws affecting the coal industry, coal workers, coalfield communities and the environment. Law students completing the course will be better able to compete for legal positions in energy, regulatory and/or environmental law practice settings where such knowledge and understanding is essential. Offering this course with 2-3 variable credits permits flexibility for instructors to alter the course content and requirements depending on needs or preferences. Following the Academic Innovation Initiative, the course will be offered online, as well as traditional classroom style with the capability for varying credit values. This would open up opportunities for non-traditional or off-site students to participate. Each syllabus will be written accordingly with clear and detailed expectations based upon credit value.

Title	College	Credits	Prerequisites	Course Description	Curriculum Based Rationale
MICB 720: Cellular Immunobiology	MED	3		This course will study contemporary topics in immunology from a research perspective. The primary focus of this course is to examine the impact of significant research discoveries on shaping current knowledge in immunology and disease. Students are expected to have prior understanding of basic immunology.	This is a required course for graduate students entering the Immunology and Microbial Pathogenesis graduate program without having Immunology background in their coursework. This course is designed to teach students to apply fundamental principles in immunobiology to current research topics, using primary publications and review articles in top immunology journals. This course replaces the former module course on Immunology and Microbial Pathogenesis taught for first-year graduate students in the Spring semester. This course offers a more in-depth coverage of important Immunology principles than was previously available.

LGBTQ Studies

Program Type	Minor
Effective Term	201601
Campus	WVU
College/School	Arts and Sciences
Primary Subject	Women and Gender Studies
Level	Undergraduate
Program Title	LGBTQ Studies
Program Code	NEW-TBD

Banner Code (ie 0705)

The educational goals and objectives:

The minor in LGBTQ Studies will provide students the opportunity to enroll in a course of study that examines critically the relationship between queer sexual and gender identities, experiences, cultures, and communities in a wide range of historical and political contexts. Students may include choose an elective course from a variety of fields, including Women's and Gender Studies, English, Political Science, Social Work, and World Languages, Literatures and Linguistics. The minor will also lead students to investigate how non-normative and normative genders and sexualities intersect with other social categories, such as race, ethnicity, gender, class, and nationality.

Additional resources (faculty, space, financial) needed:

Nothing additional at the moment.

Evidence of need for the minor:

LGBTQ Studies continues to grow as a related but distinct field from women's and gender studies. As the Center for Women's and Gender Studies continues to experience growth in their undergraduate programs, an increasing number of our students express an interest not only in specific courses focused on LGBTQ content, but also in a separate curriculum that allows them to pursue focused study in this newer field.

Intended population the minor will serve:

The minor in LGBTQ Studies will be relevant and beneficial to students pursuing degrees in all areas of the humanities and social sciences and to students planning to go into law, medicine, health, politics, business, or any other profession that works with diverse communities. As LGBTQ people become more visible in society and as discrimination against individuals because of their sexual and gender identities becomes increasingly untenable, students need to understand the complexities of gender and sexuality. A minor in LGBTQ Studies will enable WVU students to devote significant study to the experiences of people who do not conform to culturally dominant identities of sexuality: lesbian, gay, bisexual, transgender, queer, questioning, pansexual, two spirit, genderqueer, and others—categories of identities continue to evolve just as this emerging field does. This curriculum will provide an important advantage as members of the global community.

Anticipated outcomes of the minor:

LGBTQ Studies Minor Learning Outcomes:

In completing a minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies, students will be able to demonstrate competency relative to three aspects: content, skills and application of knowledge.

Content—Students will be able to:

- Demonstrate how gender, sexuality, sexual identity, and gender expression shape experience and reflect societal constructs
 - Demonstrate an understanding of key terms and concepts related to the field
 - Use the lens of queer theory to analyze manifestations of human endeavor
- [Corresponds to LEAP learning outcome 1: Knowledge of Human Cultures and the Physical and Natural World]

Skills—Students will be able to:

- Use critical thinking skills to formulate and defend positions by developing, supporting and presenting the information in written and oral form
 - Use critical reading skills to analyze, dissect, and criticize arguments to demonstrate an understanding of the scholarship and theoretical underpinning of the field of LGBTQ studies
 - Apply approaches to problem solving that go beyond a single disciplinary framework
- [Corresponds to LEAP learning outcome 2: Intellectual and Practical Skills]

Application of knowledge—Students will be able to:

- Develop the knowledge and gain the experience to apply social justice aspects of LGBTQ studies scholarship and activism in the classroom and in the community
 - Apply transformational learning in the discipline (the interconnection between theory and practice) to coursework outside of the field of LGBTQ Studies, to their future education, careers, and/or civic and community engagement
- [Corresponds to LEAP learning outcomes 3: Personal and Social Responsibility and 4: Integrative and Applied Learning]

Plan to assess the outcomes of the minor:

A programmatic assessment will be incorporated into the final course of the series, either WGST 460, Men and Masculinities, or WGST 484, Capstone. The assessment will be integral to the classwork--discussions, essays, and projects. A global rubric will be completed by the instructor assessing students' ability to address the learning outcomes at the end of the semester. The students will also complete a self-evaluation.

Does a similar minor exist?

No

Does the proposed curriculum include course prerequisites or course requirements taught by another academic unit?

No

Describe the pattern of course availability during the academic year for all required courses and prerequisites.

Required

WGST 170--every semester

WGST 260 (PR for 360)-- offered every fall

WGST 360 (PR for 460 or 484)--offered every spring

WGST 460--offered every other spring

OR

WGST 484--offered every spring

Elective

ENGL 388-- periodic

FCLT 460-- once per year

GEOG 412-- every other year

POLS 324-- every 3 semesters

SOWK 401-- periodic

WGST 340-- every semester

WGST 448-- every fall

In what format will this curriculum be offered?

Homeland Security requires that a minimum of 90% of any program enrolling students on a study visa must be available in face-to-face instruction, requiring physical presence of the international student.

100% on campus

Requirements and Catalog Information

Include all curriculum requirements in the course list, including minimum grade and minimum GPA requirements. A Plan of Study is required for all undergraduate majors.

Minor Code -

A grade point average of 2.0 across courses applied toward completion of the minor is required. For the LGBTQ minor, 12 of the 15 credits must be unique to the minor.

