Library Committee Report

February 2, 2021

Dear President Shields and our colleagues on the Faculty Senate,

It has come to the attention of the Library Committee that the administration is currently considering or possibly implementing a plan to use Library offices to house Career Services personnel. The Library Committee believes it is necessary to bring this matter to the attention of the Faculty Senate, as well as provide our recommendations regarding this move.

What We Know:

Late last year, Christa Kwiatkowski, Merri Incitti, Jon Devault and other interested parties took part in a walk-through of the library with the librarians. The librarians were informed that the administrators were considering the possibility of moving Career Services personnel into the library. The argument provided was that career services personnel were not receiving many student visits, and that by moving into the library, they hoped to increase traffic and awareness. It seemed to the librarians that the rooms to be usurped are the librarians' own offices, with the librarians moving into student study rooms.

After the meeting, the librarians inquired of Interim Provost Stephens if he knew anything about such a plan. The librarians attest that the Provost stated that he had not been informed or asked about this plan. In addition, neither the librarians themselves nor the Library Committee were consulted about this move. The librarians have received missives from the administration since that walkthrough suggesting that plans are moving forward.

The View of the Library Committee:

The Library Committee has considered the matter at length and we have come to the conclusion that using library space to relocate administrative personnel would be detrimental to the University. Primarily, we believe that this would have a significant negative impact on student academic success. However, we also believe this will have a negative impact on morale, both for library staff and other faculty.

First of all, we wish to state clearly that we do not want to dismiss the importance of what the Career Services staff do. The University has an obligation to students, the State of West Virginia, and especially the people of West Virginia to provide students with an education that leads to gainful employment. We understand that, while the job of the academic personnel is intimately connected to this goal, the Career Services personnel provide a critical link between our

classrooms and the "real world." We have the utmost respect for the mission and purpose of Career Services, and we see the value of increasing student awareness of this service.

All that being said, eliminating library space for administrative functions would be a serious mistake. This is borne out in the usage data for the study rooms: students and/or faculty reserved each of the five study rooms at least 500 times throughout 2019, for a total of 2,745 total reservations over that year. The majority of those reservations served between 3 and 6 students at a time. This figure represents over 19% of total physical item checkouts over 2019 – including regular stack books, textbooks, checkout technology, etc. This indicates strong interest in these spaces among students. Of course, the study rooms saw little use in 2020, and we hope that relevant members of the administration are not using the massive disruption of the pandemic to justify their plans. Indeed, when the pandemic subsides we would expect those rooms to once again be in high demand.

The proposed plan by the administration would include more than just the removal of three high-demand study spaces. In addition, the plan would also remove three semi-private study areas, as well as the entire flexible study area. This latter space is 4,000 square feet of configurable library space with 25 tables. The flexible study area provides discussion areas for collaborative learning; and collaborative learning, in turn, encourages active learning, improved problem solving, the transfer and retention of knowledge, and student motivation. It also provides a location for socializing and taking a break. These benefits are directly on-trend with 21st-Century academic libraries. The plan would also eliminate 16 computers, which are sorely needed by some students on campus.

The ostensible justification for the removal of this space is the need to improve foot traffic for Career Services. Notice, though, that the Turley Center was redesigned in recent years to be *the one-stop-shop* for student support services. If Career Services is unable to generate foot traffic in the Turley Center—which is *specifically designated* for helping students with non-academic needs—then it seems highly unlikely that they will be able to improve their performance in a location specifically designated for helping students with academic needs. In any case, if Career Services needs to justify its budget, it should seek to do so without infringing on student space.

We have thus far outlined a number of indicators for a decline in student academic performance, which will hurt job seekers in the future. As a result, the short-term gains in Career Services foot traffic will surely be offset by the long-term negative impact on student success. The library is an important academic location, and that space should not be reduced without due consideration.

We would be remiss if in this letter we did not state our deep concerns about the administration's handling of this process. Organizing the replacement of library facilities—even for so important a goal as improving student job placement—without consulting either the Provost or the Library Committee conveys an unwelcome message to both students and faculty of the absence of transparency during these trying times. In addition, the fact that the librarians will be kicked out

of their offices—*in the LIBRARY*—to make way for administrators is incredibly demoralizing. At the very least, the Provost should be consulted about any reallocation of library space, since the management structure of the University clearly indicates that the Library falls under the Provost's purview. Why Dr. Stephens was omitted from this discussion is a matter for speculation, but we suspect that his temporary status lends itself to end-runs around him.

