Nominating Committee Report

To: Chuck Shields
Date April 26, 2021
Below are the formal nominations for Senate Executive Committee. All nominees have confirmed they would serve if elected.

President – Chuck Shields
Vice President – Donna Long
Secretary – Jason Noland
Webmaster – Bob Niichel
Executive Committee Member at Large – Jim Davis
Executive Committee Member at Large – Stephen Rice
Executive Committee Member at Large – Todd Clark

Sincerely,
The Senate Nominations Committee
Dr. Denice Kirchoff
Nathan Myers
Rachel Cook
Dr. Janet Floyd
Molly Barra

Committee on Committees Report

Dr. Tom Cuchta
DEPT. OF COMP. SCI. & MATH
FAIRMONT STATE UNIVERSITY
1201 Locust Avenue, Fairmont, WV 26554

Dear Faculty Senate: April 2021

The 2021 Committee on Committees was comprised of Tom Cuchta, Tabitha Lafferre, Nathan Myers, Paul Reneau, and Nina Slota. After a brief email exchange among committee members, an email to solicit committee membership was sent to the faculty soliciting committee membership information for the next academic year.

Appointments were received this year by individuals, department chairs, and deans on behalf of departments. After collecting and organizing the data, we met again and finalized the spreadsheet of 2021–2022 memberships for first reading. The Committee on Committees will remain intact over the summer to make any alterations to the committee list, and it will provide the final spreadsheet to the Faculty Senate for the first Senate meeting of next academic year for second reading.

The constitution (Article VI Section 2) says the Student Government may nominate members to some Faculty Senate Committees. Solicitation for nominees was sent to the Student Government Executive Committee; no student nominees were received. We discovered that the Student Government elects a new slate of officers around this time of the year, so it is difficult for them to appoint members to committees in April of the academic year. Therefore, we recommend allowing Student Government to place students on committees in the Fall after they begin conducting business.

Sincerely,

Dr. Tom Cuchta
Chair, Committee on Committees
Assistant Professor of Mathematics

Committee on Committees Spreadsheet

Academic Year	Committee	Committee Member	College/school (21-22)	Department (21-22)	Membership ends	Committee Chair
2021-2022	Academic Appeals Board	Tabitha Laffere	College of Science & Technology	Engineering Technology	2023	
2021-2022	Academic Appeals Board	Philip Freeman	College of Science & Technology	Architecture, Art, & Design	2022	
2021-2022	Academic Appeals Board	Nina Slota	College of Liberal Arts	Behavioral Sciences	2022	
2021-2022	Academic Appeals Board	Janet Floyd	School of Business & Aviation	Business & Aviation	2023	
2021-2022	Academic Appeals Board	Amanda Smith	College of Science & Technology	Computer Science & Math	2022	
2021-2022	Academic Appeals Board	Julie Reneau	School of Education, Health & HP	Education	2022	
2021-2022	Academic Appeals Board	Ginger Delawder	School of Education, Health & HP	Health & Human Performance	2023	
2021-2022	Academic Appeals Board	Donna Long	College of Liberal Arts	Humanities	2023	
2021-2022	Academic Appeals Board	James Matthews	College of Liberal Arts	Humanities	2023	
2021-2022	Academic Appeals Board	Jim Weekley	College of Science & Technology	Natural Sciences	2023	
2021-2022	Academic Appeals Board	Pam Huggins	College of Science & Technology	Natural Sciences	2023	
2021-2022	Academic Appeals Board	Cecelia Cotton Elam	School of Nursing	Nursing	2023	
2021-2022	Academic Appeals Board	Tina Reed	School of Nursing	Nursing	2023	
2021-2022	Academic Appeals Board	Leia Bobo	School of Nursing	Nursing	2023	
2021-2022	Academic Appeals Board	Adam Podlaskowski	College of Liberal Arts	Social Sciences	2022	
2021-2022	Academic Appeals Board	Robin Payne	College of Liberal Arts	Social Sciences	2023	
2021-2022	Admissions & Credits	Musat Crihalmeanu	College of Science & Technology	Engineering Technology	2023	
2021-2022	Admissions & Credits	Robert Kelly	College of Science & Technology	Architecture, Art, & Design	2022	
2021-2022	Admissions & Credits	Janie Leary	College of Liberal Arts	Behavioral Sciences	2022	
2021-2022	Admissions & Credits	Mac Cassell	School of Business & Aviation	Business & Aviation	2023	
2021-2022	Admissions & Credits	Dennis Elliot	School of Business & Aviation	Business & Aviation	2023	
2021-2022	Admissions & Credits	Brian Blackwood	College of Science & Technology	Computer Science & Math	2022	
2021-2022	Admissions & Credits	Stephanie Jones	College of Science & Technology	Computer Science & Math	2022	
2021-2022	Admissions & Credits	Areej Ahmed	School of Education, Health & HP	Education	2022	
2021-2022	Admissions & Credits	Valerie Morphew	School of Education, Health & HP	Education	2022	
2021-2022	Admissions & Credits	Richard 'Rick' West	School of Education, Health & HP	Health & Human Performance	2023	
2021-2022	Admissions & Credits	Donna Long	College of Liberal Arts	Humanities	2023	
2021-2022	Admissions & Credits	Francene Kirk	College of Liberal Arts	Humanities	2023	
2021-2022	Admissions & Credits	Nathan Myers	College of Liberal Arts	Humanities	2023	
2021-2022	Admissions & Credits	Denice Kirchoff	School of Nursing	Nursing	2023	
2021-2022	Admissions & Credits	Malisa Eades	School of Nursing	Nursing	2023	
2021-2022	Admissions & Credits	Audrey Pilling	School of Nursing	Nursing	2023	
2021-2022	Athletics	Amanda Hall-Sanchez	College of Liberal Arts	Behavioral Sciences/Social Scie	2022	
2021-2022	Athletics	Jim Davis	School of Business & Aviation	Business & Aviation	2023	
2021-2022	Athletics	Randy Baker	College of Science & Technology	Computer Science & Math	2022	
2021-2022	Athletics	Toni Poling	School of Education, Health & HP	Education	2022	
2021-2022	Athletics	Director of Athletics	Ex-Officio	Ex-Officio	NA	