Core Courses		12
WGST 170	Introduction to Women's and Gender Studies	
WGST 260	Perspectives on Lesbian, Gay, Bisexual, Transgender, and Queer Studies	
WGST 360	Queer Theories	
WGST 460	Men and Masculinities	
or WGST 484	Seminar:Capstone	
Upper-Division Elective*		3
ENGL 388	Topics in Gay/Lesbian Studies	
FCLT 460	Sexuality and Gender in Hispanic Cinema	
GEOG 412	Geography of Gender	

POLS 324 Sexuality, Law, and Politics
SOWK 401 Social Work Practice and Human Sexuality
WGST 340 Gender and Violence
WGST 448 Sexuality in American Culture

Total Hours

15

*Substitutions must be approved by the Center for Women's and Gender Studies LGBTQ minor coordinator.

To: Faculty Senate Executive Committee

From: Karen Haines, SCC Chair-Elect

Date: November 16, 2015

Re: Alterations Report

Action: Course Alterations (Minor Changes)

Effective Term: Spring, 2016

Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
ACE 410	Change course prerequisite	ACE 410. Training Theories for Coaches. 3 Hours. PR: PET 124 and PET 125 and EXPH 365. Application of sport training theories to building, designing and assessing athlete training plans, seasonal team development and long term athlete development from physical literacy to peak performance at all participation levels.	ACE 410. Training Theories for Coaches. 3 Hours. PR: PET 124 and PET 125 and (PR or CONC: EXPH 365). Application of sport training theories to building, designing and assessing athlete training plans, seasonal team development and long term athlete development from physical literacy to peak performance at all participation levels.	The change here is a clarification of the pre-requirements for the course only. PET 124 and 125 remain required pre-requisites. The clarification requires students to have previously taken EXHP 365 or to be simultaneously enrolled in EXPH 365 during the semester they take ACE 410. This allow more flexibility for transfer students and students in the minor while ensuring they will have completed all the necessary coursework prior to their internship experiences.	
EDP 613	Change course prerequisite	EDP 613. Statistical Methods 1. 3 Hours. PR: MATH 126. Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regressions, correlation, transformation, F and chi-square distributions, and analysis of variance and sample size.	EDP 613. Statistical Methods 1. 3 Hours. PR: EDP 612. Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regressions, correlation, transformation, F and chi-square distributions, and analysis of variance and sample size.	EDP 613 is a master's and beginning doctoral course. Math 126 is an undergraduate course. This change in prerequisite is necessary to ensure the students have the appropriate knowledge and experience.	
EDP 614	Change course prerequisite	EDP 614. Statistical Methods 2. 3 Hours. PR: STAT 511. Extension of basic concepts of statistical models, design of experiments, multiway classification models, factorials, split plot design, simple covariance, orthogonal comparisons, multiple linear and nonlinear regression and correlation analysis, chi-square and nonparametric statistics.	EDP 614. Statistical Methods 2. 3 Hours. PR: EDP 613. Extension of basic concepts of statistical models, design of experiments, multiway classification models, factorials, split plot design, simple covariance, orthogonal comparisons, multiple linear and nonlinear regression and correlation analysis, chi-square and nonparametric statistics.	EDP 613 is listed as equivalent to Stat 511 and Psyc 511 according to the listing of graduate courses for Statistics. Listing the prerequisite as EDP 613 will communicate better with students in the College of Education and Human Services.	

EDP 617	Change course prerequisite	EDP 617. Program Evaluation. 3 Hours. An awareness of the purposes, ethics, issues of design, methods, and models of program evaluation.	EDP 617. Program Evaluation. 3 Hours. PR: EDP 613 and SCFD 615. An awareness of the purposes, ethics, issues of design, methods, and models of program evaluation	The addition of prerequisites is necessary to ensure the students have the appropriate knowledge and experience.	
EDP 618	Change course prerequisite	EDP 618. Mixing Research Methodologies. 3 Hours. PR: EDP 612 or equivalent. Students will focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies.	EDP 618. Mixing Research Methodologies. 3 Hours. PR: EDP 613 and SCFD 615. Students will focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies.	The change in prerequisites is necessary to ensure students have the appropriate knowledge and experience.	
EDP 710	Change course prerequisite	EDP 710. Seminar. 3 Hours. PR: EDP 613 and consent. Identification of research problems in education, consideration of alternative designs and methods of investigation, and development of a research proposal at the advanced graduate level.	EDP 710. Seminar. 3 Hours. PR: EDP 613 and SCFD 615. Identification of research problems in education, consideration of alternative designs and methods of investigation, and development of a research proposal at the advanced graduate level.	The change in prerequisite is necessary to ensure the student have the appropriate knowledge and experience.	
EDP 711	Change course prerequisite	EDP 711. Multivariate Methods 1. 3 Hours. PR: STAT 511 or equivalent. Basic matrix operations, multiple regression analysis, discriminant analysis for two groups, multivariate analysis if variance for one and two-way designs, and analysis of covariance involving multiple covariates. Applying SPSS Procedure Matrix for data analyses.	EDP 711. Multivariate Methods 1. 3 Hours. PR: EDP 614. Basic matrix operations, multiple regression analysis, discriminant analysis for two groups, multivariate analysis if variance for one and two-way designs, and analysis of covariance involving multiple covariates. Applying SPSS Procedure Matrix for data analyses.	The change in prerequisite is necessary to ensure students have the appropriate knowledge and experience.	
STAT 551	Change course description	STAT 551. Nonparametric Statistics. 3 Hours. PR: STAT 511 or equivalent. Distribution-free procedures of statistical inference. Location and scale tests for homogeneity with two or more samples (related or independent); tests against general alternatives. (Alternate years.).	STAT 551. Nonparametric Statistics. 3 Hours. PR: STAT 511 or equivalent. Distribution-free procedures of statistical inference. Location and scale tests for homogeneity with two or more samples (related or independent); tests against general alternatives.	This change is being made to reflect that STAT 551 is offered more frequently than in alternate years.	

