

## Meeting Dates for 2013-2014

**Fairmont State University Faculty Senate**

**Meeting Dates 2013-2014**

September 10, 2013

October 8, 2013

November 5, 2013

December 10, 2013

January 14, 2014

February 11, 2014

March 4, 2014\*

April 8, 2014

May 6, 2014\*

\* The Faculty Senate meets the second Tuesday of each month with these exceptions due to conflicts with the academic calendar.

# Promotion and Tenure Procedure Draft

**FAIRMONT STATE UNIVERSITY PROMOTION/TENURE POLICY  
DRAFT**

**Adapted from Missouri Western University Faculty Evaluation Policy**

**Tenure/Promotion Packet Organization**

- A. Comprehensive narrative statement making a case for tenure/promotion. This statement should be no more than 10 single spaced pages.
- B. Curriculum Vitae
- C. Annual Summaries of Teaching
- D. Annual Faculty Self Evaluations
- E. Annual Chairperson Evaluations
- F. Peer recommendations/assessments of teaching, service, and scholarship/creative activity
- G. Evidence of quality of teaching (see below).
- H. Evidence of quality of service (see below).
- I. Evidence of quality of scholarship/creative activity (see below)

**Teaching**

Evidence of teaching effectiveness may include, but is not limited to

- Presentation of subject matter in a carefully organized, clear, logical, and competent manner in class presentations, syllabi, teaching resource guides, web materials, posted notes, and other teaching materials
- Deployment of creative, challenging, and competent student learning evaluation measures such as examinations, quizzes, writing assignments, and other assignments appropriate for the subject matter
- Appropriate rigor in the assignment of student grades for specific assignments and courses
- Demonstrating satisfactory teaching performance in numerical and written student evaluation results
- Purposeful reflection and professional development activities in relation to the success of the teaching experiences and as a means to continued improvement of teaching
- Instructional innovation and development including, but not limited to, new courses or components of courses or special pedagogical practices or special tutorial/individualized work
- Performance of duties allied to instruction such as curriculum development, advising, and/or skill in coping with special student problems
- Peer evaluations from colleagues
- Participation in programs that promote intellectual growth and instructional development in the discipline
- Sponsorship of learning opportunities beyond the classroom, but relevant to the discipline such as organizing a film program, a class trip, a campus event, or some similar co-curricular opportunity
- Participation in campus initiatives related to teaching such as learning communities and honors programs
- Meeting requirements established by the department and institution
- Maintaining respect for students

## **Service**

### **Students**

Evidence of service to students may include, but is not limited to

- Serving as a faculty advisor to a student organization
- Providing guidance for a student project not associated with the faculty member's assigned workload
- Providing an out-of-class seminar to students on academic and student affairs topics
- Academic advising (including number of advisees) and mentoring activities such as sponsorship of independent student work

### **Institution**

Evidence of institutional service may include, but is not limited to

- Providing leadership for a committee or an academic unit
- Serving as an elected member of Faculty Senate or as an active member of a Faculty Senate, institutional or departmental committee.
- Writing a committee report
- Representing the institution on a community project or in a partnership project

### **Discipline/Profession**

Evidence of service to the discipline or profession may include, but is not limited to

- Participating in accreditation activities
- Editing a professional journal or serving as a peer reviewer or juror
- Organizing a professional conference or a conference panel or event
- Serving as an elected officer of a professional society
- Active participation in the work of a professional association

### **Community**

Evidence of community service may include, but is not limited to

- Giving public presentations or performances
- Participating in economic or community development activities
- Serving as a board member for a community non-profit organization
- Serving as a consultant or evaluating programs, policies or personnel for agencies
- Written or video work published in non-academic media outlets

## **Scholarship/Creative Activity**

Activities fulfilling faculty responsibility for scholarship include not only scientific research and humanistic scholarship but also creative expression in the arts.

The following criteria, although not exhaustive, help to delineate an activity as scholarly/creative (Diamond, 2002)

- The activity or work requires a high level of discipline-related expertise.
- The activity or work is conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology.
- The activity or work and its results are appropriately and effectively documented and disseminated. (This reporting should include a reflective critique that addresses the significance of the work, the process that was used, and what was learned).
- The activity or work has significance beyond the individual context. (It breaks new ground or is innovative and can be replicated or elaborated).
- The activity or work, both process and product or result, is reviewed and judged to be meritorious and significant by a panel of one's peers. This element is necessary for all forms of scholarly and creative activity.

Using the classification of scholarly/creative activity provided by Ernest Boyer (1990), there are four types of scholarship/creative activity.

**Scholarship of Discovery** includes basic research or creative expression. Examples include

- A published article, monograph, or book that advances understanding (Such artifacts have been reviewed by peers in the publication process)
- Original research presented in an academic paper or other academic venue (Such artifacts have been judged by peers in the review process as worthy of public discussion)
- Artifacts such as poems, paintings, theatrical productions (or other works of original expression) that have been reviewed in a jury process
- A successful grant application for basic research/scholarly/creative activity

**Scholarship of Integration** includes scholarly work that reviews and/or integrates prior research. Examples include

- A published article or textbook or a juried presentation that summarizes or synthesizes earlier scholarly work and/or crosses disciplinary boundaries. (Such artifacts have been reviewed by peers in the publication process)
- A published book or software review or a review article. (Such artifacts have been invited/ authorized by or selected by peers for publication)
- Presentations selected for a scholarly/professional meeting, which present a critique, or frame a position (paper) in a scholarly/professional debate,
- Published bibliographies
- Artifacts that are published or presented that provide critical analysis of scholarly projects, artistic exhibits or performances, or museum exhibits
- Successful grant applications for projects that integrate already existing scholarly resources

**Scholarship of Application** includes scholarly work that applies current knowledge and innovations to important practices. Examples include

- Publications or juried presentations that focus on applications or practical problems in the field
- Activities to acquire or maintain certification for disciplinary specialties (process should be described)
- Consulting (peer reviewed)
- Successful grant applications for projects that focus on application problems

**Scholarship of Teaching** includes scholarship that focuses on the nature and improvement of teaching. Examples include

- Publications or juried presentations that focus on issues of pedagogy or any aspect of the instructional mission of the institution
- Written studies or reviews (that include a peer review element), which focus on assessment
- Successful grant applications for projects that focus on practical problems linked to any dimension of instruction

#### *References*

Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton: The Carnegie Foundation for the Advancement of Teaching.

Diamond, R.M. (2002). Defining scholarship for the twenty-first century. In *Scholarship in the Postmodern Era: New Venues, New Values, New Visions.* Zahorski, K.J. (ed.). San Francisco: Jossey-Bass.

**Review and Recommendation**

The Personnel Committee's recommendation and rationale, attached to the tenure/promotion materials, will be submitted to the Vice President for Academic Affairs and Provost. The recommendation will consist of a yes or no vote by the committee, accompanied by a list of strengths and weaknesses of the candidate and the rationale. A copy of the recommendation and rationale will be available to the candidate in the Office of the Vice President for Academic Affairs and Provost. It is the candidate's responsibility to obtain this copy. If the committee vote is negative, the candidate will have three working days to respond to the committee's recommendation. The response will be submitted in writing to the Vice President for Academic Affairs and Provost for inclusion in the tenure/promotion candidate's package, with a copy being sent to the Personnel Committee.

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# Promotion and Tenure Summary



### The State of the Promotion and Tenure Issue – April 2013

This year, the Personnel Committee and Faculty Welfare Committee have been reexamining the promotion and tenure process at Fairmont State University. This document is a summary of the work that has been done during the 2012-2013 school year. At the first meeting of the year, members of the Faculty Welfare Committee raised a number of concerns with the current tenure/promotion process.

These concerns include:

- The lack of meaningful feedback on job performance that faculty receive, especially probationary faculty in the years leading up to their application for tenure.
- The disconnect between the content of the Annual Faculty Report and the criteria by which faculty are judged for promotion and tenure.
- Unclear and conflicting instructions about the appropriate content and correct formatting of tenure/promotion portfolios.
- The desire of some faculty to be able to submit electronic portfolios.
- Some instructions for tenure and promotion are only provided verbally or anecdotally and are not included in the faculty handbook.
- The lack of feedback after decisions are made regarding tenure/promotion, explaining to faculty why a particular decision was reached and telling them what they should improve on for the next time they go through the process—whether seeking to reach the next level of promotion or reapplying for a promotion that was denied.
- Personality/collegiality is evaluated in the tenure process only in the chair and peer evaluations, and there is no opportunity for faculty to present their own supporting evidence of positive personal qualities and collegial behavior. Neither are these qualities assessed in the AFR.

In August, the Faculty Welfare Committee established a tenure/promotion subcommittee to look into these issues. In January, the Faculty Welfare Committee submitted to Provost Lavorata a list of discrepancies, inconsistencies, sources of confusion, etc., that had been found in the promotion/tenure section of the Faculty Handbook. She acknowledged that the handbook was due for revising and editing, and she agreed to incorporate the committee's comments in that process.

Based on concerns raised by the Faculty Welfare Committee, the Personnel Committee undertook an examination of the tenure/promotion process at peer institutions. Upon completion of this project, they drafted a proposed revision to the FSU tenure/promotion process. The revision is heavily based on our current process, with a few key changes:

- The addition of a required narrative statement making a case for tenure.
- The addition of annual dean/chairperson evaluations for all probationary faculty, which are to be included in the tenure portfolio.
- Annual faculty self-evaluations that go a step beyond the current AFR process to include a reflective [and goal-setting?] element, which are to be included in the tenure portfolio.

- More explicit instructions on what materials can be included to demonstrate effective teaching; service to students, the institution, one's discipline, and the community; and scholarly/creative activity.
- A feedback component at the end of the process in which each candidate receives a list of strengths and weaknesses and a rationale for the committee's decision.

Both committees view these changes as positive additions that will help address the concerns previously raised. However, there are some points of contention. The following issues will require further deliberation:

- Some faculty strongly favor allowing faculty to submit portfolios electronically, while members of the Personnel Committee do not.
- Some faculty favor creating rubrics for the Personnel Committee to use in making promotion/tenure decisions and in giving post-decision feedback, while others do not.
- The Faculty Welfare Committee would like for the annual self-evaluation and dean/chairperson evaluation process to be integrated with the promotion/tenure process, so that faculty will be consistently and meaningfully evaluated on the very criteria that will then be used for making decisions regarding promotion and tenure. Exactly how to accomplish this goal is still unclear.
- How often should self-evaluations and dean/chairperson evaluations be required for tenured faculty?
- Should the senior professor process be included with the rest of the tenure/promotion regime, rather than having its own separate process?

# Proposed Sick Leave Policy

Proposed Sick Leave Policy

Submitted by the Faculty Welfare Committee

May 7, 2013

The Faculty Welfare Committee met today, and I passed on to them your concerns about the sick leave policy statement that we originally submitted. We revised the statement to make it more specific, and to add a clause about the nature of faculty employment versus other university employees. We feel that this distinction was neglected in the original HR policy revision, and several members of the committee felt strongly that an acknowledgement of our distinctive role (not a M-F, 8-4 work schedule) should be included to avoid possible creeping redefinition of our role in the future. So here's the new statement:

Fairmont State University will comply with all applicable state and federal laws in the administration of faculty leave, short-term disability, and long-term disability, while recognizing the distinctive nature of faculty employment, in comparison to classified and non-classified staff.