Our Recommendation:

The Library Committee recommends that the Faculty Senate consider the following motions:

1) The Faculty Senate directs the President of the Faculty Senate to request that the plan to reallocate space in the Library for Career services be halted and/or reversed. This request should be made within three days of the passage of this motion by the Faculty Senate. The Faculty Senate President will request that the Executive Leadership Team indicate their response in writing to the President of the Faculty Senate within 10 business days of receiving the Faculty Senate President's request.

2) The President of the Faculty Senate will submit a request in writing to President Martin, the Provost, and the Executive Leadership Team that any future plans to reallocate library space to the administration be prepared in consultation with the Provost, the librarians, and the Library Committee, and that such plans be discussed openly with the faculty and student bodies.

The library is an important hub for students, and we feel that the space should be preserved as such. We hope that this letter indicates how serious this matter is to the Library Committee, and we believe that many of the faculty and students would feel the same way if they knew about these plans. We ask that the Faculty Senate give this matter due attention.

Respectfully,

The Library Committee

Adam Podlaskowski (Chair), Robert Baker, Siegfried Bleher, Marcus Fisher, Alexis Hicks, Kristi Kiefer, Sharon Mazure, Robert Niichel, Ann Shaver, Joseph Shaver, Jacquelynn Sherman, James Vassil, and Barbara Wirezbicki

Curriculum Proposal #20-21-03 (English)

FAIRMONT STATE UNIVERSITY ™

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 02/04/2021

SUBJECT: Curriculum Proposal #20-21-03

ENGL 2240 will replace ENGL 2230 and 2231 in the Core Curriculum.. ENGL 2230 and 2231 will be withdrawn from the Core Curriculum and the catalog. This single course, ENGL 2240, incorporates content from both courses and replaces them.

cc: Richard Stephens
             Lori Schoonmaker
             Stephanie Gabor
             Laura Ransom
             Nathan Myers

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Executive Director of Academic Programs.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Executive Director of Academic Programs on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: #20-21-03

School/Department/Program:
College of Liberal Arts / Department of Humanities / English Program

Preparer/Contact Person:
Nathan Myers

Title of Degree Program:
General Studies

Telephone Extension:
4255

Date Originally Submitted:

Revision (Indicate date and label it Revision #1, #2, etc.):

Implementation Date Requested:
Fall 2021

I. **PROPOSAL ABSTRACT**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

ENGL 2240 will replace ENGL 2230 and 2231 in the Core Curriculum.. ENGL 2230 and 2231 will be withdrawn from the Core Curriculum and the catalog. This single course, ENGL 2240, incorporates content from both courses and replaces them.

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)　　　Total hours deleted: _____0_____

B. Addition of course(s) or credit(s) from program(s)　　　Total hours added: _____0_____

C. Provision for interchangeable use of course(s) with program(s)
This General Studies course replaces ENGL 2230 and ENGL 2231.

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.
See Appendix A.

1

E. Identify changes to existing courses such as changes to title, course number, and elective or required status.
N/A

F. **Creating a New Course**(s) information (if applicable). For each new course complete the following:

1. **Course Catalog Information:**

a.	Course prefix (subject area) and number:	ENGL 2240
b.	Course title:	Introduction to Literature: Prose, Poetry, and Drama
c.	Course term(s) (e.g., Fall, Summer only):	Fall, Spring
d.	Credit hours/Variable credit:	3
e.	Repeatability (number of repeat credit hours):	N/A
f.	**Prerequisite/Corequisites/Restrictions/Cross-listings:** If none, simply indicate with N/A (Not Applicable):	PR: ENGL 1102 or 1103
g.	*Co-requisite* (include subject prefix and course number):	N/A
h.	*Cross-listings* (e.g., PSYC 2230 and SOCY 2230):	N/A
i.	**Grade Type:** Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F
j.	**Required Course or Elective Course:**	General Studies Elective
k.	**Course Fees** (Indicate amount):	$36.00

2. If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

3. **New Course Supplemental/Supporting Documentation**:

    a. **Course Catalog Description**: Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

    b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

    c. **Course Outline:** Attach a course outline consisting of at least two levels.

    d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed.