STAT 645	Change course prerequisite	STAT 645. Linear Models. 3 Hours. PR: STAT 545 and STAT 362 or consent. Multivariate normal distribution, distribution of quadratic forms, linear models, general linear hypotheses, experimental design models, components of variance for random effects models.	STAT 645. Linear Models. 3 Hours. PR: STAT 545 and (STAT 462 or STAT 562) or consent. Multivariate normal distribution, distribution of quadratic forms, linear models, general linear hypotheses, experimental design models, components of variance for random effects models.	The previous prerequisite of STAT 362 is no longer being offered. This change updates the prerequisite to equivalent , currently-offered courses.	
WGST 345	Change course number and description	WGST 245. Women in International Development. 3 Hours. To examine the cultural diversities in the definition of women's roles and status, to investigate women's access to education, health, income, credit and technology, and to study women's contributions in third world development.	WGST 345. Women in International Development. 3 Hours. Examines cultural diversities in the definition of women's roles and status; investigates women's access to education, health, income, credit and technology; and studies women's contributions in third world development.	WGST 245 should be altered to 345 because the 300-level designation more accurately reflects the intellectual rigor of the course.	
SPAN 643	Change course title and add description	SPAN 643. Contemporary Spanish Narrative. 3 Hours.	SPAN 643. Contemporary Spanish Literature. 3 Hours. Introduction to the major tendencies, authors, and works of Spanish Peninsular Literature from the late 19th Century to nowadays; presentation and analysis of the main literary movements of the period.	This is an alteration of the main course title to reflect better what it is taught in class. It will cover the same time frame, and the content will still be focused on narrative, as the majority of the literary works read in this course are novels.	
OEHS 733	Change course title and description	OEHS 733. Advanced Work Injury Analysis. 3 Hours. This course will discuss how formal and informal aspects of work organization contribute to workplace injuries and other work-related health outcomes. A variety of social and organizational theories and perspectives will be used to illustrate how organizational factors can affect rates of work-related injury.	OEHS 733. Organizational Theories of Injury and Disaster Prevention. 3 Hours. This course will discuss how aspects of work organization shape workplace injury patterns and modify the risk of organizational disasters. Social and organizational theories and contemporary perspectives of safety will be presented and used to illustrate how to reduce the occurrence of work-related injuries as well as the risk of organizational disasters.	The new proposed title reflects the content of the course more accurately and does more to inform students who might be interested in taking it. This modification also reflects how the course suits the needs of Occupational and Environmental Health Sciences students, and may draw attention of interested students from other departments, as it cover a broader range of topics than the original title. The course has been expanded and now incorporates more emphasis on the subject of organizational disasters. In the past, students have found these elements of the course useful, as this material is unique within our program and has supplemented materials they had learned in other courses.	

HN&F 353	Change credit hours, course prerequisite, and course description	HN&F 353. Food Service Systems Management. 4 Hours. PR: (MATH 126 or HN&F 350) and PR or CONC: AEM 341. Introduction to food service systems and systems management. Field experience in institutional and commercial food services	HN&F 353. Food Service Systems Management. 3 Hours. PR: Math 126a or 126b or 126c or HN&F 350 or HN&F 271. Introduction to food service systems and systems management. Principles of quantity food production management: production schedules, portion control, financial management, layout and equipment planning, evaluation of alternative systems, and computer applications	Prerequisite courses necessary for foundational knowledge to succeed in course updated. Applied quantity food production content will be reduced. This is reflective in updating credit hours from 4 hours to 3 hours.	
			Effective Term: Fall 2016		
Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
PUBH 211	Change course prerequisite	PUBH 211. Biostatistics for Population Health. 3 Hours. PR: MATH 121 or higher. This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making. Topics include data visualization, summary statistics, statistical inference, and strategies for articulating and evaluating claims using statistical constructs.	PUBH 211. Biostatistics for Population Health. 3 Hours. PR: MATH 121 or higher and PUBH 101. This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making. Topics include data visualization, summary statistics, statistical inference, and strategies for articulating and evaluating claims using statistical constructs.	We are adding PUBH 101 as a prerequisite to 5 PUBH courses. These PUBH courses are open to all WVU students. After careful consideration, we feel that students would benefit by having the foundational knowledge provided in this course in order to better understand the concepts taught in this and the other 4 courses.	

PUBH 241	Change course prerequisite	PUBH 241. Biological Basis of Public Health. 3 Hours. Provides a basic understanding of human changes associated with or resulting from those chronic or infectious diseases or injuries that are of public health importance in the US and globally. Students will: 1) understand core concepts of health and disease, 2) recognize common infectious diseases and their influence on public health, and 3) identify chronic disease burden.	PUBH 241. Biological Basis of Public Health. 3 Hours. PR: PUBH 101 and (BIOL 101 and BIOL 103) or (BIOL 102 and 104 or) higher. Provides a basic understanding of human changes associated with or resulting from those chronic or infectious diseases or injuries that are of public health importance in the US and globally. Students will: 1) understand core concepts of health and disease, 2) recognize common infectious diseases and their influence on public health, and 3) identify chronic disease burden.	We are adding PUBH 101 as a prerequisite to 5 PUBH courses. These PUBH courses are open to all WVU students. After careful consideration, we feel that students would benefit by having the foundational knowledge provided in this course in order to better understand the concepts taught in this and the other 4 courses. We are also adding a basic biology and lab sequence as pre-requisites for this course as they will provide a good foundation concepts taught in this course.	
PUBH 243	Change course prerequisite	PUBH 243. Issues in Environmental Health. 3 Hours. Provides an overview of environmental and occupational issues relating to air, water, and solid waste as they relate to human health. Basic environmental health concepts, technologies and underlying data will be examined to better understand local, national and global solutions to environmental health problems.	PUBH 243. Issues in Environmental Health. 3 Hours. PR: PUBH 101. Provides an overview of environmental and occupational issues relating to air, water, and solid waste as they relate to human health. Basic environmental health concepts, technologies and underlying data will be examined to better understand local, national and global solutions to environmental health problems.	We are adding PUBH 101 as a prerequisite to 5 PUBH courses. These PUBH courses are open to all WVU students. After careful consideration, we feel that students would benefit by having the foundational knowledge provided in this course in order to better understand the concepts taught in this and the other 4 courses.	
PUBH 331	Change course prerequisite	PUBH 331. Introduction to Health Policy. 3 Hours. This course provides an overview of the inner workings of health care policy making, from the legislative process to socioeconomic impacts, with both historical and modern perspectives. Students will explore factors that shape the United States health care system and policy, such as values, models, and stakeholders, and compare them to other countries for international context.	PUBH 331. Introduction to Health Policy. 3 Hours. PR: PUBH 101. This course provides an overview of the inner workings of health care policy making, from the legislative process to socioeconomic impacts, with both historical and modern perspectives. Students will explore factors that shape the United States health care system and policy, such as values, models, and stakeholders, and compare them to other countries for international context.	We are adding PUBH 101 as a prerequisite to 5 PUBH courses. These PUBH courses are open to all WVU students. After careful consideration, we feel that students would benefit by having the foundational knowledge provided in this course in order to better understand the concepts taught in this and the other 4 courses.	