# Common Book Committee Request

Submitted by Angela Schwer on behalf of the Common Book Committee:

The Common Book Committee was approved as a Senate ad hoc committee during Chuck Shields' tenure. We have kept virtually the same committee makeup for the last 3 years, and it is time for new members and fresh insights.

We'd like to ask the Senate and the Faculty Assembly of Pierpont if our committee might become a joint standing committee, with a rotating membership and leadership from the faculty.

We will go ahead and select a common book for next year, but if we could get this on the agenda for the May Senate and Assembly meetings, then perhaps membership on this committee could be put on the list for the Committee on Committees to consider before next year's committee assignments are made.

At present, Robert Baker and I are co-chairs, and the rest of the committee includes Deborah Nestor, Carolyn Crislip-Tacy, Phil Yeager, Ken Millen-Penn, Thelma Hutchins (Library), Pam Stephens (Advising and First Year Experience), Jennifer Yerdon LeJeune, Debbie Benedetti (Pierpont) and Dan Gockley (Residence Life).

We've also had suggestions that this committee should include some student members as well.

# Athletic Committee Report

## **Faculty Senate Athletic Committee Report – Spring 2013**

The Athletic Committee met Thursday, March 28, 2013 at 12:30 p.m. in the Conference Room 309- Education Building. In attendance: Randy Baker, Ray Bonnett (Associate AD - Compliance), Kristi Kiefer (Senior Women Administrator, Associate AD, SAAC Advisor), Sue Kelley, Frank Lee, Don Moroosse (Faculty Athletic Rep), Tony Morris, Ned Radulovich, Budd Sapp, and Donald Trisel.

### **I. Athletic Program – Overview of Responsibilities and Brief Report**

- a. Don Moroosse – Faculty Athletic Representative (FAR)
  - Don discussed:
  - His roles and responsibilities (see attached Position Description)
  - Answered questions related to the formation of the new conference -Mountain East Conference (MEC) in which FSU will participate
  
- b. Ray Bonnett – Associate Athletic Director (AD) – Compliance –
  - Ray discussed:
  - Some features of the new MEC as well (possibly the largest NCAA D II conference in the nation and football games being played on Thursday evenings)
  - Emphasis on the “student” in “student-athlete”
  - Compliance issues in which he meets with coaches to discuss compliance and sends out Compliance Reminders via email on a regular basis
  - The difficulty that occurs sometimes with tracking student athletes via Banner and making sure that they are “full-time” (have 12 semester hours) that is crucial in determining eligibility
  - Compliance Assistance Internet (CAI) software scheduling practice times, game times, recruiting, etc. that is available for athletic staff and coaches
  - New Report related to Athletic Success Rate that is due Jun 1 of each year and must be reported by each sport (50% graduation rate expected)
  - The need for an Academic Advisor at DII schools and its implications
  - Historically – FSU has not had any Primary Rules Violations and minimal Secondary Rules Violations and that self-reporting is very important related to compliance
  - See attached – NCAA D II Institutional Self-Study Guide Overview
  
- c. Kristi Kiefer – Senior Woman Administrator – Associate AD – SAAC Advisor
  - Kristi discussed:
  - She serves in a leadership role (as with all athletic administrators at the NCAA D II level) and is focused on the well-being of student athletes
  - She advises the Student Athlete Advisory Committee (SAAC) which consists of 2 representatives from each sport and they meet on a regular basis
  - SAAC is involved with the NCAA at the national level as well as locally and performs local community service activities that are very beneficial
  - Questions were answered related to gender equity and the possible addition of new athletic programs



Budd,

Here are a few comments for Ray and the committee related to the issue of Academic Advising and the potential for creating a new position to advise all athletes.

I currently advise students in biology and have at least two student-athletes on my list. While I'm sure that anyone could learn to advise biology majors, only biology faculty have been attending our faculty meetings and know the most detailed and up-to-date information about the program and what's coming in the future. Every student is unique with regard to their situation, test scores, transcript of courses, family commitments, etc. The academic advising center helps many of our students over the summer and, while they provide a valuable service, there frequently are problems with these student schedules. I have a young lady from the women's basketball team that I advise now. She's a transfer student and her pathway to a biology degree is somewhat convoluted because of her history. I can't imagine what the advising center would have done with her schedule. Again, I have no ill will toward the advising center – I just recognize that they are going to be more limited in their ability to help when a student can't follow the model schedule. With my comments below, I'd like to help avoid creating another "general advising center" on campus.

I like the system that most of my biology honors students follow. The students speak with both Dr. Baker and me each semester. Dr. Baker keeps them on-target in the Honors Program and I can help steer their course work toward their biology degree. I would be most supportive of a similar system for student-athletes. I think the coaches might be playing part of this roll right now with some of my students. Having a second (dedicated) person looking out for the best interests of our students would be a good move.

I hope this helps. Best wishes.

Don Trisel

\*On another note – Sue Kelley commented that since her arrival here at FSU – the monitoring of the student-athletes academically has vastly improved over the years.

Fairmont State University  
Position Description  
Faculty Athletic Representative

Dr. Donald A. Moroose

**Job Description:**

The Faculty Athletic Representative (FAR) plays a strategic role to ensure academic integrity, facilitate institutional control of intercollegiate athletics and enhance the student-athlete experience. The FAR works collaboratively with the Director of Athletics, the Compliance Coordinator, the Senior Women's Administrator, and the University President to provide significant leadership in the governance of the intercollegiate athletics program. The FAR will be aware of institutional, Conference and NCAA issues as they relate to compliance with rules and regulations, the promotion of a balance between academics, athletics and the social lives of student-athletes, and the necessity to play a central role in communicating matters related to athletics to constituents and/or governance groups across the University. The FAR should be visible across campus, especially to the student-athletes.

**Qualifications:**

- A full-time faculty member with faculty rank, preferably tenured.
- Interest in and commitment to the Athletic Program and student-athletes.
- Knowledgeable of University and academic policies, regulations, programs, and resources.
- Knowledgeable of NCAA Division II and conference policies and regulations or willingness to learn.

**Duties:**

1. Works with the Department of Athletics to create a strong academic presence among administrators, coaches, and faculty.
2. Is responsible to review each sport roster before each season to ensure that all athletes have met University, WVIAC, and NCAA eligibility standards.
3. Is responsible to interview all potential NCAA Postgraduate Scholarship applicants, to select those to apply, and to ensure that each application is filed accurately.
4. Is responsible, when asked, to academically advise student athletes regarding course selection and issues with missed classes or with classroom problems.
5. Acts as a liaison between faculty and Athletic Department.
6. Participates in all investigations of any University NCAA rules violations.
7. Review the graduation rates of student athletes and the academic performance of all sports teams.
8. Serves in Conference or National positions as elected or appointed.
9. Participate in exit interviews with student athletes.

10. Attend WVIAC conference FAR meetings and other conference meetings if requested.
11. Serve on the University Athletic Committee.
12. Meet with the Athletic Director, Compliance Coordinator and Senior Women's Administrator periodically, or as needed.
13. Is responsible to speak at University recruiting events. The FAR then becomes the contact person for academic information/questions for prospective athletes and their parents.
14. Serve on search committees for senior athletic administrators and head coaches.
15. Coordinate the administration of the annual coaches' certification examination.
16. Attends the Faculty Athletics Representative Association (FARA) annual convention and WVIAC Conference meetings (as needed).
17. Participates with the Compliance Officer in discussion of NCAA rules with coaches.
18. Attends some Athletic Department staff meetings.
19. The FAR can represent the institution at NCAA and WVIAC conference meetings.

**Support:**

The Faculty Athletic Representative should be provided support services commensurate with the duties and responsibilities of the office. Such support services could include...

1. secretarial services
2. access to the admissions, academic, and financial aid records of the student athletes.
3. a travel budget sufficient to support travel to National FARA conventions, WVIAC FAR meetings, compliance seminars, and additional meetings/seminars as requested by the NCAA, WVIAC, or Athletic Department.

The FAR shall represent faculty concerns for the institution's conduct of its intercollegiate athletics program. The FAR shall demonstrate the faculty's belief that the intellectual, social, and emotional development of students is the primary mission of the institution and that the values of athletics shall be measured by their contribution to that goal.



**Division I Institutional Self-Study Guide  
To Enhance Integrity in Intercollegiate Athletics**

NCAA Constitution 6.3.1 requires that all institutions complete a comprehensive self-study of their athletics programs at least once every five years. When the self-study is completed, the notification of completion form must be signed by the institution's chief executive officer indicating the date of completion and forwarded to the NCAA membership services staff. [Note: The completed guide does not need to be submitted to the NCAA. However, it must be available for inspection on request by NCAA representatives.]

## Introduction to the Institutional Self-Study Guide

Constitution 6.3.1 in the NCAA Manual, Self-Study and Evaluation, was added in June 1985 by the fifth NCAA special Convention. It requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of its intercollegiate athletics program at least once every five years. The self-study is to cover at least the following topics: institutional purpose and athletics philosophy, the authority of the chief executive officer in personnel and financial affairs, athletics organization and administration, finances, personnel, sports programs, recruiting, admissions, eligibility policies and services for and a profile of student-athletes.

This document is a tool to help NCAA Division II institutions in meeting the requirements of Constitution 6.3.1. It provides a guide for institutional self-study designed to: (1) *sensitize* institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) *identify* potential problems, and (3) *guide* an institution toward actions to help prevent or minimize the severity of those problems. This institutional self-study guide (ISSG) is not meant as a substitute for the NCAA Manual or other NCAA/conference publications containing the rules governing intercollegiate athletics. Rather, its intent is to focus the attention of top institutional administrators on *observable indicators* that have been found by experience to relate to significant ethical and procedural violations.

A user guide is available to accompany this ISSG. It contains numerous suggestions regarding who should complete the ISSG, when and how. In all cases, the keys to meaningful ISSG use are honest self-examination and a commitment to self-improvement. Given these predispositions, the ISSG can be a helpful tool in the NCAA's burgeoning efforts to enhance integrity in intercollegiate athletics.

The ISSG contains negative and positive indicators that have been found to be associated with the presence or absence of problems. As a general rule, the fewer negative and the more positive indicators that exist within an institution, the lower the *potential* for ethical and procedural violations within the athletics program of that institution. To facilitate the practical use of the ISSG, both positive and negative indicators have been worded such that in every case the positive response is "YES" and the negative response is "NO." Every "NO" response deserves attention and may require concerted action so that it may be converted to a "YES" response.

**This institutional self-study guide (ISSG) is intended to help prevent problems.**

**A user guide for the ISSG is available.**

**The ISSG contains indicators that point to potential problems. They are worded to facilitate practical use: "YES" responses are positive while "NO" responses may require action.**

As an aid to users, each ISSG indicator has been given an "importance rating." These ratings designate the relative importance that should generally be assigned to a *NO* response. Written plans for improvement are required for each "NO" response to items rated as "minor", "significant" and "very significant." Those plans should remain on file with the institution along with documents used during the self-study. The following importance ratings are assigned to each question:

\* **Minor**: Are indicative of less threatening situations; nevertheless, they should command some attention in efforts to follow-up on the self-study.

\* **Significant**: Is indicative of situations that may a threat to athletics program integrity.

\* **Very Significant**: Is indicative of situations that already may be or may become a major threat to athletics program integrity.

A number of documents to be included with the institution's self-study report are referred to in the ISSG. This information should be reviewed by all participants in the self-study process and should remain on file with the completed self-study. If such items appear in an athletics department policies and procedures manual, a copy of that manual can be placed on file with the self-study instead of pulling those individual items from the manual.