See Appendix B.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

See Appendix C.

III. RATIONALE FOR THE PROPOSAL

A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

When ENGL 2230 and 2231 were first proposed, it was understood that students would take both classes for a well-rounded exposure to the study of literature. Since the 2012 revision of General Studies, when programs were given the option not to require any literature course at all, the majority of students have taken only ENGL 2230, the prose narrative course, as shown in the accompanying table (see Appendix D).

Rather than give students this one-sided view of literature (only fiction or only poetry and drama), we propose to combine the two courses to offer a balanced college-level survey of Literature as a Core Humanities elective.

This comprehensive course will also make accepting transfer credits easier in two ways:

1) Students from other universities will more easily be able to transfer in similar courses. Included are examples of similar courses at other WV colleges and universities (see Appendix D).

2) This course will more closely align with the Advanced Placement Literature and Composition exam (see Appendix D).

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?
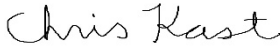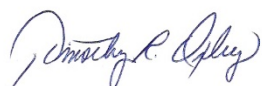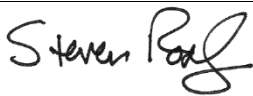
No new faculty, facilities, equipment, or library materials will be required.

IV. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

College of Liberal Arts	Chris Kast	*Chris Kast*
School of Education / Health and Human Performance	Amanda Metcalf	*Amanda Metcalf*
School of Business and Aviation	Tim Oxley	*Timothy R. Oxley*
School of Nursing	Laura Clayton	**Laura H. Clayton**
College of Science and Technology	Steven Roof	*Steven Roof*

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI.   ADDITIONAL COMMENTS.

Appendix A

II. D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

A survey of representative works in prose, poetry, and drama, accomplished through close reading, discussion, and written response.

Appendix B

3. New Course Supplemental/Supporting Documentation:

    a. Course Catalog Description: Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

    A survey of representative works in prose, poetry, and drama, accomplished through close reading, discussion, and written response.

    b. Course Learning Outcomes (CLO's): These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

    -Evaluate the genres of prose (fiction, memoir, and/or essay), poetry, and drama to recognize recurring human situations, problems, and dilemmas.

    -Demonstrate an appreciation of the scope of narrative art through the use of appropriate terminology.

    -Analyze and express interpretations of literature.

c. Course Outline: Attach a course outline consisting of at least two levels.

I.   Unit One: Prose (3-6 weeks)
- a. Short story
  - i. plot, character, theme, setting, point of view
  - ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.
- b. Memoir/essay
  - i. character, theme, setting, point of view, irony, reflection
  - ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.
- c. Novel
  - i. plot, character, theme, setting, point of view
  - ii. Interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

II.   Unit Two: Poetry (3-6 weeks)
- a. formal and free verse
  - i. metaphor and other figurative language
  - ii. meter
  - iii. sound devices

III.   Unit Three: Drama (3-6 weeks)
- a. Comedy
  - i. plot, character, theme, setting
  - ii. interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.
- b. Tragedy
  - i. plot, character, theme, setting
  - ii. interpretive approaches appropriate to this course may include (but are not limited to): historicist, feminist, Marxist, psychoanalytical, post-colonial, queer theory.

d. Assessments: Describe generally how student's achievement of the course learning outcomes will be assessed.

Assessments may include papers and exams.