PUBH 352	Change course prerequisite	PUBH 352. Introduction to Social and Behavioral Science and Practice. 3 Hours. PR: PUBH 202. Introduces the historical and philosophical background of the social and behavioral sciences, covering theories of behavioral science applied to health behaviors; socio-cultural factors of disease etiology, prevention and population health; individual, group, community, and technology-based strategies for health behavior change; and current issues in behavioral sciences for health promotion including its application to achieving the Healthy People 2020 goals.	PUBH 352. Introduction to Social and Behavioral Science and Practice. 3 Hours. PR: PUBH 101 and PUBH 202. Introduces the historical and philosophical background of the social and behavioral sciences, covering theories of behavioral science applied to health behaviors; socio-cultural factors of disease etiology, prevention and population health; individual, group, community, and technology-based strategies for health behavior change; and current issues in behavioral sciences for health promotion including its application to achieving the Healthy People 2020 goals.	We are adding PUBH 101 as a prerequisite to 5 PUBH courses. These PUBH courses are open to all WVU students. After careful consideration, we feel that students would benefit by having the foundational knowledge provided in this course in order to better understand the concepts taught in this and the other 4 courses. (Note, PUBH 202 was an existing pre-req.)	
BIOS 611	Change course description	BIOS 611. Data Management and Reporting. 3 Hours. Introduction to statistical software for data management and analysis. Focus is on SAS for data management and analysis.	BIOS 611. Data Management and Reporting. 3 Hours. Introduction to statistical software for data management and analysis. Focus is on SAS and R for data management and analysis.	We are adding R to the list of software covered in the class. It is imperative that Biostatistics graduates enter the workforce with a solid foundation of knowledge and skills in both SAS and R, two popular statistical packages. Formal training in both software packages will equip graduates for jobs in industry or further academic education in biostatistics.	
			Effective Term: Fall 2017		
Title	Action	Old Course Description	New Course Description	Curriculum Based Rationale	
ENGL 321	Change course prerequisite	ENGL 321. History of the English Language. 3 Hours. Study of the nature of the language; questions of origins, language families, development, relationships of English as one of the Indo-European languages.	ENGL 321. History of the English Language. 3 Hours. PR: ENGL 221 or LING 101 or LING 311 or consent. Study of the nature of the language; questions of origins, language families, development, relationships of English as one of the Indo-European languages.	The prerequisites will help students understand the base knowledge needed before entering this class.	
Deactivation:					
WGST 245					

<p>To: Faculty Senate Executive Committee From: Matt Valenti, Chair, Senate Curriculum Committee Date: November 16, 2015 Re: Capstone Courses Report</p>						
How will students demonstrate each of the following abilities:						
Title	Course College	Gather material independently, as needed	Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:	Reflect on the ethical (or societal) issues that are implicit in their project and/or project's design:	Capstone Comments:	
					How is the written component of the Capstone Experience completed?	How is the oral component of the Capstone Experience completed?
MUSC 445: Evidence Based Practice in Music Therapy	CCA	Students will locate peer-reviewed research in order to complete a literature review in preparation for a research project.	Students will use clinical knowledge (gained through practicum experiences and coursework) and research of peer-reviewed journals to formulate a question for a research project they will conduct over the course of the semester.	Reflection and discussion of related ethical and societal issues are central to the construction of the project and determining how to collect data and what data to collect to complete the project.	Students will produce a written research paper that adhere's to industry standards for journal publication.	Students will participate in a professional research poster session and submit work to a professional conference.

Proposed Change to GEF language relating to the GEF Area 8 (Focus)
(This proposed language would replace F8 on the WVU Registrar's GEF webpage:
<http://registrar.wvu.edu/gef>)

F. 8 Focus (9 credits)

The GEF designates 9 credits (normally 3 three-hour courses) of Focus coursework, to help students capitalize on the range and diversity of courses offered at WVU. In order to maximize connections, incorporate additional competencies, and encourage true breadth of study, students must fulfill the Focus through completion of one of the following academic paths:

- Minor (link to minors available)
- Double major
- Dual degree
- 9 credits of additional coursework from the list of courses approved for GEF Areas 1-7

Students are expected to work with their advisors to ensure completion of the Focus. Students completing three minors as part of a MDS program must satisfy the Focus by completing 9 additional credits of GEF coursework, or a fourth minor.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

POLICY 2

ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION, AND TENURE

Section 1. General.

- 1.1 This policy relates to academic freedom and responsibility, appointment, promotion, tenure, nonreappointment or dismissal of faculty, and grievance procedures for matters pertaining to faculty. The policy sets forth the major elements which need to be incorporated by the university and its regional-divisional campuses as they formulate institutional policy relating to faculty issues, as required by HEPC Series 9.
- 1.2 Authority – W. Va. Code §18B-1-6 and 18B-1B-4; Also HEPC Series 9: “The university shall develop a policy on faculty matters for its campuses as set forth in Series 9 and shall file its policy with the Board.”
- 1.3 Effective Date: February 8, 2002, Amended: June 6, 2003, Amended: February 15, 2008; Amended [DATE]

Section 2. Academic Freedom and Professional Responsibility.

- 2.1. Academic freedom at all campuses of West Virginia University is necessary to enable the institution to perform its societal obligation as established by the Legislature and the Higher Education Policy Commission. The Board recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the institution and campuses under its jurisdiction. Faculty members and students must always remain free to inquire, study, and evaluate.
- 2.2. Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, extension service, and other professional duties.* Activity for pecuniary return that interferes with one’s obligations to the institution should be based upon an understanding, reached before the work is performed, with the authorities of the institution. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline.
- 2.3. The concept of academic freedom is accompanied by an equally important concept of academic responsibility. The faculty member at West Virginia University is a citizen, a member of a learned profession, and a representative of an educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member has the responsibility of contributing to institutional, campus and departmental missions in teaching, research, and service, as defined by institutional policy. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution in which he or she holds an appointment.
- 2.4. In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research, and service according to one’s campus, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected.
- 2.5. Faculty interests and skills change, disciplines evolve, and new professions or fields of study emerge. All faculty members are responsible for remaining current in their disciplines. All are encouraged to explore opportunities for further developing a versatile range of knowledge and skills that are important to the institution. Through individual initiative and faculty development programs, faculty members are encouraged to grow in competency in their own disciplines and strengthen their interests in related fields.
- 2.6. As members of an academic community, faculty members also are expected to participate in decisions concerning programs and in program-review processes.

*On April 12, 2002, the West Virginia University Board of Governors endorsed the statement in the West Virginia University Faculty Handbook (May 2000) that faculty members may conduct and publish the results of their research with full freedom as long as they do not sacrifice their other academic or professional duties.

Section 3. Faculty: Ranks and Definitions.