2021-2022	Athletics	Director of NCAA	Ex-Officio	Ex-Officio	NA
2021-2022	Athletics	Paul Reneau	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Athletics	Deb Hemler	College of Science & Technology	Natural Sciences	2023
2021-2022	Athletics	Jim Weekley	College of Science & Technology	Natural Sciences	2023
2021-2022	Athletics	Tony Morris	College of Science & Technology	Natural Sciences	2023
2021-2022	Athletics	Jamie Toland	School of Nursing	Nursing	2023
2021-2022	Athletics	Brianna Locante	School of Nursing	Nursing	2023
2021-2022	Athletics	Bill Harrison	College of Liberal Arts	Social Sciences	2022
2021-2022	Athletics	Greg Noone	College of Liberal Arts	Social Sciences	2022
2021-2022	Campus Climate	Keisha Kibler	School of Education, Health & HP	Education	2022
2021-2022	Common Book	Nina Slota	College of Liberal Arts	Behavioral Sciences	2022
2021-2022	Common Book	Leisa Muto	School of Business & Aviation	Business & Aviation	2023
2021-2022	Common Book	Randy Baker	College of Science & Technology	Computer Science & Math	2022
2021-2022	Common Book	J. Robert Baker	College of Liberal Arts	Humanities	2023
2021-2022	Common Book	Steve Roof	College of Science & Technology	Natural Sciences	2023
2021-2022	Common Book	Frances Young	School of Nursing	Nursing	2023
2021-2022	Common Book	Theresa Jones	School of Nursing	Nursing	2023
2021-2022	Curriculum Committee	James Vassil	College of Science & Technology	Engineering Technology	2023
2021-2022	Curriculum Committee	Zachariah Moore	College of Liberal Arts	Behavioral Sciences	2022
2021-2022	Curriculum Committee	Jean Engebretson	School of Business & Aviation	Business & Aviation	2023
2021-2022	Curriculum Committee	Raymond Alvarez	School of Business & Aviation	Business Management	2023
2021-2022	Curriculum Committee	Stephanie Jones	College of Science & Technology	Computer Science & Math	2022
2021-2022	Curriculum Committee	Jason Noland	School of Education, Health & HP	Education	2022
2021-2022	Curriculum Committee	Christy Haney	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Curriculum Committee	Laura Guglani	College of Liberal Arts	Humanities	2023
2021-2022	Curriculum Committee	Molly Barra	Library	Library	2023
2021-2022	Curriculum Committee	Kayla Lantz	College of Science & Technology	Natural Sciences	2023
2021-2022	Curriculum Committee	Bill Harrison	College of Liberal Arts	Social Sciences	2022
2021-2022	Curriculum Committee (ASN)	Audrey Pilling	School of Nursing	Nursing	2023
2021-2022	Curriculum Committee (BSN)	Frances Young	School of Nursing	Nursing	2023
2021-2022	Faculty Development	Abby Chapman	College of Science & Technology	Engineering Technology	2023
2021-2022	Faculty Development	Ann Shaver	College of Liberal Arts	Behavioral Sciences	2022
2021-2022	Faculty Development	Amy Godfrey	School of Business & Aviation	Business & Aviation	2023
2021-2022	Faculty Development	Brian Blackwood	College of Science & Technology	Computer Science & Math	2022
2021-2022	Faculty Development	Jason Noland	School of Education, Health & HP	Education	2022
2021-2022	Faculty Development	Kristi Kiefer	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Faculty Development	Elizabeth Savage	College of Liberal Arts	Humanities	2023
2021-2022	Faculty Development	Sharon Mazure	Library	Library	2023
2021-2022	Faculty Development	Jojo Joseph	College of Science & Technology	Natural Sciences	2023
2021-2022	Faculty Development	Stephanie Andnora	School of Nursing	Nursing	2023