Appendix C

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

ENGL 2240 is proposed as a General Studies elective in all programs and schools at the university (the College of Liberal Arts, the College of Science & Technology, the College of Business & Aviation, the School of Nursing, and the School of Education, Health, & Human Performance).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

III. A. Quantitative Assessment

Comparison of Enrollments in ENGL 2230 and 2231			
Semester	Enrollment ENGL 2230	Enrollment ENGL 2231	Comments
Fall 2015	107	32	Includes Pierpont students
Spring 2016	70	41	Includes Pierpont students
Fall 2016	50	18	Includes Pierpont students
Spring 2017	191	28	Includes Pierpont students
Fall 2017	20	12	Includes Pierpont students
Spring 2018	76	12	Includes Pierpont students
Fall 2018	29	11	Only Fairmont State students
Spring 2019	19	11	Only Fairmont State students
Fall 2019	28	0	Only Fairmont State students
Spring 2020	7	4	Only Fairmont State students
Fall 2020	28	8	Only Fairmont State students

Shepherd University
ENGL 215 - The Art of Literature
(3 cr) This course explores the art of literature, specifically how a deeper understanding of form, genre, and style enhances our appreciation of literature and language and our understanding of artistic theory/aesthetics. Through a careful study of literature, students will understand the creative thinking of great writers and sharpen their own creative thinking skills.
OR
ENGL 216 - Literature in Context
(3 cr) This course explores how literature can help us understand what it means to be human in a world of diverse cultures and experiences. Through a careful study of literature, students will understand how literature comments upon and shapes culture(s).

Davis and Elkins College
107 Introduction to Literature (3 semester hours)
A one-semester survey of literature for students not majoring in English. Students will become familiar with a broad literary tradition, learn a few common approaches to literary texts, and practice the method of close reading in multiple genres. Prerequisite: ENGL 101A.

West Virginia Wesleyan College
ENGL 163. Introduction to Literature. 3 hrs.
An introductory course devoted to an understanding of poetry, fiction, and drama, with attention to methods of presentation, elements of literature, and content.

Bethany College
ENGL 200 Literature and Literary Diversity (3 credits)
This course is an introduction to the study of poetry, drama, and fiction and an exploration of the diversity of literary expression. Students study the elements of each of the primary genres and examine their interrelationships and functioning in particular works. In the course a wide range of writings are studied, including those by women and men, those representative of diverse literary traditions (including British,

American, European, and non-Western), and those reflecting a variety of American ethnic and racial backgrounds. Preference is given to students preparing to teach in elementary, middle, or secondary school.

West Liberty University
202. LITERATURE APPRECIATION FOR NON-MAJORS - 3 hrs. This course fosters the appreciation of literature through careful readings of poetry, drama, and prose fiction across a variety of periods and cultures. Pre-req or co-req: ENG 102 or 103.

AP Course Overview (https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course)AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Curriculum Proposal #20-21-04 (Honors)

Office of the Provost
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 02/27/2021

SUBJECT: Curriculum Proposal #20-21-04

The purpose of this proposal is to do the following:

- Create HONR 4400 (Honors Thesis Design), which will be a required component of the Honors senior thesis project;

- Create HONR 2200 (Honors Mentoring) in order to formalize the Honors Program mentor program;

- Establish HONR 3350 (Seminar in Special Topics) as a required course;

- Revise the Honors Program requirements in order to meet the needs of current students;

- Establish a distinct "Honors track" for students majoring in Nursing and Education (Elementary and Secondary) to accommodate issues related to program-specific accreditation.

cc: Rick Stephens
       Lori Schoonmaker
       Stephanie Gabor
       Laura Ransom
       Robin Payne

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Executive Director of Academic Programs.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Executive Director of Academic Programs on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: 20-21-04

School/Department/Program: Honors Program

Preparer/Contact Person: Robin K. Payne

Title of Degree Program: N/A

Telephone Extension: ext. 4197

Date Originally Submitted: November 4, 2020

Revision (Indicate date and label it Revision #1, #2, etc.): Revision #2

Implementation Date Requested: Fall 2021

I. **PROPOSAL ABSTRACT**. Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

The purpose of this proposal is to do the following:

- Create HONR 4400 (Honors Thesis Design), which will be a required component of the Honors senior thesis project;

- Create HONR 2200 (Honors Mentoring) in order to formalize the Honors Program mentor program;

- Establish HONR 3350 (Seminar in Special Topics) as a required course;

- Revise the Honors Program requirements in order to meet the needs of current students;

- Establish a distinct "Honors track" for students majoring in Nursing and Education (Elementary and Secondary) to accommodate issues related to program-specific accreditation.