- 3.1. The faculty at any campus of West Virginia University shall be those appointees of the president's designee. The faculty are those so designated by the designee and may include, but are not limited to, such professional personnel as librarians, faculty equivalents, academic professionals, and those involved in off-campus academic activities.
- 3.2. Faculty may fall into one of the following classifications:
- 3.2.1. Tenured: Those faculty members who have attained tenure status as determined by the president's designee. Tenured appointments are full-time (1.00 FTE) for the academic year.
- 3.2.1.1. Under special circumstances, if requested by the faculty member and approved by the president's designee, a full-time tenured appointment may be converted to a part-time tenured appointment for a specified time period, normally not to exceed one calendar year per occurrence. At the conclusion of the approved time period or an approved extension thereof, the faculty member will return to a full-time tenured appointment or, if the faculty member chooses not to return to a full-time tenured appointment, the faculty member's employment will cease. This section does not apply to actions associated with phased retirement programs.
- 3.2.2. Tenure-Track: Those faculty members who have been appointed on a full-time (1.00 FTE) basis and have been designated by the president's designee as being in a tenure-track position.
- 3.2.2.1. Under special circumstances, if requested by the faculty member and approved by the president's designee, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year per occurrence. At the conclusion of the approved time period or extension thereof, the faculty member will return to a full-time tenure-track appointment or, if the faculty member chooses not to return to a full-time tenure-track appointment, the faculty member's employment will cease. Time spent in a part-time tenure-track appointment at least one-half the contract period will not normally apply to the calculation of the years of service for the purposes of tenure nor will it result in any de facto award of tenure.
- 3.2.3. Clinical-Track: Those faculty members who have been appointed by the president's designee and have been designated as being in a clinical-track position. Their appointment may be full-time (1.00 FTE) or part-time.
- 3.2.4. Librarian-Track: Those faculty members who have been appointed by the president's designee and have been designated as being in a librarian-track position. Their appointment may be full-time (1.00 FTE) or part-time.
- 3.2.5. Term:
- 3.2.5.1. ~~Those faculty members at community and technical colleges who have been appointed for a specified term as defined by the president's designee. The appointment may be full-time (1.00 FTE) or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty. This section applies specifically to the Community and Technical College at West Virginia University Institute of Technology and to West Virginia University-Parkersburg.~~
- 3.2.5.2. ~~Those faculty members in units reporting to WVU (Morgantown) who have been appointed by the president's designee as instructional faculty for a specified term as defined by the institution. The appointment shall be full-time (1.00 FTE) or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single initial term may exceed three years. Upon attainment of the rank of Associate Professor, the faculty member may be appointed to terms of up to six years. Upon attainment of the rank of Professor, the faculty member may be appointed to terms of up to nine years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty. Such full-time appointments will not exceed ten percent of the total number of full-time faculty at the institution. For purposes of this section, Potomac State College, WVU Institute of Technology, WVU Beckley, and WVU (Morgantown) will be treated as separate institutions. For purposes of the ten percent calculation, "full-time faculty" at WVU (Morgantown, including the Health Sciences Center) will comprise tenured faculty, tenure-track faculty, and, at the Health Sciences Center, clinical-track faculty, as indicated in Section 3.2.3 above. Not included in this calculation are librarian-track faculty, non-tenure-track faculty (including, but not limited to, those with prefixes of teaching.~~

research, clinical, visiting or adjunct), faculty equivalents, academic professionals, and post-doctoral fellows.

- 3.2.6. Non-tenure-Track: Those faculty members who have been appointed by the president's designee but have not been appointed in a tenure-track, clinical-track, librarian-track, term, or tenured status. Their appointment may be full-time (1.00 FTE) or part-time. Non-tenure-track faculty may also include faculty equivalents or academic professionals, whose primary duties are non-instructional, but who may hold a secondary appointment that is instructional in character. No number of non-tenure-track appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty.
- 3.3. Faculty appointed to tenured or tenure-track positions on all campuses ~~or to term positions at the Community and Technical College at WVU Institute of Technology and West Virginia University Parkersburg~~ shall be appointed to one of the following ranks; term positions in units reporting directly to WVU (Morgantown) shall include the prefix "teaching:"
- 3.3.1. Professor;
 - 3.3.2. Associate Professor;
 - 3.3.3. Assistant Professor; or
 - 3.3.4. Instructor.
- 3.4. Faculty appointed to clinical-track positions shall be appointed to one of the following ranks:
- 3.4.1. Professor, with the designation of School of Medicine (SM), School of Dentistry (SD), or School of Nursing (SN);
 - 3.4.2. Associate Professor, with the designation of School of Medicine (SM), School of Dentistry (SD), or School of Nursing (SN);
 - 3.4.3. Assistant Professor, with the designation of School of Medicine (SM), School of Dentistry (SD), or School of Nursing (SN); or
 - 3.4.4. Instructor, with the designation of School of Medicine (SM), School of Dentistry (SD), or School of Nursing (SN)
- 3.5. Faculty appointed to librarian-track positions at any institution may be appointed to one of the following ranks:
- 3.5.1. Librarian;
 - 3.5.2. Associate Librarian;
 - 3.5.3. Assistant Librarian; or
 - 3.5.4. Staff Librarian
- 3.6. Clinical-track, librarian-track, and term faculty hold appointments that are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Clinical-track, librarian-track, and term faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.
- 3.7. Additional ranks are permitted at West Virginia University through the use of the title prefix designation "extension;" such additional ranks are excluded from and in addition to those ranks covered by the provisions of the West Virginia Code.
- 3.8. Other appropriate titles which more accurately indicate the nature of the position may be used.
- 3.9. Persons assigned full-time or part-time to administrative or staff duties on any campus may be appointed to, or may retain, one of the foregoing faculty ranks in addition to any administrative or staff title, following consultation with appropriate academic units. Such persons will be informed in writing at the time of the appointment whether the faculty rank is as a tenured, tenure-track, clinical-track, librarian-track, term, or non-tenure-track member of the faculty. Administrative or staff personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided by this policy.
- 3.10. Clinical-track, librarian-track, term, and non-tenure-track faculty on all campuses hold nontenurable appointments which may be part-time or full-time and are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. These appointments are for a specified period of time as set forth in the notice of appointment. Since the faculty member thus appointed is not on the tenure track, the notice provisions set out in Section 10.5 below do not apply.
- 3.11. Non-tenure-track appointments as defined in Section 3.2.6 above shall have one of the following titles:
- 3.11.1. Any of the faculty ranks, but designated visiting, research, clinical, extension, or adjunct, as applicable to describe the connection or function;