**To facilitate action, importance ratings have been assigned. Written plans are required for critical problems identified through the self-study.**

# Curriculum Committee Report

## FSU Curriculum Committee Report

*Academic Year 2012-2013*

**Meeting Frequency:** The FSU Curriculum Committee held eighteen (18) meetings during the 2012-2013 academic year. Normally this committee meets monthly. However, every academic program at FSU was required to submit a proposal addressing the 120 credit hour mandate and also the new general studies requirements. The committee decided at the first meeting on September 25, 2012 to add an additional meeting during the months of October and November to handle the large number of expected proposals. Upon completion of the Fall semester, the committee agreed to hold weekly meetings from January 22, 2013 through April 16, 2013 (with the exception of spring break) during the Spring semester to handle the significant number of remaining proposals.

**Accomplishments:** A total of sixty-nine (69) curriculum proposals were reviewed and ultimately passed by the Curriculum Committee during the academic year. The details are summarized as follows:

Proposal Number	Submission Date	Department	Topic	Curriculum: 1st Reading	Curriculum: 2nd Reading
12-13-01	9/4/12	College of Liberal Arts	Psychology Degree	9/25/2012	9/25/2012
12-13-02	9/17/12	College of Liberal Arts - Department of Language and Literature	Journalism Minor	9/25/2012	9/25/2012
12-13-03	9/18/12	School of Nursing	BSN	10/9/2012	10/9/2012
12-13-04	9/24/12	School of Nursing and Allied Health	ASN	10/9/2012	10/9/2012
12-13-05	9/26/12	College of Liberal Arts	Sociology	10/9/2012	10/9/2012
12-13-06	10/3/12	School of Fine Arts - Department of Music	B.A. in Music	10/9/2012	10/9/2012
12-13-07	10/3/12	College of Liberal Arts - Department of Language and Literature	B.A. in English B.A. in English Education	10/9/2012	10/23/2012
12-13-08	10/5/12	College of Liberal Arts - Department of Language and Literature	B.A. in French	10/23/2012	10/23/2012
12-13-09	10/8/12	College of Liberal Arts - Department of Language and Literature	B.A. in Spanish B.A. in Education with Spanish Specialization	10/23/2012	10/23/2012
12-13-10	10/9/12	School of Business	B.S. in Business Administration Management Concentration	10/23/2012	10/23/2012
12-13-11	10/9/12	School of Business	B.S. in Business Administration Marketing Concentration	10/23/2012	10/23/2012
12-13-12	10/9/12	School of Business	B.S. in Business Administration Finance Concentration	10/23/2012	10/23/2012
12-13-13	10/9/12	School of Business	B.S. in Accounting	10/23/2012	10/23/2012
12-13-14	10/9/12	School of Business	B.S. in Business Administration General Business Concentration	10/23/2012	10/23/2012
12-13-15	10/9/12	School of Business	B.S. in Information Systems	10/23/2012	10/23/2012
12-13-16	10/12/12	School of Fine Arts	B.A. in Communication Arts	11/13/2012	11/13/2012
12-13-17	10/16/12	School of Fine Arts	B.A. in Theatre	10/23/2012	10/23/2012



12-13-18	10/19/12	School of Fine Arts	B.A. in Studio Arts	12/11/2012	12/11/2012
12-13-19	10/23/12	College of Liberal Arts - Department of Language and Literature	Changes to 4 Journalism courses.	11/13/2012	11/13/2012
12-13-20	11/6/12	School of Business	B.S. in Business Administration Hospitality Management Concentration	11/13/2012	11/13/2012
12-13-21	11/6/12	College of Liberal Arts - Department of Social Science	B.A. in National Security and Intelligence	11/13/2012	11/13/2012
12-13-22	11/6/12	College of Liberal Arts - Department of Social Science	B.A. in Political Science	11/13/2012	1/22/2013
12-13-23	11/6/12	College of Liberal Arts - Department of Social Science	B.S. in Criminal Justice	11/13/2012	11/13/2012
12-13-24	11/7/12	College of Liberal Arts - Department of Social Science	B.A. in History and B.S. in History	11/13/2012	11/13/2012
12-13-25	11/7/12	College of Liberal Arts - Department of Behavioral Science	Course changes in Geography Minor	11/27/2012	12/11/2012
12-13-26	12/6/12	College of Science & Technology, Department of Biology, Chemistry & Geoscience	B.S. in Chemistry	12/11/2012	12/11/2012
12-13-27	12/6/12	College of Science & Technology, Department of Computer Science, Mathematics & Physics	B.S. in Mathematics & B.A. in Education with a Specialization in Mathematics 5 - Adult & Mathematics Teaching Specialization, Grades 5-9	12/11/2012	1/22/2013
12-13-28	12/6/12	College of Science & Technology	B.S. in Occupational Safety	12/11/2012	1/22/2013
12-13-29	12/6/12	College of Science & Technology	A.A.S. in Safety/Environmental Engineering Technology	1/22/2013	1/22/2013
12-13-30	12/07/12	College of Liberal Arts, Department of Social Sciences	B.S. in Criminal Justice prefix change from CRJU to CRIM	12/11/2012	1/22/2013
12-13-31	01/02/2013	School of Education, Health & Human Performance	B.S. in Exercise Science	1/22/2013	1/22/2013
12-13-32	01/03/2013	School of Business	B.S. In Sport Management	1/22/2013	1/22/2013
12-13-33	12/14/2012	School of Education, Health & Human Performance	B.S. in Community Health Education	1/29/2013	1/29/2013
12-13-34	12/14/2012	School of Education, Health & Human Performance	B.A. in School Health Education	1/29/2013	1/29/2013
12-13-35	2/12/2013	School of Fine Arts	B.A. in Theatre Education	1/29/2013	1/29/2013
12-13-36	01/11/2013	School of Fine Arts	B.A. in Education - Oral Communication	2/5/2013	2/12/2013
12-13-37	01/15/2013	School of Fine Arts	B.A. in Art Education	2/5/2013	2/5/2013
12-13-38	01/15/2013	School of Fine Arts	B.A. in Education: Music Education	2/5/2013	2/5/2013
12-13-39	01/16/2013	School of Nursing and Allied Health Administration	B.S. in Allied Health Administration	2/5/2013	2/5/2013
12-13-40	01/16/2013	College of Science & Technology	B.S. in Architecture	2/5/2013	2/12/2013
12-13-41	01/17/2013	College of Liberal Arts, Department of Social Sciences	B.A. in Education, Teaching Specialization in Social Studies Grades 5-Adult	2/12/2013	2/19/2013

12-13-42	01/22/2013	School of Nursing and Allied Health Administration	LPN-ASN	2/12/2013	2/12/2013
12-13-43	02/07/2013	College of Science & Technology	B.S. in Biology	2/19/2013	2/19/2013
12-13-44	02/07/2013	College of Science & Technology	B.S. in Forensic Science <i>*Senate returned with minor revisions for Curriculum Review</i>	2/19/2013 4/2/2013*	2/19/2013 4/2/2013*
12-13-45	02/07/2013	College of Science & Technology	B.A. in Technology Education	2/19/2013	3/5/2013
12-13-46	02/07/2013	College of Liberal Arts	B.A. in Education: Teaching Specialization in French	2/19/2013	2/26/2013
12-13-47	02/08/2013	School of Nursing	NURS 3350 WIC	2/12/2013	2/12/2013
12-13-48	02/19/2013	College of Science & Technology	B.A. in Education – Physics	2/26/2013	2/26/2013
12-13-49	02/19/2013	College of Science & Technology	B.A. in Education – Biology	2/26/2013	2/26/2013
12-13-50	02/19/2013	College of Science & Technology	B.A. in Education - General Science	2/26/2013	2/26/2013
12-13-51	02/19/2013	College of Science & Technology	B.A. in Education – Chemistry	2/26/2013	2/26/2013
12-13-52	3/1/2013	School of Education, Health & Human Performance	BA in Elementary Education	3/5/2013	3/5/2013
12-13-53	3/1/2013	School of Education, Health & Human Performance	BA in Physical Education	3/5/2013	3/5/2013
12-13-54	3/1/2013	College of Science & Technology	Engineering Technology Courses	3/5/2013	3/5/2013
12-13-55	3/4/2013	College of Science & Technology	BS Mechanical Engineering Technology	3/19/2013	3/19/2013
12-13-56	3/4/2013	College of Science & Technology	AS Mechanical Engineering Technology	3/19/2013	3/19/2013
12-13-57	3/4/2013	College of Science & Technology	AS Civil Engineering Technology	3/19/2013	3/19/2013
12-13-58	3/4/2013	College of Science & Technology	BS Civil Engineering Technology	3/19/2013	3/19/2013
12-13-59	3/4/2013	College of Science & Technology	BS Electronics Engineering Technology	3/19/2013	4/2/2013
12-13-60	3/13/2013	College of Science & Technology	New Course - SCIE 1221	3/26/2013	4/9/2013
12-13-61	4/1/2013	College of Science & Technology	AS Electronics Engineering Technology	4/9/2013	4/9/2013
12-13-62	4/1/2013	College of Science & Technology	AS Architectural Engineering Technology	4/9/2013	4/9/2013
12-13-63	4/1/2013	College of Science & Technology	BS Graphics Technology	4/9/2013	4/16/2013
12-13-64	4/1/2013	College of Science & Technology	BS Computer Science, Computer Security	4/9/2013	4/9/2013
12-13-65	4/1/2013	College of Science & Technology	BS Computer Science, Computer Science	4/9/2013	4/9/2013
12-13-66	4/1/2013	College of Science & Technology	BS in Aviation Administration	4/9/2013	4/16/2013
12-13-67	4/1/2013	College of Science & Technology	BS in Aviation Administration/Professional Flight	4/16/2013	4/16/2013
12-13-68	4/1/2013	College of Science & Technology	BS in Aviation Maintenance Management	4/16/2013	4/16/2013
12-13-69	4/12/2013	College of Liberal Arts - Department of Language and Literature	BA in Journalism Education	4/16/2013	4/16/2013

**Next Scheduled Meeting:** 12:30pm, Tuesday, September 24, 2013

The committee intends to resume the normal monthly meeting schedule during the 2013-2014 academic year.

Respectfully submitted,

A handwritten signature in blue ink that reads "Rebecca J. Giorcelli". The signature is written in a cursive style with a large initial 'R'.

Rebecca J. Giorcelli, Curriculum Committee Chair

# General Studies Committee Report

**Report to the Faculty Senate  
from the  
General Studies Committee  
Academic Year 2012-2013**

**Introduction**

The General Studies Committee fulfilled its responsibilities for the Academic Year 2012-2013. The committee's work consisted of completion of the new general studies curriculum to be implemented beginning with the Fall 2013 term, initial development of an assessment plan for the general studies curriculum, and development of student and public access webpages for the general studies course list, requirements, and background information.

**Membership**

All faculty members of the Committee were active this year with exception of Matt Scanlon, who was on sabbatical. Minutes, appended to this report, reflect attendance for each meeting. The student representative was not active and at some point during the year asked to have his name removed from the email list. Dr. Jack Kirby, Associate Provost, served in his own capacity as well as a de facto representative of Dr. Chris Lavorata, Provost. As there is no longer a Director of the Center for Teaching Excellence, that ex-officio appointment called for in the Faculty Senate By-Laws is now superfluous. Pamela Stephens, Coordinator for Academic Advising, has been an active participant in the Committee's work as a volunteer ex-officio member. Pam's interest and involvement has assisted the committee, particularly regarding the new curriculum's impact on undeclared students.