2021-2022	Faculty Harassment Complaint	Joe Kremer	School of Business & Aviation	Business & Aviation	2023
2021-2022	Faculty Harassment Complaint	Mahmood Hossain	College of Science & Technology	Computer Science & Math	2022
2021-2022	Faculty Harassment Complaint	Barbara Wierzbicki	School of Education, Health & HP	Education	2022
2021-2022	Faculty Harassment Complaint	Tia Como	College of Science & Technology	Engineering Technology	2023
2021-2022	Faculty Harassment Complaint	Ginger Delawder	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Faculty Harassment Complaint	Matt Hokom	College of Liberal Arts	Humanities	2023
2021-2022	Faculty Harassment Complaint	Galen Hansen	College of Science & Technology	Natural Sciences	2023
2021-2022	Faculty Harassment Complaint	Tony Morris	College of Science & Technology	Natural Sciences	2023
2021-2022	Faculty Harassment Complaint	Denice Kirchoff	School of Nursing	Nursing	2023
2021-2022	Faculty Personnel	Kirk Morphew	College of Science & Technology	Architecture, Art, & Design	2023
2021-2022	Faculty Personnel	Provost	Ex-Officio	Ex-Officio	NA
2021-2022	Faculty Personnel	Matt Hokom	College of Liberal Arts	Humanities	2023
2021-2022	Faculty Personnel	Galen Hansen	College of Science & Technology	Natural Sciences	2023
2021-2022	Faculty Personnel	Fances Young	School of Nursing	Nursing	2022
2021-2022	Faculty Personnel	Chuck Shields	College of Liberal Arts	Social Sciences	2022
2021-2022	Faculty Welfare	Jeff Hindal	College of Science & Technology	Architecture, Art, & Design	2022
2021-2022	Faculty Welfare	Ann Shaver	College of Liberal Arts	Behavioral Sciences	2022
2021-2022	Faculty Welfare	Amanda Hall-Sanchez	College of Liberal Arts	Behavioral Sciences/Social Scie	2022
2021-2022	Faculty Welfare	Sunil Surendran	School of Business & Aviation	Business & Aviation	2023
2021-2022	Faculty Welfare	Amanda Smith	College of Science & Technology	Computer Science & Math	2022
2021-2022	Faculty Welfare	Lindsey Walck	College of Science & Technology	Computer Science & Math	2022
2021-2022	Faculty Welfare	Julie Reneau	School of Education, Health & HP	Education	2022
2021-2022	Faculty Welfare	Cynthia Curry HR	Ex-Officio	Ex-Officio	NA
2021-2022	Faculty Welfare	Kristi Kiefer	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Faculty Welfare	Deborah Nestor	College of Liberal Arts	Humanities	2023
2021-2022	Faculty Welfare	Sam Spears	College of Liberal Arts	Humanities	2022
2021-2022	Faculty Welfare	Erica Harvey	College of Science & Technology	Natural Sciences	2023
2021-2022	Faculty Welfare	Travis Wamsley	School of Nursing	Nursing	2023
2021-2022	Faculty Welfare	Adam Podlaskowski	College of Liberal Arts	Social Sciences	2022
2021-2022	General Studies	Kylie Ford	College of Science & Technology	Architecture, Art, & Design	2022
2021-2022	General Studies	Amanda Hall-Sanchez	College of Liberal Arts	Behavioral Sciences/Social Scie	2022
2021-2022	General Studies	Jim Davis	School of Business & Aviation	Business & Aviation	2023
2021-2022	General Studies	Dennine LaRue	College of Science & Technology	Computer Science & Math	2022
2021-2022	General Studies	Barbara Wierzbicki	School of Education, Health & HP	Education	2022
2021-2022	General Studies	Jan Kiger	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	General Studies	Justin Hastings	College of Liberal Arts	Humanities	2023
2021-2022	General Studies	Jacki Sherman	Library	Library	2023
2021-2022	General Studies	Galen Hansen	College of Science & Technology	Natural Sciences	2023
2021-2022	General Studies	Frances Young	School of Nursing	Nursing	2023
2021-2022	Institutional Review Board	Janie Leary	College of Liberal Arts	Behavioral Sciences	2022