- 3.11.2. Lecturer or senior lecturer;
- 3.11.3. Assistant, designated as graduate, research, clinical, or adjunct, as applicable to describe the connection or function.
- 3.12. Non-tenure-track full-time (1.00 FTE) faculty appointments as defined in Section 3.2.6 above may be used only if one or more of the following conditions prevail:
 - 3.12.1. The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.
 - 3.12.2. The appointment is for the temporary replacement of an individual on sabbatical or other leave of absence. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.
 - 3.12.3. The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.
 - 3.12.4. The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. The appointee is to be so notified at the time of the appointment. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed six years.
 - 3.12.5. The appointee is granted a primary appointment as an administrator or to perform other noninstructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary, renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.
 - 3.12.6. Appointment or reappointment to a non-tenure-track full-time faculty position shall create no right or expectation of continued appointment beyond the one-year period of appointment or reappointment.
- 3.13. The president's designee shall make all tenured, tenure-track, clinical-track, librarian-track, term, and non-tenure-track appointments after consultation with appropriate faculty and other collegiate units.
- 3.14. Every faculty contract at any institution shall be for one fiscal year, or part thereof, in accordance with and in compliance with the annual budget of the institution, or supplementary actions thereto, as provided by law.
- 3.15. Every such contract shall be in writing, and a copy of the document shall be furnished to the person appointed. Such document shall contain the terms and conditions of the appointment, as delineated in Section 17 of this policy.

Section 4. Faculty: Types and Conditions of Appointment.

- 4.1. Full-time appointments to the faculty of an institution, other than those designated as clinical-track, librarian-track, term, or non-tenure-track, shall be either tenured or tenure-track.
- 4.2. All clinical-track, librarian-track, term, and other non-tenure-track appointments, as defined in Section 3 of this policy, shall be neither tenured or tenure-track, but shall be appointments only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.
- 4.3. The appointment of a person to a full-time position on any campus is made subject to the following conditions:
 - 4.3.1. The appointee shall render full-time service to the campus to which appointed. Outside activities, except the practice of medicine or dentistry which are restricted below in subsection 4.3.2. shall not be restricted unless such activities or employment interfere with the adequate performance of institutional duties. The institution expects its faculty to give full professional effort to assignments of teaching, research and service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the faculty member's contractual commitment to the institution. Moreover, it is considered inappropriate to transact personal business from one's institutional office when it interferes with institutional duties and responsibilities.

Each campus shall establish a program of periodic review of outside services of appointees to guide faculty members.
 - 4.3.2. Full-time faculty appointments assigned to the dental and medical schools will render dental and medical patient services only at facilities affiliated with West Virginia University, or at such other locations or facilities as may be authorized in their annual notice of appointment, or as otherwise approved in writing by the president's designee.

- 4.3.2.1. Fees for professional patient related services rendered by full-time medical and dental faculty appointees shall be billed, collected and expended in accordance with the bylaws of the faculty practice plan at West Virginia University, or through such other billing and collection mechanism as may be provided for in the faculty member's annual notice of appointment, or as otherwise approved in writing by the president's designee.
- 4.3.2.2. Fees for professional services not directly related to patient services including, but not limited to, royalties, honoraria, legal actions where no patient services have been rendered, or other such similar sources as may be approved in writing by the president's designee are permitted as individual income to the individual faculty member.
- 4.3.3. If outside employment or service interferes with the performance of the regular institutional duties and responsibilities of the appointee, the president's designee has a right to (a) require the appointee to cease such outside employment or service which interferes with institutional duties and responsibilities of the appointee, (b) make such adjustments in the compensation paid to such appointee as are warranted by the appointee's services lost to the institution and by the appointee's use of institutional equipment and materials, or (c) dismiss for cause as set out in Section 12 below.
- 4.3.4. The university may permit and encourage a reasonable amount of personal professional activity, such as consulting, by a faculty member outside the faculty member's duties and responsibilities of employment by and for the university, provided such activity: (1) further develops the faculty member professionally and (2) does not interfere with duties and responsibilities to the university.
- 4.4. If the status of a faculty member changes from non-tenure-track, clinical-track, librarian-track, or term to tenure-track, the time spent at the respective campus may, at the discretion of the president's designee, be counted as part of the tenure-track period.

Section 5. Joint Appointments.

- 5.1. Faculty members may be appointed to perform academic duties at two or more campuses of West Virginia University, which duties may include teaching, research, counseling, or other services. For administrative purposes, one campus shall be designated the faculty member's "home campus," which campus shall be responsible for granting promotions, raises in salary, and tenure: Provided, however, that when cause therefore shall occur, appropriate counseling, disciplinary action, and the like shall be the responsibility of the campus where the occurrence arose.
- 5.2. The conditions and the details of the faculty member's joint appointment, including the designation of the "home campus," and any other arrangements, shall be specified in the agreement between the faculty member and the president's designees of the campuses sharing the faculty member's services. A joint appointment will be made only with consent of the faculty member.
- 5.3. Full-time faculty members appointed under joint or contractual appointments shall continue to be considered full-time employees of the "home campus."

Section 6. Emeritus Status.

- 6.1. Emeritus status is an honorary title that may be awarded to a retiring faculty member or administrator for extended meritorious service as set forth in WVU BOG Policy 38. ~~The university shall establish a policy regarding emeritus status and file the policy with the Policy Commission and the Board.~~ There is no salary or emolument attached to the status other than such privileges as set forth in WVU BOG Policy 38 ~~as the institution may wish to extend.~~

Section 7. Promotion in Rank.

- 7.1. Within the following framework, each campus shall establish, in cooperation with the faculty or duly-elected representatives of the faculty, guidelines and criteria for promotion in rank, such guidelines to be in conformity with institutional guidelines:
 - 7.1.1. There shall be demonstrated evidence that promotion is based upon a wide range of criteria, established by the various schools, colleges, and campuses in conformance with this document and appropriate to the mission of the unit. Examples appropriate to all units include but are not limited to: excellence in teaching; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college, or department; experience in higher education and at the institution; possession of the earned doctorate, special competence, or the highest earned degree appropriate to the teaching field; continued professional growth; and service to the people of the State of West Virginia. Examples appropriate to some units might include but are not limited to: publications and research; professional and scholarly activities and recognition; and significant service to the community. Ultimate authority regarding the application of guidelines and criteria relating to promotion shall rest with the university.

- 7.1.2. There shall be demonstrated evidence that, in the process of making evaluations for promotions, there is participation of persons from several different groups, including but not limited to: peers from within and without the particular unit of the institution, supervisory administrative personnel such as the department/division chairperson and the dean, and students.
- 7.1.3. There shall be no practice of granting promotion routinely or solely because of length of service, or of denying promotion capriciously.
- 7.1.4. The university shall provide copies of its guidelines and criteria for promotion to the Policy Commission and the Board and shall make available such guidelines and criteria to its faculty.
- 7.2. Promotion shall not be granted automatically, but shall result from action by the president's designee, following consultation with the appropriate academic units.