<b>Name</b>	<b>Academic Unit</b>	<b>Term Ends</b>
Michael Ransom	Behavioral Science	<b>2014</b>
Matt Scanlon	Biology, Chemistry, Geoscience	2013
Tim Oxley	Business	2013
Dennine Larue	Computer Science, Math, Physics	<b>2014</b>
Gwen Jones	Education	<b>2014</b>
Jennifer Boggess	Fine Arts	<b>2014</b>
Matt Schmuck	Health, Human Performance	2013
Jim Matthews	Language and Literature	2013
Robert Hammonds	Library	<b>2014</b>
Veronica Gallo	Nursing and Allied Health	2013
Ned Radulovich	Social Sciences	<b>2014</b>
Kim Murphy	Technology	2013
Shawn Ragsdale	Student	
Chris Lavorata	Provost	Ex-Officio
Jack Kirby	Associate Provost	Ex-Officio
Vacant	Director, CTE	Ex-Officio

## Meetings

The General Studies Committee held meeting on the following dates for the academic year:

August 30, 2012	January 24, 2013
September 13, 2012	February 28, 2013
October 11, 2012	March 28, 2013
October 25, 2012	April 25, 2013
November 29, 2012	

Dr. Timothy Oxley was elected as Chair for this academic year, and Dr. James Matthews was elected secretary. In an effort to expedite committee work, two subcommittees were formed: (1) Assessment; (2) Public Relations, Web Page, and Campus Education.

## Task Work

The General Studies committee continued to review and approve courses for inclusion in the new General Studies curriculum. This work was ongoing throughout the year. Initiatives undertaken by the committee for this reporting period include:

- Finalized the General Studies Course List for 2013-2014 Academic Year. The final list is appended to this report. The list is in the process of being made available via public webpages on the Fairmont State University website.
- Developed a General Studies Program Assessment Proposal. Through a sub-committee established for this purpose, a proposal was developed that outlines the Standard Template for Annual Assessment Reports and established a Review Cycle Schedule, beginning with the 2013-2014 Academic Year. The Assessment Proposal is appended to this report.
- Provided clarification to the Curriculum Committee on requirements for the General Studies Curriculum. Lines of communication with the Curriculum Committee were maintained during the review and approval of the 120 hour proposals. Dr. Jack Kirby, Associate Provost, served as the primary conduit, although members were also active with their respective academic units by responding to questions and providing clarifications.
- Developed General Studies' web pages, accessible through the "Academics" page. Work on content and presentation was accomplished through a sub-committee. The sub-committee members worked with Information Technology staff to develop the pages, which are still being finalized.

## General Studies Committee

August 30, 2012

Attending: Pamela Stephens, Kim Murphy, Dennine LaRue, Robert Hammonds, Jack Kirby, Michael Ransom, Ned Radulovich, Jennifer Boggess, Veronica Gallo, Matt Schmuck, Gwen Jones, Tim Oxley, Jim Matthews

Oxley called the meeting to order at 12:31.

1. Matthews agreed to continue as Secretary.
2. Oxley called for nominations for Chair as he was willing to step down. After some discussion, the committee members indicated their support for his continued leadership. Oxley agreed to continue as Chair as long as he could get more assistance with record keeping.
3. The position of CTE Director, who had served as an ad hoc member of the committee, no longer exists. The committee supported a proposal to add the Coordinator of the Advising Center to its membership as an ad hoc member. Kirby said that he would speak with Jaci Webb-Dempsey about making that change.
4. Membership of the teams reviewing courses will not change. Boggess will replace Sam Spears on Team C. Ransom serve on only Teams A and B.
5. Oxley presented a review of the status of courses. At present, 49% are Approved, 39% are In Conference, and 12% are Under Consideration. The 120 hours requirement will require quick progress on finalizing the list for the 2013 catalog. Kirby reported on how the requirement is being implemented statewide. Radulovich moved that the current list of Approved and In Conference courses be presented as the final list for this year. Jones seconded. The motion passed. Oxley instructed the teams to review Under Consideration courses by the next meeting to determine if any of them could reasonably be expected to meet the GS outcomes or if significant work remained to be done. Gallo suggested that subcommittee leaders should present a report to the full committee at the next meeting about the Under Consideration courses within their charge.
6. The question of Pierpont owned courses was raised once again. The committee felt that too much that was beyond its control needs to be resolved before that problem could be addressed properly.
7. The committee will continue to work with faculty to provide documentation of all courses. Oxley called for an assessment subcommittee to move forward on that documentation now that a list has been completed. Matthews agreed to serve as chair of the subcommittee. Jones, Murphy, and Gallo agreed to serve as members.
8. Some concerns were raised about the committee's PR difficulties with faculty and the poor communication about General Studies across campus. Oxley called for a subcommittee to address these questions, but no membership decisions were made.

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The meeting ended at 1:29.

## General Studies Committee

September 13, 2012

Attending: Matt Scanlon, Tanya Rogers, Pamela Stephens, Kim Murphy, Robert Hammonds, Jack Kirby, Jennifer Boggess, Gwen Jones, Tim Oxley, Jim Matthews, Jaci Webb-Dempsey

Oxley called the meeting to order at 12:31.

1. Minutes from August were approved.
2. Webb-Dempsey presented on questions of Taskstream access and usability. Much discussion ensued on specific problems with the program as well as the lack of consistency in both submitting materials and reviewing courses. It may be possible to streamline both reporting and reviewing processes. Boggess noted that faculty need models as well. The assessment subcommittee agreed to meet with the Taskstream people on this issue. The subcommittee membership was confirmed as Matthews, Murphy, Jones, and Gallo.
3. Oxley presented the report from Faculty Senate. Hammonds and Scanlon objected, saying that some courses should be pulled from the list. Oxley indicated that he had moved those courses to the list because of the wording of the motion approved by the committee. A lively debate ensued, with some members saying that this was not what they had believed they were approving. Due to the impending 120 hour requirement, the committee agreed (with some dissent) to give a list of questionable courses to the Provost, who will work with deans and chairs to make needed changes. The Natural Science courses, the attribute most under discussion, will be the first set of courses to be reviewed during the assessment cycle. None of this was approved as an official motion.
4. Kirby reported that the Curriculum Committee was meeting twice a month to push through proposals designed to meet the 120 hour requirement. That committee has requested that specific list of parameters for reviewing proposals. The only parameters agreed upon were that 30 hours must be outside of courses designed for the major and that a specific course could count for no more than two attributes. The committee did not wish to suggest credit requirements for specific attributes.
5. The Faculty Senate has requested that the GS program have a web presence, including parameters of the program, philosophy, and guidance for faculty, students, and external reviewers. A Public Relations subcommittee was called for to accomplish this. Agreeing to serve were Hammonds, Boggess, and Stephens.

The meeting ended at 1:31.

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## General Studies Committee

October 11, 2012

Attending: Matt Scanlon, Dennine LaRue, Pamela Stephens, Kim Murphy, Robert Hammonds, Jack Kirby, Ned Radulovich, Jennifer Boggess, Mike Ransom, Tim Oxley, Jim Matthews

Oxley called the meeting to order at 12:34.

1. Minutes from September were approved.
2. Oxley reported that the Curriculum Committee was seeking clarification of specific parts of the General Studies program. The first program requirement discussed was the requirement that degree programs require at least thirty (30) credit hours outside of the major, as determined by the course prefix. LeRue noted that this requirement had been approved before and read minutes of a previous meeting to that effect. Committee members were in general agreement that exceptions to this requirement were not to be determined by this body but by the Curriculum Committee or the Provost's Office.
3. The next program requirement discussed was the stipulation that three (3) credits would be required to meet the Fine Arts attribute. Some confusion had recently been created by documents indicating that two (2) credits would be sufficient. Several members recalled the previous discussions that had led to the Fine Arts credit requirement. The committee confirmed that the Fine Arts attribute did require three (3) credits but that no such policy existed for any other attribute.
4. Oxley noted the need for a document that defined the program and that such a document should be completed in time for the next Curriculum Committee meeting. Matthews agreed to draft the document and submit it to the committee via email for discussion and approval.
5. Oxley reported that there had been little progress on moving courses from the "pending" list to the "approved" list. Scanlon said that nothing could be done when contacted faculty had not responded after this long a period of time had elapsed. Some discussion ensued about possible courses of action. Matthews moved that "approved" list was the final list for the 2013-2014 catalog and that, if faculty or deans presented the committee with a request to add a specific course to that list, the committee would consider it. Radulovich seconded. The motion passed. Kirby said that he would work with Deans to get "pending" courses resolved.
6. Scanlon reported that two courses taught by Phil Yeager, SCIE 1105 and SCIE 1107, had been approved at some previous point in General Studies revision process but had been lost in the shuffle. Although no supporting materials are currently in Taskstream for those courses, Scanlon asked that the committee approve them for the Natural Science attribute. The committee voted to approve the request, noting that the Natural Science attribute needed to be part of the first assessment review cycle.
7. The Assessment subcommittee reported that they had met with Erica Garrett and a Taskstream representative to discuss the possibility of simplifying the AMS side of the program. The rep seemed willing to make any requested changes but said that no material could be migrated from the old setup to the new. The old courses could, however, will be maintained as a

historical archive. Several faculty noted that their programs had invested considerable time uploading material that would need to be spent again. The subcommittee also noted that they would next be working on a process and timeline for ongoing assessment work. The new position of Director of Assessment will have some impact on these decisions. Kirby noted that the Assessment director needs to be an ex-officio member of the General Studies committee.

8. The Publicity subcommittee reported that they had spoken with Sunshine Wiles about web space for the GS program. Committee members agreed that the new statement of the program, along with the list of courses and a spreadsheet for advisors all needed to be in the space. Chris Lavorata has indicated that IT has agreed to assist in this project.
9. The next meeting will be 10/25.

The meeting ended at 1:31.

General Studies Committee

October 25, 2012

Attending: Jennifer Boggess, Robert Hammonds, Tim Oxley, Jim Matthews, Ned Radulovich, Mike Ransom, Matt Scanlon, Gwen Jones, Victoria Gallo, Matt Schmuck

Oxley called the meeting to order at 12:32.

1. Minutes from the last meeting were approved.
2. Oxley presented his final report to the Faculty Senate, which was approved. This was followed by a discussion of progress towards the 120 credit hour requirement. Radulovich noted that Education programs have very little flexibility. Matthews reported that the English Education major was currently at 122 credits, but that the Provost's office had suggested that programs whose accreditation requirements preclude the 120 hours might be able to get an exemption depending on the will of the HEPC. Jones reported that Shepard University had gotten over this hurdle by making clinicals 0 hours. The committee praised Stephens' advising document, which maps course prereqs and guides undeclared majors through the new GS program.
3. The Assessment subcommittee presented an assessment proposal. Discussion ensued about when the first annual assessment reports would be due, September 2013 or September 2014. Members raised several concerns about a 2013 date, including the as yet unseen HLC report, the as yet unimplemented changes to Taskstream, the plans of the as yet unhired Assessment Director, and the need for faculty to be informed about the deadline and review cycle. The committee voted to accept the proposal with the amendment that the first annual assessment reports will be due on September 15, 2014.
4. Oxley proposed that ECON 2201 be added to the list for Attribute 7C: Social Science and removed from Attribute 1A: Critical Analysis. The proposal was approved. Schmuck reported that a Teamwork course proposal from Math was on its way. The committee confirmed that the process of accepting new courses will continue.
5. Oxley was unable to remain longer at the meeting and turned over the chair to Scanlon.
6. The Publicity subcommittee plans to have the webpage up by the HLC visit. Gallo asked if drop down boxes could be added to the page. Boggess said yes, but not before Tuesday. The committee agreed to review the content of the webpage at the next meeting.
7. The next meeting will be 11/8.