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

    I.   Deletion of course(s) or credit(s) from program(s)   Total hours deleted: ____3-5____

    II.   Addition of course(s) or credit(s) from program(s)   Total hours added: _____4_____

    III.   Provision for interchangeable use of course(s) with program(s)

        N/A

    IV. **Course Description Revision**: Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog

N/A

V. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

HONR 3350 (Interdisciplinary Seminar in Special Topics) will now be a required course for Honors students. It will be repeatable for credit up to four times.

VI. **Create a New Course**(s) information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

a.	Course prefix (subject area) and number:	HONR 4400
b.	Course title:	Honors Thesis Design
c.	Course term(s) (e.g., Fall, Summer only):	
d.	Credit hours/Variable credit:	2-3
e.	Repeatability (number of repeat credit hours):	0
f.	**Prerequisite/Corequisites/Restrictions/Cross-listings:** If none, simply indicate with N/A (Not Applicable):	Junior or Senior standing
g.	*Co-requisite* (include subject prefix and course number):	
h.	*Cross-listings* (e.g., PSYC 2230 and SOCY 2230):	
i.	**Grade Type:** Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F grading
j.	**Required Course or Elective Course:**	Required
k.	**Course Fees** (Indicate amount):	$25 per credit hour

2.

l.	Course prefix (subject area) and number:	HONR 2200
m.	Course title:	Honors Mentoring
n.	Course term(s) (e.g., Fall, Summer only):	
o.	Credit hours/Variable credit:	1
p.	Repeatability (number of repeat credit hours):	4
q.	**Prerequisite/Corequisites/Restrictions/Cross-listings:** If none, simply indicate with N/A (Not Applicable):	Sophomore Standing
r.	*Co-requisite* (include subject prefix and course number):	
s.	*Cross-listings* (e.g., PSYC 2230 and SOCY 2230):	
t.	**Grade Type:** Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F grading
u.	**Required Course or Elective Course:**	Elective

	$25 per credit hour
v. Course Fees (Indicate amount):	

2.   **New Course Supplemental/Supporting Documentation**:

   a.   **Course Catalog Description**: Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

   b.   **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

   c.   **Course Outline:** Attach a course outline consisting of at least two levels.

   d.   **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

   HONR 4400 (Honors Thesis Design) – See Appendix B
   HONR 2200 (Honors Mentoring) – See Appendix C

3.   **Shared Course**: If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

VII.   Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

   Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

   This proposal will reduce the required numbers of Honors credits to be completed from 30-33 credit hours to 25-30 credit hours. This remains in line with national standards, established by the National Collegiate Honors Council, that Honors Programs require 20-25% of degree work to be completed in Honors courses.

III. RATIONALE FOR THE PROPOSAL

A.   **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

   As it becomes increasingly common for students to enter college with dual enrollment and/or AP exam credits, a growing number of Honors students begin their program of study with a good portion of their Core Curriculum requirements already satisfied. The current Honors Program requirements (as outlined in Appendix A) are closely tied to the university's Core Curriculum. As a result, it has become increasingly difficult for Honors students to satisfy their Honors requirements without potentially repeating classes or seeking "Honors seats" in non-Honors classes to serve as substitutes. The proposed change will therefore offer students greater flexibility in achieving their Honors requirements by providing more options outside of the Core Curriculum.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?
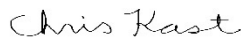
In addition to better enabling students in the Honors Program to complete their requirements without repeating classes or seeking course substitutions, as outlined above, this proposal will also address concerns related to program assessment by providing opportunities to assess Honors students at various points throughout the program. The Honors Seminar (HONR 1100) and the senior thesis project currently serve as benchmarks for the beginning and end of the program. The addition of a requirement for Honors students to take at least one section of HONR 3350 (Interdisciplinary Seminar in Special Topics), ideally during their junior or senior year, will provide a means of assessing Honors students' progress through the program. Similarly, the proposed HONR 4400 (Honors Thesis Design) will allow for more comprehensive program assessment as required by the HLC and a standardization of the Honors senior thesis component of the Honors Program.

Finally, the Honors tracks outlined for students pursuing degrees in nursing and education, which have to follow certain guidelines for purposes of accreditation, will enable students in those programs to participate in the Honors Program while continuing to satisfy their specific degree requirements.