Section 8. Faculty Resignations.

- 8.1. A faculty member desiring to terminate an existing appointment during or at the end of the academic year, or to decline re-appointment, shall give notice in writing at the earliest opportunity. Professional ethics dictate due consideration of the institution's need to have a full complement of faculty throughout the academic year.

Section 9. Tenure.

- 9.1. Tenure is designed to ensure academic freedom and to provide professional stability for the experienced faculty member. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular evaluation by peer and administrative personnel, is essential to the viability of the tenure system. Tenure should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic requirements or professional duties and responsibilities. Tenure applies to those faculty members who qualify for it and is a means of making the profession attractive to persons of ability. There shall be demonstrated evidence that tenure is based upon a wide range of criteria, established by the various schools, colleges, and campuses in conformance with this document and appropriate to the mission of the unit. Examples appropriate to all units include but are not limited to: excellence in teaching; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college, or department; experience in higher education and at the institution; possession of the earned doctorate, special competence, or the highest earned degree appropriate to the teaching field; continued professional growth; and service to the people of the State of West Virginia. Examples appropriate to some units might include but are not limited to: publications and research; professional and scholarly activities and recognition; and significant service to the community. Ultimate authority regarding the application of guidelines and criteria relating to tenure shall rest with the university.
- 9.2. In making tenure decisions, careful consideration shall be given to the tenure profile of the campuses, projected enrollment patterns, staffing needs, current and projected mission of each department/division, specific academic competence of the faculty member, and preservation of opportunities for infusion of new talent. Campuses shall be mindful of the dangers of losing internal flexibility and accountability to the citizens of the State as the result of an overly tenured faculty.
- 9.3. ~~For community and technical colleges, in order to be fully responsive to the changing needs of their students and clients, the goal in the appointment of faculty is to limit the number of tenured and tenure-track faculty to no more than twenty-percent of full-time faculty employed by the respective community and technical college.~~
- ~~9.3.1. At community and technical colleges, full-time term faculty are eligible for reappointment, although no number of appointments shall create any presumption of the right to appointment as tenure-track or tenured faculty. A single appointment shall not exceed three years.~~
- ~~9.3.2. The employment standing of tenured and tenure-track faculty holding appointment at each of the community and technical colleges at the time of the implementation of this policy shall not be affected. Reserved.~~
- 9.4. Tenure shall not be granted automatically, or solely because of length of service, but shall result from action by the president's designee, following consultation with appropriate academic units.
- 9.5. Tenure may be granted at the time of the appointment by the president's designee, following consultation with appropriate academic units.
- 9.6. Tenure may be attained only by faculty who hold the rank of Assistant Professor or above.
- 9.7. A faculty member who has been granted tenure shall receive yearly renewals of appointment unless dismissed or terminated for reasons set out in Sections 12, 13, or 14 below.

Section 10. Tenure-Track Status.

- 10.1. When a full-time faculty member is appointed on other than a clinical-track, librarian-track, term, non-tenure-track or tenured basis, the appointment shall be tenure-track.
- 10.2. During the tenure-track period, the terms and conditions of every reappointment shall be stated in writing, with a copy of the agreement furnished the individual concerned.
- 10.3. The maximum period of tenure-track status normally shall not exceed seven years. Before completing the penultimate year (the "critical year") of a tenure-track appointment, any non-tenured faculty member shall be given written notice of tenure, or offered a one-year written terminal contract of employment. During the tenure-track period, faculty members may be granted tenured appointment before the sixth year of service if the critical year has been officially changed, such appointment to be based upon criteria established by the institution and copies provided to the Board and to the Policy Commission.
- 10.3.1. The university may establish policies to accommodate unusual situations, such policies to be approved by the Board and reported to the Policy Commission.
- 10.4. During the tenure-track period, contracts shall be issued on a year-to-year basis, and appointments may be terminated at the end of the contract year. During said tenure-track period, notices of non-reappointment may be issued for any reason that is not arbitrary, capricious, or
 _____ without factual basis. Any documented information relating to the decision for non-retention or dismissal shall be provided promptly to the faculty member upon request.
- 10.5. For those appointed on or before March 8, 2003, after the decision regarding retention or nonretention for the ensuing year has been made by the institution's president or designee, the tenure-track faculty member shall be notified in writing of the decision:
- 10.5.1. By letter post-marked and mailed no later than December 15 of the second academic year of service; and
- 10.5.2. By letter post-marked and mailed at least one year before the expiration of an appointment after two or more years of service in the institution.
- 10.6. For those appointed after March 8, 2003, after the decision regarding retention or nonretention for the ensuing year has been made by the institution's president or designee, the tenure-track faculty member shall be notified in writing of the decision by letter post-marked and mailed no later than March 1.
- 10.7. Notice of nonretention shall be mailed "Certified Mail-Return Receipt Requested."
- 10.8. Failure to provide timely notice of non-retention to tenure-track faculty would lead to the offer of renewal of appointment for an additional year, but would not prejudice further continuation after that additional year.
- 10.9. Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year for tenure purposes only. Such decision should be made at the time of the appointment, and must be made by the end of the fiscal year in which the appointment began. Tenure-track appointments for less than half an academic year may not be considered time in probationary status.
- 10.10. Following receipt of the notice of non-retention, the faculty member may appeal such non-retention decision by requesting from the president's designee a statement of reasons and then filing a grievance as provided in Section 15 of this policy. The request for a statement of reasons shall be in writing and mailed to the president's designee within ten working days of receipt of the notice of non-retention.

Section 11. Faculty Evaluation.

- 11.1. All faculty shall receive yearly written evaluations of performance directly related to duties and responsibilities as defined by the institution, such evaluations to be made normally by the unit's peer committee and by the department/division chairperson or the equivalent.
- 11.2. Evaluation procedures shall be developed at the university level, and copies sent to the Governing Board and the Policy Commission and filed in the Central Office. Evaluation procedures consistent with university guidelines shall be developed by the various colleges, schools, and ~~regional/divisional~~ campuses and, if appropriate, at the department/division level. Such procedures must be multidimensional; criteria shall include but not be limited to peer evaluations, student evaluations, and evaluations by immediate supervisors.

Section 12. Dismissal.