The meeting ended at 1:10.

## General Studies Committee

November 29, 2012

Attending: Matt Scanlon, Dennine LaRue, Pamela Stephens, Kim Murphy, Robert Hammonds, Jack Kirby, Ned Radulovich, Jennifer Boggess, Mike Ransom, Tim Oxley, Jim Matthews, Matt Schmuck, Veronica Gallo, Gwen Jones

Oxley called the meeting to order at 12:32.

1. Minutes from October were approved, with editing (nonsubstantive) corrections.
2. Only two additional courses have been submitted, ART 2245 for Technology Literacy and SOCY 3310 for Cultural Awareness. Oxley asked committee members to review these as soon as possible. Jones reported that she had spoken with faculty from Health and Human Performance, who have promised to submit more courses for Health and Wellness.
3. The General Studies assessment plan was approved by Faculty Senate. The Assessment Subcommittee has not met as they are waiting to present the plan to the Deans.
4. The Publicity Subcommittee reported on what has been placed on the website. Hammond noted that they were currently working to determine what should be accessible to the public and what should be restricted.
5. Oxley reported that administrative staff have been implementing very liberal interpretations of what constitutes a "major prefix." As a result, the Faculty Senate has requested clarification of this guideline. Discussion ensued about major programs with multiple prefixes in their requirements. Radulovich noted that Social Studies Education was particularly difficult, given the number of prefixes required, and has not yet seen incorporation of the new General Studies requirements. The committee consensus was that those responsible for individual programs should make such decisions. The committee approved the following addition to the General Studies program guidelines: "will be defined by major prefix, as determined by the appropriate academic unit(s)." Kirby expressed confidence that he could take this recommendation to the Curriculum committee.
6. Oxley will contact members to determine meeting dates for spring 2013.

The meeting ended at 1:09.

## General Studies Committee

January 24, 2013

Attending: Kim Murphy, Robert Hammonds, Jack Kirby, Ned Radulovich, Jennifer Boggess, Tim Oxley, Jim Matthews, Matt Schmuck, Veronica Gallo, Gwen Jones, Dennine LaRue

Oxley called the meeting to order at 12:30.

1. Minutes from November were approved.
2. Following up on the reviews of ART 2245 for Technology Literacy and SOCY 3310 for Cultural Awareness, Jones reported that the Sociology course had been approved in Taskstream quite some time ago. Hammonds reported that the same was true for the Art course. Oxley suggested that the Committee should confirm that approval. The motion was passed. Jones inquired about EDU 2201, which had been submitted for Technology Literacy. The subcommittee responsible will review the course. Jones also said that additional courses for Health and Well-being were likely to appear before the next meeting. The Committee voted to approve the current list of courses for the Fall 2013 catalog.
3. Matthews reported that the Assessment Subcommittee had not met because the institution had not yet filled the projected Assessment Director position. Kirby indicated that the search was on indefinite hold. The Subcommittee will meet to discuss its next step.
4. Hammonds reported that the effort to put GS information on the website was being greatly complicated by the program's confusing terminology. The committee then discussed the possibility of simplifying the language. Jones and Boggess cautioned that changes should not conflict with disciplinary standards or accreditors. The biggest problem is the term "attribute." Other possible labels were discussed, but the Senate would need to approve any changes. Hammonds said that the subcommittee would meet to discuss a proposal, while continuing to work on the website information. That information would be submitted to the Committee for discussion and vote via email. The process may need critical readers from outside of the committee, including both advisors and students, to properly test the readability of material with which the Committee is too familiar.
5. Kirby introduced the question of GS requirements for Associate's Degrees. The state guideline is 15 credits or 24 credits, depending on the technical or academic nature of the program. Kirby asked if the Committee would be willing to offer a general policy statement. Considerable discussion ensued about how to reconfigure the program at fewer credit hours, but the committee was reluctant to proceed without first hearing from faculty with Associate's programs about how the 15/24 rule would apply. Oxley asked if a policy statement was needed for the next Senate meeting. Kirby said that the time frame was flexible as the University is not in violation of the intent of the state guideline.

The meeting ended at 1:33.

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## General Studies Committee

February 28, 2013

Attending: Kim Murphy, Robert Hammonds, Jack Kirby, Ned Radulovich, Jennifer Boggess, Tim Oxley, Jim Matthews, Matt Schmuck, Gwen Jones, Dennine LaRue, Pam Stephens, Michael Ransom

Oxley called the meeting to order at 12:42.

1. Minutes from January were approved.
2. Jones reported that Attribute 5 contains a small number of courses. A few more are on the way, but the subcommittee has had problems with the word “apply” in the sub attribute language and has had to work with faculty to overcome the difficulty. Larue stressed the importance of courses that could be offered in multiple sections and went on to note that similar problems were still hampering the Technology Literacy attribute. The subcommittee recommended the following courses for inclusion under Attribute 5- HTLA 3370: Contemporary Drugs & Behavior and EDUC 2203: Human Development, Learning, and Teaching. The committee approved the recommendation.
3. The assessment subcommittee asked for specific suggestions from committee members about changes that could be made to simplify our Taskstream space. Some discussion followed, but committee members we asked to submit comments via email as the subcommittee will soon meet to devise a new template. The goal is to have any changes to Taskstream implemented by fall of 2013. The subcommittee members respectfully restated the need to have an institutional Assessment Director as well.
4. The publicity subcommittee reported that all information prepared for the web is currently using Faculty Senate approved language but that they are prepared to produce a simpler version, with more consistent vocabulary. Some discussion ensued, but committee members agreed that they did not have the authority to change the language of the program. Stephens said that the Advising Center was soon to hold training sessions on the new GS program. Some committee members expressed interest in having such training for faculty advisors as well. Hammonds asked Stephens to get feedback at the training session on the readability of the website materials.
5. Murphy presented GS mapping for the Associate’s degree programs in teach and nursing. Oxley asked if the institution needed a policy statement from the committee, but Kirby said that was unnecessary. Committee members agreed that the mapping seemed to meet the spirit of the state guidelines for two year degrees

The meeting ended at 1:38.

## General Studies Committee

March 28, 2013

Attending: Robert Hammonds, Jack Kirby, Jennifer Boggess, Jim Matthews, Matt Schmuck, Gwen Jones, Kim Murphy, Dennine LaRue, Veronica Gallo, and Pam Stephens.

James Matthews called the meeting to order at 12:35 pm.

1. Minutes from January were approved with following revision to the GS List:
  - a. Pam Stephens noted that Attribute 5 had listed HLTA 2203 when it should be HLTA 3370.

### ***GS Course List***

2. Dennine LaRue reported that the subcommittee vetting Attribute IF recommends ARCH 2260 be approved and included in GS List.
  - Move to accept ARCH 2260 – Gwen Jones
  - 2<sup>nd</sup> - Veronica Gallo
  - Unanimously accepted
3.
  - a. Dennine LaRue reported that the subcommittee vetting Attribute IV recommends SCIE 1221 be approved and included in GS List.
  - b. Veronica Gallo reported that the subcommittee vetting Attribute VIID recommends SCIE 1221 be approved and included in GS List.
    - Since SCIE 1221 is new course that has not been approved by the Curriculum Committee or Faculty Senate, Jack Kirby recommended the GS Committee notify the Curriculum Committee that the SCIE 1221 course is acceptable as a GS course for Attributes IV and VIID barring any substantive changes.
    - Moved to accept SCIE 1221 and convey recommendation to Curriculum Committee – Robert Hammonds
    - 2<sup>nd</sup> – Gwen Jones
    - Unanimously accepted
4. All committee members agreed to solicit, from their academic units, corrections to GS List. Corrections to courses listed, names of courses, credit hours, and prerequisites are to be compiled and sent from committee members to Tim Oxley by 4/4/13.

### ***Subcommittee Reports***

5. **Assessment:** Kim Murphy and James Matthews met on Tuesday, March 26, to discuss standardizing the Task Stream submissions for GS assessment needs. They shared with the committee their idea of changing the user interface to increase Task Stream use. The committee has recommended a demonstration of both the AMS and LAT features of Task Stream to committee members. Both Kirby and Jones recommend reviewing the LAT side of Task Stream before moving ahead with standardization discussion.

6. **Public Relation:** Hammond reported that the subcommittee on public relations was exploring a link on "Giving Advisors Advice." This would include providing answers to questions relating to major changes, transferring from PT&TC to FSU, changing catalogs, and other questions that may be asked relating to the new GS curriculum.

Submitted by Kim Murphy



## General Studies Program Assessment Proposal

### Overview of Assessment Process

Deans will be responsible for the submission of annual General Studies Assessment reports in Taskstream for each General Studies course for which their faculty are responsible. These reports will be due by no later than September 15<sup>th</sup> of each year, starting September 15<sup>th</sup>, 2013. The office of the Director of Assessment will confirm the completion of reports and work with the General Studies Committee to review them, following the review cycle schedule. The review work will be completed by late spring semester, when the Director of Assessment will provide appropriate feedback to the Deans.

### Standard Template for Annual Assessment Report

These subheadings will be incorporated into the upcoming changes in Taskstream as a separate tab under each course:

Attribute and mapping

General Studies attribute outcomes and course outcomes

Tools/Measures

Assignment descriptions, prompts, rubrics, etc.

Student Work

Exams, papers, presentation/performance videos, etc.