IV. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Chris Kast	*Chris Kast*
School of Education / Health and Human Performance	Amanda Metcalf	*Amanda Metcalf*
School of Business and Aviation	Tim Oxley	*Timothy R. Oxley*
School of Nursing	Laura Clayton	Laura Clayton 11/4/2020
College of Science and Technology	Steve Roof	Steven Roof 11/4/2020

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

VI. ADDITIONAL COMMENTS.

Students must complete the Honors Program Curriculum requirements and maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Curriculum Requirements

Total Core Curriculum Credits: 16-27 credit hours
- Honors Seminar: 1 credit
- Honors Basic Skills: 6-10 credits
- Honors Critical Reasoning in the Disciplines: 6-10 credits
- Honors Personal Development: 3-6 credits

Total Elective Courses: 0-8 credit hours
- Honors BSBA 3306 Business Law I: 3 credits
- Honors BSBA 3330 Leadership: 3 credits
- Honors HONR 3301 Study/Travel: 3 credits
- Honors HONR 3330 Empowering Leadership: 3 credits
- Honors WGST 2201 Introduction to Women's and Gender Studies: 3 credits
- Honors INTR 3330 Empowering Leadership: 3 credits
- Honors INTR 3331 Great Ideas of Leaders: 3 credits
- Honors POLI 3360 / PSYC 3393 / TECH 3393 Future Global Crises: 3 credits
- Honors HONR 3350 Honors Seminar in Special Topics: 3 credits

Honors Senior Project

Honors Senior Project: 6 credits

Total Honors Credits: 30-33 credit hours

Students must complete the Honors Program Curriculum requirements outlined below with a total of 25-30 credit hours in courses with an Honors designation. Students majoring in programs with special accreditation will have slightly different requirements as outlined below. All Honors students must maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Curriculum Requirements

Honors Core Requirements:
- HONR 1100   Honors Seminar   1 credit hour
- HONR 3350   Honors Seminar in Special Topics   3 credit hours

- Honors Senior Thesis Project:
   - HONR 4400   Honors Thesis Design   3 credit hours
   - Honors Thesis Project in Student's Major Field   3 credit hours
      - Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.

- Total Credits Required for Honors Core   10 credit hours

Core Curriculum / Elective Honors Requirements:
In addition to the Honors Core outlined above, Honors students will complete an additional 15-20 credit hours through a combination of courses with an Honors designation, including but not limited to:

- Core Curriculum in Basic Skills, Critical Reasoning, and Personal Development with Honors designation
- HONR 2200 (Honors Mentoring) – repeatable for credit
- HONR 3301 (Honors Study/Travel) – repeatable for credit
- HONR 3350 (Honors Seminar in Special topics) – repeatable for credit
- Major Requirements or Electives with Honors designation

Total Credit Hours Required   **25-30 credit hours**
Minimum GPA   **3.4**

EXCEPTIONS FOR TRANSFER STUDENTS AND STUDENTS IN PROGRAMS WITH SPECIAL ACCREDITATION NEEDS

Honors Requirements for Transfer Students
Students who transfer into the Honors Program from another institution with at least 60 credits must complete 15-20 credit hours in the Honors curriculum. Requirements include:

- HONR 3350   Honors Seminar in Special Topics   3 credit hours
- Honors Senior Thesis Project:
   - HONR 4400   Honors Thesis Design   3 credit hours
   - Honors Thesis Project in Student's Major Field   3 credit hours

- ▪ Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.
- Courses with Honors designation in the Core Curriculum, major field of study, or the HONR course prefix   6-11 credit hours

Honors Requirements for Nursing Students
Students completing the RN-BSN Nursing degree will undertake the following program of study for their core Honors requirements:

- HONR 1100   Honors Seminar   1 credit hour
- HONR 3350   Honors Seminar in Special Topics   3 credit hours
- NURS 3380   Evidence Based Practice   3 credit hours
  - o With Honors designation
- NURS 4400   Practicum   5 credit hours
  - o With Honors designation

- Honors Core Curriculum / Electives   13-18 credit hours

Honors Requirements for Education Students
Students completing the Elementary Education degree will undertake the following program of study for their core Honors requirements:

- HONR 1100   Honors Seminar   1 credit hour
- HONR 3350   Honors Seminar in Special Topics   3 credit hours
- HONR 4400   Honors Thesis Design   2 credit hours
- EDUC 4485   Action Research   1 credit hour
  - o With Honors designation
- EDUC 4491   Elementary Education Student Teaching   5-10 credit hours
  - o With Honors designation

- Honors Core Curriculum / Electives   15-20 credit hours

* Students completing Secondary Education degrees will determine in consultation with the Director of Honors and their academic advisor the best course of action for satisfying their senior thesis requirement.

APPENDIX B
New Course Supplemental / Supporting Documentation
Honors Program
HONR 4400 – Thesis Design

<u>Catalog Description:</u>
HONR 4400   Honors Thesis Design . . . . 2-3 credit hours
Honors students will complete this course in preparation of their Honors Senior Thesis project. The course will introduce them to different research methodologies and provide them with information about the appropriate parameters for a senior thesis project. Students will complete the preliminary work necessary for the successful completion of their Honors senior thesis, including the identification of a faculty mentor in their field and the production of a formal thesis proposal. Junior Standing Required.

<u>Course Learning Outcomes:</u>
Upon successful completion of this course, students should be able to:
1. Identify the essential components of a successful thesis project;
2. Identify an appropriate senior thesis project and establish an appropriate faculty mentor in light of your academic and/or career plans;
3. Produce a comprehensive senior thesis proposal that outlines your goals, preliminary research, and timeline for completion

<u>Course Outline</u>:
Honors Thesis Design will be delivered in a hybrid format. Students will meet together as a group once a week for purposes of discussion and workshopping; however, the majority of their time will be spent developing their own project ideas with the end goal of producing their senior thesis proposal at the end of the semester. They will work closely with the Honors Director and the faculty member they select as their senior thesis mentor throughout the semester.

I.   Exploring Different Approaches to the Senior Thesis Project
   i.   During this unit, students will engage in the following activities:
      1. Read a sampling of successful senior theses completed by alumni of the Fairmont State University Honors Program;
      2. Discuss the components of an effective senior thesis;
      3. Discuss different types of thesis projects as applicable to their academic and/or career goals;
      4. Brainstorm potential ideas for their own senior thesis project.

II.   Laying the Foundation for a Successful Senior Thesis Project
   i.   During this unit, students will engage in the following activities:
      1. Attend in-class presentations on different research methodologies;
      2. Determine appropriate methodologies for their field of study;
      3. Narrow down potential thesis project idea(s);
      4. Establish contact with a potential faculty mentor.

III.   Writing the Proposal
   i.   During this unit, students will engage in the following activities:
      1. Produce a working draft of their proposal;
      2. Workshop their proposals with their peers in class;
      3. Receive feedback from the Honors Director and their faculty mentor;
      4. Produce a final draft of their proposal;

5. Make necessary arrangements to put their plan into action during the senior year.

<u>Assessments</u>:

Assessment	Outcome(s) Measured
Students will read a sampling of successful senior theses and write a reflective analysis identifying and assessing effective components of a senior thesis.	1
Students will produce successive written assignments outlining potential thesis topics, addressing appropriate research methodologies, and reporting on progress made so far.	1 and 2
Students will produce a final Honors thesis proposal that identifies a faculty mentor, establishes a timeline, and outlines the parameters for completion of the project.	3

New Course Supplemental / Supporting Documentation
Honors Program
HONR 2200 – Honors Mentoring

Catalog Description:
HONR 2200   Honors Mentoring . . . . 1 credit hour
The Honors Mentoring course is for Honors students serving as mentors to incoming students in the Honors Program. Honors Program Mentors help incoming students acclimate to life in college, become familiar with the processes of the Honors Program, and become involved with the Honors community. This course may be repeated for credit. Sophomore standing required.

Course Learning Outcomes:
Upon successful completion of this course, students should be able to:
1. Help new students feel welcomed into the community of the Honors Program;
2. Orient new students to the requirements and opportunities in the Honors Program;
3. Familiarize new students with the campus and services of Fairmont State University;
4. Help new students become aware of the skills they need to master to get the most out of college;
5. Build the *esprit de corps* of the Honors Program.