- 12.1. Causes for Dismissal: The dismissal of a faculty member shall be effected only pursuant to the procedures provided in these policies and only for one or more of the following causes:

- 12.1.1. Demonstrated incompetence or dishonesty in the performance of professional duties, including but not limited to academic misconduct;
 - 12.1.2. Conduct which directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to verified instances of sexual harassment, or of racial, gender-related, or other discriminatory practices;
 - 12.1.3. Insubordination by refusal to abide by legitimate reasonable directions of administrators;
 - 12.1.4. Physical or mental disability for which no reasonable accommodation can be made, and which makes the faculty member unable, within a reasonable degree of medical certainty and by reasonably determined medical opinion, to perform assigned duties;
 - 12.1.5. Substantial and manifest neglect of duty; and
 - 12.1.6. Failure to return at the end of a leave of absence.
- 12.2. Notice of Dismissal for Cause: The president's designee shall initiate proceedings by giving the faculty member a written dismissal notice by certified mail, return receipt requested, which dismissal notice shall contain:
- 12.2.1. Full and complete statements of the charge or charges relied upon; and
 - 12.2.2. A description of the appeal process available to the faculty member.
- 12.3. Prior to giving the faculty member a written dismissal notice, the president's designee shall notify the faculty member of the intent to give the written dismissal notice, the reasons for the dismissal, and the effective date of the dismissal. The faculty member shall have an opportunity to meet with the designee prior to the effective date to refute the charges.
- 12.4. Faculty who refuse to sign or execute an offered annual contract or notice of appointment or reappointment by the date indicated by the institution for its execution, or who fail to undertake the duties under such document at a reasonable time, shall be deemed to have abandoned their employment with the institution and any rights to tenure or future appointment. Faculty objecting to terms of such document do not waive their objections to such terms by signing or executing the document.

Section 13. Termination Because of Reduction or Discontinuance of an Existing Program.

- 13.1. A tenured or tenure-track faculty member's appointment may be terminated because of the reduction or discontinuance of an existing program on a campus as a result of a review of the program, in accordance with the appropriate rule relating to review of academic programs, provided no other program or position requiring equivalent competency exists. If, within two years following the reduction or discontinuance of a program, a position becomes vacant for which the faculty member is qualified, the campus shall make every effort to extend first refusal to the faculty member so terminated.
 - 13.1.1. Every effort should be made to reassign an individual to instructional or non-instructional duties commensurate with the faculty member's training and experience, and offers of release time or leaves of absence should be made to enable such persons to acquire capabilities in areas in which their services would be required by the campus. Faculty development programs and funds should be used to facilitate such reassignments.
- 13.2. Campus policy for accommodating major reduction in, or discontinuance of, an existing program shall be developed through a collaborative assessment by representatives of administration and faculty, approved by the governing board, and reported to the Policy Commission prior to implementation. Campuses should utilize appropriate program change policies.
- 13.3. The president's designee shall initiate proceedings by giving a faculty member written notice of such nonretention by certified mail, return receipt requested.
- 13.4. The dates of formal notification for tenured and tenure-track faculty shall be those specified in Section 10 of this policy.

Section 14. Termination Due to Financial Exigency.

- 14.1. A faculty member's appointment may be terminated because of a financial exigency, as defined and determined by the Governing Board. Institutional plans for meeting a financial exigency shall be developed through a collaborative assessment by representatives of administration and faculty, approved by the governing board, and reported to the Policy Commission prior to implementation. Institutions should utilize appropriate program change policies.

- 14.2. The president's designee on a campus shall initiate proceedings by giving the faculty member written notice of termination by certified mail, return receipt requested, which notice shall contain:
- 14.2.1. A delineation of the rationale used for the determination of a financial exigency;
 - 14.2.2. A copy of the implementation procedures used by the campus related to the financial exigency and a delineation of the rationale used for the termination of the faculty member; and
 - 14.2.3. A description of the appeal process available to the faculty member.
- 14.3. To the extent financially feasible, the dates of formal notification for tenured and tenure-track faculty shall be those specified in Section 10 of this policy.

Section 15. Faculty Grievance Procedure.

- 15.1. A faculty member wishing to grieve or appeal any action of the institution or Governing Board may utilize the procedures set out in West Virginia Code §6C-2-1 et seq.

Section 16. Alternative Informal Procedure for the Resolution of Conflict

- 16.1 The university may provide alternative procedures to those set out in West Virginia Code §6C-2-1 et seq for the resolution of conflicts.

Section 17. Notification of Terms and Conditions of Faculty Appointments

- 17.1. Colleges, schools and campuses of West Virginia University have a large measure of flexibility in determining the form and style whereby faculty are notified each year of the terms of their appointment. When an initial appointment is made, however, or when the conditions of the appointment change, it is crucial that the faculty member be fully informed of the terms and conditions of employment. While a formal contract may not be necessary each year, the campus may choose one of several means of notifying faculty about their appointments: a personal letter, a formal contract, or a combination of a letter with a standard contract attached.
- 17.2. The letter of appointment or contract should state the following:
- 17.2.1. That the appointment (to the specified position) is offered in accordance with the provisions of institutional policy, and of the university's faculty handbook or other publications.
 - 17.2.2. That the appointment is tenured, tenure-track, clinical-track, librarian-track, term, or non-tenure-track as defined in this policy.
 - 17.2.3. That the rank (in case of a tenured, clinical-track, term, or tenure-track appointment) is Professor, Associate Professor, Assistant Professor, or Instructor, including a clinical-track or teaching designation, as appropriate, or
 - 17.2.4. That the rank (in case of a librarian-track appointment) is Librarian, Associate Librarian, Assistant Librarian, or Staff Librarian.
 - 17.2.5. That the appointment is full-time (1.00 FTE) or part-time with the FTE identified.
 - 17.2.6. That it is a terminal contract (whenever appropriate).
 - 17.2.7. That it is a joint appointment with another campus (whenever appropriate), with the home campus specified.
 - 17.2.8. The beginning and ending dates of the appointment.
 - 17.2.9. For tenure-track appointments, the academic year in which tenure must be awarded (the "critical year").
 - 17.2.10. The total salary for the appointment.
 - 17.2.11. That, consistent with the provisions of this policy, employment is subject to the fulfillment of the duties and responsibilities of the position.
 - 17.2.12. That the specific assignments of the position will be determined by the designated representative of the campus.
 - 17.2.13. That any special conditions which are included in the appointment be made a part of the contract only if they are signed by the faculty member and the designated representative of the campus.

- 17.2.14. That acceptance of the appointment will be specified by the faculty member's signing, dating, and returning a copy of the letter or contract to the designated representative of the campus within a reasonable time, which should be specified.
- 17.3. Renewal letters, or letters that simply inform the faculty member of a change in salary, need not contain all of the information listed above, but it is appropriate to refer to the earlier letter or contract.