Findings

Data and evaluation of student performance

Action Plan

Steps to be taken to improve student performance (please note this refers to actions for improvement within the course only, not for General Studies programmatic improvement)

### Review Cycle Schedule

Note that this schedule reflects the need to review each attribute twice before the next HCL visit, while keeping the review workload manageable within an annual time frame. Although not all attributes will be reviewed each year, **reports need to be filed each year for each course, regardless of the review cycle.**

(2013-2014, 2018-2019)

Attributes 1B (Quantitative Literacy), 1F (Technology Literacy), and 7D (Natural Sciences)

(2014-2015, 2019-2020)

Attributes 7A (Fine Arts), 7B (Humanities), and 7C (Social Science)

(2015-2016, 2020-2021)

Attributes 1C (Written Communication), 1D (Teamwork), and 1G (Oral Communication)

(2016-2017, 2021-2022)

Attributes 3 (Citizenship), 4 (Ethics), and 8 (Cultural Awareness and Human Dignity)

(2017-2018, 2022-2023)

Attributes 1A (Critical Analysis), 1E (Information Literacy), 5 (Health and Well-Being), and 6 (Interdisciplinary and Lifelong Learning)

## General Studies 2013-2014 Course List

1A	Critical Analysis	Prerequisite Requirements
1	BISM 2200 Business Information Tools 3 hrs.	BISM 1200 and Math Act of 19 or MATH 1100 or higher
2	ENGL 1108 Written English II 3 hrs.	ENGL 1104 with a Grade of "C" or better
3	ENGL 1109 Technical Report Writing 3 hrs.	ENGL 1104 with a Grade of "C" or better
4	ENGL 2220 World Literature I 3 hrs.	ENGL 1108
5	ENGL 2221 World Literature II 3 hrs.	ENGL 1108
6	ENGL 2230 Introduction to Literature I 3 hrs.	ENGL 1108
7	ENGL 2231 Introduction to Literature II 3 hrs.	ENGL 1108
8	ENGL 3332 Narrative & Descriptive Writing 3 hrs.	ENGL 1108
9	ENGL 3356 Fantasy, Sci-Fi, & Magical Realism 3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
10	ENGL 3386 The Bible as Literature 3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
11	ENGL 3388 Women's Literature 3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
12	ENGL 3389 Minority Literature 3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
13	ENGL 3396 Literature and Film 3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
14	ENGL 3387 Folk Literature 3 hrs.	ENGL 1108 and ENGL 2220
15	HONR 1100 Honors Seminar 1 hr.	Honors Program students only; Instructor approval required
16	HONR 3301 Honors Study/Travel 3 hrs.	Honors Program students only; Instructor approval required
17	MATH 2212 Sets, Relations, Functions 3 hrs.	MATH 1170 or MATH 1190
18	MECH 1100 Statics 3 hrs.	MATH 1102 or MATH 1115 or Co-requisite w/ MATH 1102
19	NURS 3360 Ethical Decision Making 3 hrs.	NURS 3340 and NURS 3350; NURS 3340 may be taken concurrently.
20	NURS 4440 Nursing Practicum 4 hrs.	NURS 4410 and 4430. NURS 4430 may be taken concurrently.
21	PHIL 2275 Intro to Logic and Critical Reasoning 3 hrs.	None
22	PSYC 3310 Experimental Psychology 3 hrs.	PSYC 2240
23	SFTY 1100 Safety & Env. Comp. of Industry 3 hrs.	None

  

1B	Quantitative Literacy	Prerequisite Requirements
24	CHEM 1105 Chemical Principles I 5 hrs.	MATH ACT of 20 or MATH SAT of 480 or COMPASS score of 42 or CHEM 1101 with a grade of "C" or better.
25	MATH 1101 Applied Technical Mathematics 3 hrs.	MATH ACT of 19 or MATH SAT of 460 or COMPASS score of 36 or Math 0095 or Math 0088.
26	MATH 1107 Fundamental Concepts of Math 3 hrs.	MATH ACT of 19 or MATH SAT of 460 or COMPASS score of 36 or Math 0095 or Math 0086.
27	MATH 1112 College Algebra 3 hrs.	MATH ACT score of 21 or MATH SAT of 500 or COMPASS score of 49 or MATH 1100
28	MATH 1115 Trigonometry & Elementary Functions 3 hrs.	MATH ACT score of 23 or MATH SAT of 540 or COMPASS score of 63 or a C or better in MATH 1112
29	MATH 1185 Applied Calculus I 4 hrs.	MATH ACT score of 24 or MATH SAT of 560 or COMPASS score of 67 or MATH 1115 or MATH 1102 with "B" or better
30	MATH 1190 Calculus I 4 hrs.	MATH ACT score of 25 or MATH SAT of 570 or COMPASS score of 73 or MATH 1115 or MATH 1170 or MATH 1186

  

1C	Written Communication	Prerequisite Requirements
31	ENGL 1104 Written English I 3 hrs.	ACT score of 18, SAT-Critical Reading of 450 or COMPASS score of 71 or developmental writing course
32	ENGL 1108 Written English II 3 hrs.	ENGL 1104 with a Grade of "C" or better
33	ENGL 1109 Technical Report Writing 3 hrs.	ENGL 1104 with a Grade of "C" or better
34	ENGL 3332 Narrative & Descriptive Writing 3 hrs.	ENGL 1108
35	ENGL 3333 Writing Non-Fiction 3 hrs.	ENGL 1108
36	ENGL 3344 Writing Poetry 3 hrs.	ENGL 1108
37	ENGL 3345 Writing Fiction 3 hrs.	ENGL 1108
38	HONR 1100 Honors Seminar 1 hr.	Honors Program students only; Instructor approval required

<b>ID</b>		<b>Teamwork</b>			<b>Prerequisite Requirements</b>
39	ARCH 3300	Design III	4 hrs.	ARCH 2250	
40	ART 1140	Design I: 2D	3 hrs.	None	
41	ART 1141	Design II: 3D	3 hrs.	None	
42	CHEM 4412	Physical Chemistry II	4 hrs.	CHEM 3301, PHYS 1102 or 1106, MATH 1186 or 3315	
43	CIVL 2200	Introduction to Surveying	3 hrs.	None	
44	COMM 2200	Introduction to Human Communication	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher	
45	COMM 2201	Introduction to Group Communication	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher	
46	CRIM 2295	Ethics in Criminal Justice	3 hrs.	None	
47	CRIM 3330	Group Disturbances	3 hrs.	CRIM 2212	
48	ENGL 1109	Technical Report Writing	3 hrs.	ENGL 1104 with a Grade of "C" or better	
49	FREN 4411	Advanced French Composition and Convers.	3 hrs.	FREN 3312	
50	MANF 1100	Materials and Processes	3 hrs.	None	
51	MANF 2250	Total Quality & SPC	3 hrs.	None	
52	MECH 4430	Heat Transfer II	3 hrs.	MECH 3330	
53	MGMT 2209	Principles of Management	3 hrs.	None	
54	MUSI 1112	Piano Ensemble	1 hr.	None	
55	MUSI 2247	Jazz Ensemble	1 hr.	None	
56	MUSI 1167	Collegiate Singers	1 hr.	None	
57	MUSI 1168	Marching Band I-II	2 hrs.	None	
58	MUSI 1169	Wind Ensemble	1 hr.	None	
59	NURS 4440	Nursing Practicum	4 hrs.	NURS 4410 and 4430. NURS 4430 may be taken concurrently.	
60	NURS 4400	Research in Nursing Practice	4 hrs.	NURS 3360 and statistics. Statistics may be taken concurrently.	
61	RECR 1141	Introduction to Recreation	3 hrs.	None	
62	SFTY 4420	System Safety and Management	4 hrs.	SFTY 4400, MATH 1113	
63	SOCY 3301	Ethnology	3 hrs.	SOCY 1110	
64	SPAN 4400	Survey of Latin American Literature	3 hrs.	SPAN 3301 OR SPAN 3302	
65	TECH 1101	Introduction to Technology	3 hrs.	None	

<b>IE</b>		<b>Information Literacy</b>			<b>Prerequisite Requirements</b>
66	EDUC 2201	Instructional Technology	3 hrs.	None	
67	ENGL 1108	Written English II	3 hrs.	ENGL 1104 with a Grade of "C" or better	
68	HONR 3301	Honors Study Travel	3 hrs.	Honors Program students only; Instructor approval required	
69	NURS 4400	Research in Nursing Practice	3 hrs.	NURS 3360 and statistics. Statistics may be taken concurrently.	
70	SFTY 2250	Safety Law and Compliance	4 hrs.	SFTY 1100	

<b>IF</b>		<b>Technology Literacy</b>			<b>Prerequisite Requirements</b>
71	ARCH 2060	Building Technology I		Co-requisite - ARCH 2000 Design I: Foundation	
72	ART 2245	E. Foundations	3 hrs.	None	
73	BISM 1200	Introduction to Computing	3 hrs.	None	
74	BISM 2200	Business Information Tools	3 hrs.	BISM 1200 AND MATH ACT score of 19 or MATH 1100 or higher	
75	CIVL 2210	Light Construction	4 hrs.	Co-requisite - MATH 1101	
76	EDUC 2201	Instructional Technology	3 hrs.	None	
77	ENGL 1109	Technical Report Writing	3 hrs.	ENGL 1104 with a Grade of "C" or better	
78	MUSI 1111	Introduction to Music Technology	3 hrs.	Pre-Music or Music majors only	
79	NURS 4430	Nursing Leadership/Management	3 hrs.	MGMT 2209 or MGMT 3308 and NURS 4400. MGMT may be taken concurrently.	
80	SFTY 3300	Industrial Hygiene Application and Practice	4 hrs.	ENGL 1108 and SFTY 2290	
81	TECH 1100	Technology and Society	3 hrs.	None	

<b>IG Oral Communication</b>				<b>Prerequisite Requirements</b>	
82	ARCH	4450	Design V	4 hrs.	ARCH 3350
83	COMM	2200	Intro to Human Communication	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
84	COMM	2201	Introduction to Group Discussion	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
85	COMM	2202	Into to Communication in World of Work	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
86	ENGL	1109	Technical Report Writing	3 hrs.	ENGL 1104 with a Grade of "C" or better
87	SPAN	1101	Elementary Spanish I	3 hrs.	None
88	SPAN	1102	Elementary Spanish II	3 hrs.	SPAN 1101

<b>II Proficiency in the Major</b>				<b>To Be Fulfilled By Major Courses</b>	
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<b>III Citizenship</b>				<b>Prerequisite Requirements</b>	
89	HIST	1107	United States History I	3 hrs.	None
90	HIST	1108	United States History II	3 hrs.	None
91	POLI	1103	American Government	3 hrs.	None

<b>IV Ethics</b>				<b>Prerequisite Requirements</b>	
92	BUSN	4420	Business Ethics and Corporate Accountability	3 hrs.	BUSN 3320 AND BISM 3200
93	CIVL	4420	Construction Planning & Administration	3 hrs.	CIVL 2230
94	COMM	2200	Intro to Human Communication	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
95	COMM	2201	Introduction to Group Discussion	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
96	COMM	2202	Into to Communication in World of Work	3 hrs.	Completion of ENG 1104 with a C or better grade or a Verbal ACT score of 21 or higher
97	CRIM	2295	Ethics in Criminal Justice	3 hrs.	None
98	ENGL	2220	World Literature I	3 hrs.	ENGL 1108
99	ENGL	2221	World Literature II	3 hrs.	ENGL 1108
100	ENGL	2230	Introduction to Literature: Prose	3 hrs.	ENGL 1108
101	ENGL	2231	Introduction to Literature: Poetry & Drama	3 hrs.	ENGL 1108
102	ENGL	3356	Fantasy, Science Fiction, & Magical Realism	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
103	HONR	1100	Honors Seminar	3 hrs.	Honors Program students only; Instructor approval required
104	INTR	2200	Race, Class & Gender	3 hrs.	ENGL 1104 with a Grade of "C" or better
105	INTR	2280	Empowering Leadership	3 hrs.	ENGL 1104 with a Grade of "C" or better
106	MANF	2250	Total Quality & SPC	3 hrs.	None
107	NURS	3360	Nursing Ethics	3 hrs.	NURS 3340 and NURS 3350; NURS 3340 may be taken concurrently
108	PHIL	3325	Ethics	3 hrs.	None
109	SCIE	1221	Evolution and Human Nature	4 hrs.	English ACT score of 18, or SAT-Critical Reading of 450, or Reading of 71 on the COMPASS test or ENGL 0092 and ENG 0097
110	SOCY	1110	Introductory Sociology	3 hrs.	None
111	SOCY	2200	Social Problems	3 hrs.	SOCY 1110

<b>V Health and Well-being</b>					<b>Prerequisite Requirements</b>
112	CRIM	2212	Deviant Behavior	3 hrs.	None
113	EDUC	2203	Human Development, Learning & Teaching	3 hrs.	Admission to Teacher Education
114	HLTA	2203	Contemporary & Drug Behavior Issues	3 hrs.	ENGL 1108
115	NURS	4410	Community Health Nursing	5 hrs.	NURS 3360 AND NURS 4400
116	SCIE	1100	Human Biology	4 hrs.	None
117	PHED	1100	Fitness and Wellness	2 hrs.	None