Course Outline:
The Honors Mentoring course is an on-line course with most of the required work completed independently by the student mentors. Mentors will be expected, however, to attend periodic meetings and to accompany their mentees to Honors Association activities.

I.   Establish contact with assigned mentee(s) prior to start of the fall semester

II.   Assist with welcoming of new Honors students to campus
      a. Activities include, but are not limited to:
           i. Assisting with move in at Prichard Hall, the Honors LLC
          ii. Attending the Honors Welcome Dinner
        iii. Assisting with Welcome Weekend Activities

III.   Check-In with Mentee(s) at regular intervals throughout the semester
      a. Check-Ins will require that mentors provide their mentee(s) with information related to services available on campus, social and cultural activities on campus, and registration and advising.

IV.   Help to create a sense of community throughout the semester
      a. Honors mentors will be required to attend a number of Honors Association activities with their mentee(s), including (but not limited to) general meetings of the Honors Association, Lobby Talks, and social activities.

Assessments:

Assessment	Outcome(s) Measured
Honors Mentors will submit brief reports throughout the semester documenting their work with their mentees	1-5
Honors Mentors will attend activities scheduled by the Honors Association, where attendance is recorded.	1-5
Honors Mentors will be evaluated by their mentee(s) at least twice during the semester.	1-5

Recommendations by Handbook Committee

In the spirit of collegiality, we offer the following recommendations. These recommendations grow out of our research and collaborative discussions as we revised, reorganized, and updated the Faculty Handbook over the last year and a half.

1. We recommend that the Senate change the name of Constitution of the Faculty of Fairmont State College to Constitution of the Faculty of Fairmont State University. (Section 2. General Information)

2. We recommend that the President of the University and the Faculty Senate confer to establish the minimum number of general faculty meetings each year. At one point, the faculty had the practice of meeting at the beginning of each term to be briefed by the President. Several Presidents back, these meetings were enlarged to include staff. Clearly, this was an effort, made with goodwill, to be inclusive. In our estimation, it would be good for the faculty to convene as a group several times a year. (Section 2. General Information)

3. We recommend that the Senate in concert with the President submit the Academic Integrity Policy proposed by Faculty Welfare Committee and passed by the Senate to the Board of Governors. Moreover, we suggest that the Senate and President work to develop a process whereby such policies move from the Senate to the Board of Governors. (Section 5. Faculty Rights and Responsibilities)

4. We recommend that each College and School develop a handbook of their own to explain particular applications such as scholarship. (Section 5. Faculty Rights and Responsibilities)

5. We recommend that the Board of Governors update BOG Policy 55 Copyright Policy, 2007. The policy has been outdated by seventeen updates to federal copyright law since 2007; because much of the policy rightly reflects federal legislation, the policy needs to be updated. The policy also needs to clarify the section on copyright ownership; to update the section on Fair Use, which is a critical aspect of our teaching; and to revise the outdated section on computer software. The revision of Policy 55 needs to take into account the University's obligations under the Digital Millennium Copyright Act (DMCA), which among other things requires that the University post information about the obvious contact point, copyright compliance officer, etc. on its website.

6. We recommend that the Board of Governors update BOG Policy 18, Section1.3.3 to accept the posting of a syllabus in Blackboard as "a written description of the contents and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, fieldtrips and costs, grading standards and procedures, professional standards, etc.)." (Section 5. Faculty Rights and Responsibilities)

7. We recommend that the Provost in concert with the Deans draft and publish a policy for determining classroom equivalencies. That policy should be included in the Faculty Handbook. (Section 5. Faculty Rights and Responsibilities)

8. We recommend that the Provost work to consolidate all information about travel in a central location and that various offices in the University work in concert to establish forms and procedures for faculty to obtain permission for travel with or without students. The section of the Faculty Handbook dealing with travel should then be updated.
(Section 5. Faculty Rights and Responsibilities)

9. We recommend that the privileges accorded to emeriti faculty be expanded to include retention of their UCA and University e-mail. (Section 3. Faculty Classification and Evaluation)