  

<b>VI Interdisciplinary and Lifelong Learning</b>					<b>Prerequisite Requirements</b>
118	ENGL	3386	The Bible as Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
119	ENGL	3387	Folk Literature	3 hrs.	ENGL 1108 and ENGL 2220
120	ENGL	3388	Women's Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
121	ENGL	3389	Minority Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
122	ENGL	3394	The Art of the Motion Picture	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
123	ENGL	3396	Literature and Film	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
124	FOLK	2200/01	Introduction to Folklore & Lab	4 hrs.	None
125	FOLK	3300	Folk Literature	3 hrs.	ENGL 1108
126	GEOG	2210	Introduction to Geography	3 hrs.	None
127	GEOG	3305	Economic Geography	3 hrs.	None
128	GEOG	3315	Urban Geography	3 hrs.	None
129	GEOG	3330	Geography of North America	3 hrs.	None
130	GEOG	3340	Geography of Europe	3 hrs.	None
131	GEOG	3370	Geography of Asia	3 hrs.	None
132	HONR	3301	Honors Study Travel	3 hrs.	Honors Program students only; Instructor approval required
133	INTR	2280	Empowering Leadership	3 hrs.	ENGL 1104 with a Grade of "C" or better
134	LANG	1110	Introduction to Global Studies	3 hrs.	None
135	NURS	4440	Nursing Practicum	4 hrs.	NURS 4410 and 4430. NURS 4430 may be taken concurrently.
136	POLI	1103	American Government	3 hrs.	None
137	SFTY	4420	System Safety and Management	4 hrs.	SFTY 4400, MATH 1113
138	SOCY	2200	Social Problems	3 hrs.	None

  

<b>VIIA Fine Arts</b>					<b>Prerequisite Requirements</b>
139	ART	1120	Art Appreciation	3 hrs.	None
140	ART	3374	Art History: to 1450	3 hrs.	ENGL 1108
141	ART	3378	Art History: 1750-1950	3 hrs.	ENGL 1108
142	ART	3383	Pottery I	3 hrs.	None
143	ENGL	3332	Narrative and Descriptive Writing	3 hrs.	ENGL 1108
144	ENGL	3333	Writing Non-Fiction	3 hrs.	ENGL 1108
145	ENGL	3344	Writing Poetry	3 hrs.	ENGL 1108
146	ENGL	3345	Writing Fiction	3 hrs.	ENGL 3332
147	ENGL	3394	The Art of the Motion Picture	3 hrs.	ENGL 1108 and ENGL 2221
148	INTR	1120	Experiencing the Arts	3 hrs.	None
149	MUSI	1106	Guitar Class I - II	1 hr.	None
150	MUSI	1120	Music Appreciation	3 hrs.	None
151	MUSI	2206	Music Appreciation for Majors	3 hrs.	Pre music or Music Majors only
152	THEA	1120	Theatre Appreciation	3 hrs.	None
153	THEA	3352	Creative Drama	3 hrs.	None

<b>VIIB</b>		<b>Humanities</b>			<b>Prerequisite Requirements</b>	
154	FOLK	2200	Introduction to Folklore	3 hrs.	None	
155	ENGL	2220	World Literature I	3 hrs.	ENGL 1108	
156	ENGL	2221	World Literature II	3 hrs.	ENGL 1108	
157	ENGL	2230	Introduction to Literature: Prose	3 hrs.	ENGL 1108	
158	ENGL	2231	Introduction to Literature: Poetry & Drama	3 hrs.	ENGL 1108	
159	ENGL	3356	Fantasy, Sci-Fi, & Magic Realism	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231	
160	ENGL	3386	The Bible as Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231	
161	ENGL	3387	Folk Literature	3 hrs.	ENGL 1108 and ENGL 2220	
162	ENGL	3388	Women's Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231	
163	ENGL	3389	Minority Literature	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231	
164	ENGL	3394	The Art of the Motion Picture	3 hrs.	ENGL 1108 and ENGL 2221	
165	ENGL	3396	Literature and Film	3 hrs.	ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231	
166	FOLK	3300	Folk Literature	3 hrs.	ENGL 1108	
167	FREN	3314	French Civilization and Culture	3 hrs.	FREN 2202	
168	FREN	4426	French Literature and Culture	3 hrs.	FREN 3312	
169	HIST	1107	United States History I	3 hrs.	None	
170	HIST	1108	United States History II	3 hrs.	None	
171	HIST	2211	World Civilizations I	3 hrs.	None	
172	HIST	2212	World Civilizations II	3 hrs.	None	
173	HIST	2213	World Civilizations III	3 hrs.	None	
174	HONR	3301	Honors Study Travel	3 hrs.	Honors Program students only; Instructor approval required	
175	INTR	1120	Experiencing the Arts	3 hrs.	None	
176	PHIL	2250	Great Philosophers	3 hrs.	This course is continuation of PHIL 2200	
177	THEA	3375	Development of Dramatic Arts	3 hrs.	ENGL 1108	

<b>VIIC</b>		<b>Social Science</b>			<b>Prerequisite Requirements</b>	
178	CRIM	2202	Principles of Criminal Law	3 hrs.	None	
179	CRIM	2212	Deviant Behavior	3 hrs.	None	
180	CRIM	3310	Comparative Criminal Justice	3 hrs.	None	
181	ECON	2200	Economics	3 hrs.	None	
182	ECON	2201	Economics Principles/Problems I	3 hrs.	None	
183	GEOG	2210	Introduction to Geography	3 hrs.	None	
184	GEOG	3305	Economic Geography	3 hrs.	None	
185	GEOG	3315	Urban Geography	3 hrs.	None	
186	GEOG	3330	Geography of North America	3 hrs.	None	
187	GEOG	3340	Geography of Europe	3 hrs.	None	
188	GEOG	3370	Geography of Asia	3 hrs.	None	
189	POLI	2200	Introduction to Political Science	3 hrs.	None	
190	POLI	2201	Principles of International Relations	3 hrs.	None	
191	POLI	2203	Comparative Government	3 hrs.	None	
192	PSYC	1101	Introduction to Psychology	3 hrs.	None	
193	SOCY	1110	Introduction to Sociology	3 hrs.	None	

<b>VIID Natural Science</b>				<b>Prerequisite Requirements</b>
194	BIOL	1104	Biosphere	4 hrs. Elementary Education majors only.
195	BIOL	2205	Technical Microbiology	4 hrs. None
196	BIOL	1105	Biological Principles I	4 hrs. A score of 21 or better on the ACT Science Reasoning section or SCIE 1000 with a C or better or BIOL 1106 with a C or better.
197	BIOL	1106	Biological Principles II	4 hrs. A score of 21 or better on the ACT Science Reasoning section or SCIE 1000 with a C or better or BIOL 1105 with a C or better.
198	HLCA	1170	Anatomy and Physiology (and 1171 lab)	4 hrs. None
199	CHEM	1101	General Chemistry	4 hrs. ACT math score of 19; or SAT Math score of 460 or Compass score of 36 or Elementary Algebra 0095
200	CHEM	1105	Chemical Principles I	5 hrs. ACT math score of 20; SAT Math 480, Compass score of 42 or CHEM 1101 with a grade of C or better.
201	GEOL	1101	Physical Geology	4 hrs. None
202	GEOL	1102	Historical Geology	4 hrs. GEOL 1101
203	PHYS	1101	Introduction to Physics I	4 hrs. MATH 1102 OR MATH 1115 OR MATH 1185 OR MATH 1190 OR MATH ACT 24 OR MATH SAT 560 OR Compass 67
204	PHYS	1102	Introduction to Physics II	4 hrs. PHYS 1101
205	PHYS	1105	Principles of Physics I	4 hrs. MATH 1185 OR MATH 1190 OR TECH 2290 OR MATH ACT 28 OR MATH SAT 630 OR Compass 89
206	SCIE	1103	Science That Matters I	4 hrs. None
207	SCIE	1105	Environmental Science	4 hrs. None
208	SCIE	1107	Geographic Information Systems (GIS)	4 hrs. None
209	SCIE	1110	Chemistry of Life	4 hrs. None
210	SCIE	1100	Human Biology	4 hrs. None
211	SCIE	1115	Earth and Sky	4 hrs. None
212	SCIE	1120	Introduction to Meteorology	4 hrs. None
213	SCIE	1210	Science in the Heart of Appalachia	4 hrs. None
214	SCIE	1220	Geological Heritage in the Field	4 hrs. None
215	SCIE	1221	Evolution and Human Nature	4 hrs. English ACT score of 18, or SAT-Critical Reading of 450, or Reading of 71 on the COMPASS test or ENGL 0092 and ENG 0097

<b>VIII Cultural Awareness and Human Dignity</b>				<b>Prerequisite Requirements</b>
217	BUSN	3320	International Business	3 hrs. MGMT 2209, MKTG 2204 AND ECON 2201
218	CRIM	3310	Comparative Criminal Justice	3 hrs. None
219	ENGL	2220	World Literature I	3 hrs. ENGL 1108
220	ENGL	2221	World Literature II	3 hrs. ENGL 1108
221	ENGL	2230	Introduction to Literature: Prose	3 hrs. ENGL 1108
222	ENGL	2231	Introduction to Literature: Poetry & Drama	3 hrs. ENGL 1108
223	ENGL	3386	The Bible as Literature	3 hrs. ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
224	ENGL	3388	Women's Literature	3 hrs. ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
225	ENGL	3389	Minority Literature	3 hrs. ENGL 2220 or ENGL 2221 or ENGL 2230 or ENGL 2231
226	ENGL	3387	Folk Literature	3 hrs. ENGL 1108 and ENGL 2220
227	FREN	3314	French Civilization and Culture	3 hrs. FREN 2202
228	FREN	4426	French Literature and Culture	3 hrs. FREN 2202
229	GEOG	2210	Introduction to Geography	3 hrs. None
230	GEOG	3305	Economic Geography	3 hrs. None
231	GEOG	3315	Urban Geography	3 hrs. None
232	GEOG	3330	Geography of North America	3 hrs. None
233	GEOG	3340	Geography of Europe	3 hrs. None
234	GEOG	3370	Geography of Asia	3 hrs. None
235	HIST	2211	World Civilizations I	3 hrs. None
236	HIST	2212	World Civilizations II	3 hrs. None
237	HIST	2213	World Civilizations III	3 hrs. None
238	PHIL	3350	Comparative Religion	3 hrs. None
239	POLI	2200	Introduction to Political Science	3 hrs. None
240	POLI	2201	Principles of International Relations	3 hrs. None
241	POLI	2203	Comparative Government	3 hrs. None
242	SOCY	3301	Ethnology	3 hrs. SOCY 1110 OR SOCY 1111



# Institutional Review Board Committee Report

**Institutional Review Board**  
**2012-2013**  
**Year-End Report**

**I. Members:**

Joseph Blankenship  
Toru Chiba  
Philip Freeman  
James Matthews  
Douglas Powell  
Michael Ransom  
Julie Reneau

Paul Reneau  
Aimee Richards  
Clarence Rohrbaugh  
Rhonda Sanford  
Amy Sidwell  
Joshua Smallridge

**II. Activities:**

A. The committee reviewed applications for approval to conduct research involving human subjects from individuals planning projects for school courses, and faculty working on individual or departmental research projects.

1. Minimum risk IRB approval given to faculty Dr. Michael Ransom and student Brandy Bland for applications submitted on August 16, 2012 for project titled "Stories and Judgment" and "Genes and Judgments"
2. Minimum risk IRB approval given to Douglas Powell, FSU faculty for study on "Validation of foot arch assessment" on September 6, 2012.
3. IRB met on September 10, 2012 to review a non-minimal risk study proposed by faculty Douglas Powell titled "Aerobic training as an intervention for symptomatic fatigue in Parkinson's disease". Paul was asked to make several revisions because of committee concerns with approval of research after revisions.
4. Minimum risk IRB approval given to faculty Dr. Michael Ransom and student Jennifer Adams on application titled "Sports stories" September 13, 2012
5. Minimum risk IRB approval given to faculty Douglas Powell and student Michael Ryan for project titled "Advancing age, neuromuscular stability and sensor integration." September 28, 2012.
6. Minimum risk Irb approval given for student Mark Hayes directed research titled "The impact of anger/facial expressions on avoidance tendencies considering race." October 5, 2012
7. Sixteen students in Dr. Kato's foundations of psychology submitted applications and were approved for minimal risk studies on October 14, 2012.
8. Minimum risk IRB approval given to Jennifer Myers, FSU faculty for her study on "Stress, Depressive symptoms, and suicide in rural law enforcement officers." October 26, 2012

9. Minimum risk IRB approval given to Roy Shell FSU Adjunct for research on Trait Emotion Learning in Higher education October 26, 2012.
10. Seven students in Health and human performance submitted applications and were approved for minimal risk studies on November 12, 2012.
11. Minimum risk IRB approval given to Tad Kato, FSU faculty, for his research on Music Resonance on November 14, 2012.
12. Six students in Health and human performance submitted applications and were approved for minimal risk studies on February 19, 2012.
13. Minimum risk IRB approval given to Jennifer Myers, FSU faculty for her study on “Baseline mental health variables and stress predictors in criminal justice students.” February 20, 2012
14. Minimum risk IRB approval given to Joni Gray, FSU adjunct, for research on Curricular impact of lactation consulting in WV county WIC programs on February 28, 2012.
15. Fourteen students in Dr. Ransom’s foundations of psychology submitted applications and were approved for minimal risk studies on March 6, 2012.
16. Ten students in Dr. Rohrbaugh’s foundations of psychology submitted applications and were approved for minimal risk studies on March 7, 2012.
17. Minimum risk IRB approval given to Joshua Smallridge’s independent study student Mathaniel Gordon, for study on “Myth and stereotypes analyzing perceptions of the Romani online” April 1, 2012
18. Minimum risk IRB approval given to Joshua Smallridge and Michael Ransom FSU faculty, for PACE project research Monogah Needs Assessment on April 7, 2012.

**B.** The committee individually reviewed applications in .DOC, .RTF, or .PDF format sent over University email. Email was used by committee members to provide feedback on all applications.

# Legislative Advocacy Committee Report

# 2012-13 Annual Report

## Legislative Advocacy Committee

During the 2012-13 academic year, several committee members had five meetings with President Rose to determine the important issues for this year's legislative session and to keep each other informed as to what was transpiring in the Legislature. The main legislative issues were to stop or reduce the proposed 7.5% cut in Higher Education funding and stop or change the bill dealing with outcomes-based funding in Higher Education. The committee met one time to formulate the talking points for these two legislative issues and to prepare for the trip to the legislature to meet with some of the Senators on the Senate Education Committee and/or Senate Finance Committee.

There were several events for which some members of the Legislative Advocacy Committee traveled to Charleston. One event involved spending one day to lobby for eliminating or reducing the proposed 7.5% cut in Higher Education funding and for stopping or modifying the bill about outcomes-based funding in Higher Education. We continue to depend upon the FSU faculty at large to make phone calls, and or write letters when such action is deemed necessary. Several members attended PEIA events to protest decreases in coverage. Members continue to attend local legislative events in support of FSU's interests.

Respectfully submitted,

Harry Baxter

Chair, Legislative Advocacy Committee

# (Ad Hoc) Technology Committee Report

## Faculty Senate ad hoc Technology Committee

### Report for 2012-2013

Members: Nestor, Deborah (co-chair); Bolyard, Jason (co-chair); Raisovich, Joanie (ex officio); Eichenbaum, Daniel; Hively, Howard; Kerwin, Vicki; Lach, Peter; Payne, Robin; Reneau, Julie; Rohrbaugh, Clarence; Ryan, Michael; Webb-Dempsey, Jacqueline; Yeager, Phillip

- The Faculty Senate ad hoc Technology Committee met in person three times but did most of its work online via an email list.
- At its first meeting, the committee decided to address the difficulties faculty members were reporting with the new Blackboard.
- Members of the committee sought and compiled reports of problems with Blackboard from faculty members in their divisions.
- Committee agreed by consensus to create a survey to determine where and how widespread the problems were across campus.
- The committee created a survey in Survey Monkey distributed a link to all faculty members.
- The committee is waiting for results to the survey and plans to write make recommendations to the Faculty Senate based on its results.

Submitted 3 May 2013

Deborah Nestor  
Professor of English  
College of Liberal Arts  
Co-Chair, ad hoc Technology Committee  
[Deborah.Nestor@fairmontstate.edu](mailto:Deborah.Nestor@fairmontstate.edu)

# Student Financial Aid Appeals Committee Report



# **Student Financial Aid Appeals Committee Report Academic Year 2012-2013**

## **Assessment Approach**

The Financial Aid Appeals committee elected to evaluate the financial aid appeals for the academic year using an electronic format. This format was developed to accommodate faculty schedules for the late appeals submitted by students. An assessment tool for each appeal was established using a Task Stream evaluation instrument on the LAT side of system. Appeal #1 was labeled as the test appeal for faculty to review and determine if the system would be feasible for evaluations. After a test of the system, committee members agreed that the electronic method would be the most time efficient for the students and the financial aid office.

## **Fall 2012**

No appeals were submitted to the committee for review.

## **Spring 2013**

Two appeals were submitted to the committee for review.

- Appeal #2 - Denied approval by the committee. The committee agrees that she needs to demonstrate her commitment to her education by paying for one semester of classes on her own and successfully passing all classes. Then the committee would consider re-evaluating her request. This denial was submitted via email to Ms. Hudok on January 16, 2013.
- Appeal #3 - Even though the committee strongly sympathizes with the student's condition, they are denying her request because her history does not demonstrate a commitment to her education. This denial was submitted via email to Ms. Hudok on January 28, 2013.

Report submitted by:

Melissa Abbott  
Student Financial Aid Appeals Committee Chair  
May 6, 2013

# Faculty Welfare Committee Report

### Year-end report for Faculty Welfare Committee for 2012-2013

In the first meeting of the year, we decided to inquire whether FSU would cover the cost for faculty to have access to the WVU library. There is a \$50 fee for non-WVU personnel. Adam Podlaskowski approached Provost Lavorata about funding, and in November she agreed to make \$1000 available to cover the library fee for the first 20 faculty to show interest. Faculty were notified in January, and a number have taken advantage of this perquisite.

Another issue raised was working conditions for adjunct faculty—available workspace on campus, training and orientation process, communication, etc. The committee hosted an open forum during Faculty Development Week in January 2013, which was attended by Provost Lavorata, committee members, and members of the general faculty. There was a very productive discussion, and Provost Lavorata agreed to take our input into account as we move forward.

The members of the committee felt strongly that we needed for a more concrete and transparent Merit/Tenure/Promotion system. In August, we formed a Subcommittee on Merit and Promotion, consisting of Erica Harvey, Fran Kirk, Ashley Shroyer, Adam Podlaskowski, and Sam Spears. Our work on this issue in consultation with the Faculty Personnel Committee and Provost Lavorata is summarized in a separate document.

In our November meeting, the committee decided to devote time in the spring semester to work on a statement about issues we are having with the loss of professional positions for services such as the Learning and Teaching Commons and the Center for Teaching Excellence that are vital to faculty. We are losing these valuable resources with no replacements which leave the faculty trying to fill these roles and services. In doing so, we are doing these services inadequately. However, our work on this issue was interrupted by....

In January, the Faculty Senate charged the committee with working on a revision of the faculty sick leave policy to replace the revision initially proposed by HR. To make sure that this issue was addressed by a representative body of the faculty and that the committee had sufficient legal expertise, additional faculty members were invited to join the committee to work on the revision. We formed a Sick Leave Subcommittee consisting of Chuck Shields, Gina Fantasia, Galen Hansen, Fran Young, and Steve Roof. A short, general policy intended for adoption by the FSU Board of Governors was submitted to the Faculty Senate in April. Work on a practical policy governing how sick leave, short-term disability, and long-term disability will be administered still needs to be done.

Interest was also raised in establishing a Faculty Club on campus. Craig White, Steve Roof, and Tad Kato volunteered to serve on the Faculty Club Subcommittee. In October, we decided to change the Faculty Club Subcommittee to the Faculty Survey Subcommittee. We decided that we needed to ask for input from the general faculty about a number of issues beyond just the possibility of a Faculty Club to see if we could identify issues that faculty consider higher or lower priorities and pursue them accordingly. Issues addressed in the survey include interest in a faculty club, concern for adjunct faculty issues, concern over loss of LTC and CTE, smoke free campus policy, campus communication, promotion/tenure/merit issues, and ways to support emeritus faculty. The survey suffered several

delays in the spring semester. As of April, it is ready to distribute to faculty, and it will either be distributed at the end of the year or at the beginning of next year, so that the 2013-2014 Faculty Welfare Committee can use the feedback from the general faculty to help determine their priorities for what issues to address going forward.

Respectfully submitted,

Sam Spears, Chair

# Personnel Committee Report

## MEMO

To: Dr. Jaci Webb-Dempsey, President, Faculty Senate  
From: Dr. John O'Connor, Chair, Faculty Senate Personnel Committee  
Date: April 25, 2013  
Subject: **2012 - 2013 Committee Report**

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In addition to me, the Personnel Committee consists of the following members: Dr. Macgorine Cassell, Dr. Sharon Hiltz, Dr. Paul Reneau, and Dr. Joe Riesen. Dr. Cassell recused himself from our deliberations.

The committee met six times during the course of the academic year. Four meetings were devoted to consideration of three applications for sabbatical leave, six applications for promotion to associate professor and tenure, three applications for promotion to professor, and four recommendations for emeritus status. The committee unanimously approved all of the applications and recommendations and notified Dr. Rose.

The committee met two times to discuss the current tenure/promotion process. We were asked to do so by the Faculty Welfare committee. I drafted a proposal (attached) addressing concerns raised by Faculty Welfare and presented it to the membership of both the Personnel and Faculty Welfare committees. I subsequently met with members of the Faculty Welfare committee to discuss both the draft and additional matters related to the tenure/promotion process. Sam Spears, chair of the Faculty Welfare committee drafted a summary of our discussion (attached) which I shared with the Personnel committee; Dr. Lavorata also shared the document with the Deans.

The Personnel and Faculty Welfare committees recommend that the Senate charge a standing committee (or create and charge an ad hoc committee) to develop a seamless faculty evaluation process from hire through promotion/tenure and beyond.

Respectfully,

*John O'Connor*

John O'Connor, Ph.D., Senior Professor of Theatre