2021-2022	Institutional Review Board	Joe Shaver	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Institutional Review Board	Michael Ransom	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Institutional Review Board	Tad Kato	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Institutional Review Board	Zach Moore	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Institutional Review Board	Amy Godfrey	School of Business & Aviation	Business & Aviation		2023
2021-2022	Institutional Review Board	Raymond Alvarez	School of Business & Aviation	Business & Aviation		2023
2021-2022	Institutional Review Board	Mahmood Hossain	College of Science & Technology	Computer Science & Math		2022
2021-2022	Institutional Review Board	Julia Dos Santos	School of Education, Health & HP	Health & Human Performance		2023
2021-2022	Institutional Review Board	Kristy Henson	College of Science & Technology	Natural Sciences		2023
2021-2022	Institutional Review Board	Stephen Rice	College of Science & Technology	Natural Sciences		2023
2021-2022	Institutional Review Board	Jamie L. Miller	College of Science & Technology	Natural Sciences		2023
2021-2022	Institutional Review Board	Laura Clayton	School of Nursing	Nursing		2023
2021-2022	Institutional Review Board	Theresa Jones	School of Nursing	Nursing		2023
2021-2022	Institutional Review Board	Joshua Smallridge	College of Liberal Arts	Social Sciences		2022
2021-2022	International Education	Philip Freeman	College of Science & Technology	Architecture, Art, & Design		2022
2021-2022	International Education	Barbara MacLennan	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	International Education	Dan Gurash	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	International Education	Zach Moore	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	International Education	Sunil Surendran	School of Business & Aviation	Business & Aviation		2023
2021-2022	International Education	Lindsey Walck	College of Science & Technology	Computer Science & Math		2022
2021-2022	International Education	Mahmood Hossain	College of Science & Technology	Computer Science & Math		2022
2021-2022	International Education	Jason Noland	School of Education, Health & HP	Education		2022
2021-2022	International Education	Donald Teter	College of Science & Technology	Engineering Technology		2023
2021-2022	International Education	Matt Hokom	College of Liberal Arts	Humanities		2023
2021-2022	International Education	Galen Hansen	College of Science & Technology	Natural Sciences		2023
2021-2022	International Education	Jim Weekley	College of Science & Technology	Natural Sciences		2023
2021-2022	International Education	Hailey Park	School of Nursing	Nursing		2023
2021-2022	International Education	Alexis Hicks	School of Nursing	Nursing		2023
2021-2022	Legislative Advocacy	Barbara MacLennan	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Legislative Advocacy	M.E. Yancosek Gamble	School of Business & Aviation	Business & Aviation		2023
2021-2022	Legislative Advocacy	Courtney Miller	School of Education, Health & HP	Education		2022
2021-2022	Legislative Advocacy	Teresa Hefferin	College of Science & Technology	Engineering Technology		2023
2021-2022	Legislative Advocacy	Advisory Council of Faculty	Ex-Officio	Ex-Officio	NA	
2021-2022	Legislative Advocacy	Assistant to the President	Ex-Officio	Ex-Officio	NA	
2021-2022	Legislative Advocacy	Faculty BOG Representative	Ex-Officio	Ex-Officio	NA	
2021-2022	Legislative Advocacy	Sam Spears	College of Liberal Arts	Humanities		2022
2021-2022	Legislative Advocacy	Galen Hansen	College of Science & Technology	Natural Sciences		2023
2021-2022	Legislative Advocacy	Kim Derico	School of Nursing	Nursing		2023
2021-2022	Legislative Advocacy	Travis Wamsley	School of Nursing	Nursing		2023
2021-2022	Legislative Advocacy	Bill Harrison	College of Liberal Arts	Social Sciences		2022

2021-2022	Legislative Advocacy	Diana Noone	College of Liberal Arts	Social Sciences		2022
2021-2022	Library	James Vassil	College of Science & Technology	Engineering Technology		2023
2021-2022	Library	Ann Shaver	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Library	Joe Shaver	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Library	Jason Frazer	School of Business & Aviation	Business & Aviation		2023
2021-2022	Library	Robert J. Niichel	College of Science & Technology	Computer Science & Math		2022
2021-2022	Library	Barbara Wierzbicki	School of Education, Health & HP	Education		2022
2021-2022	Library	Sharon Mazure	Ex-Officio	Ex-Officio	NA	
2021-2022	Library	Kristi Kiefer	School of Education, Health & HP	Health & Human Performance		2023
2021-2022	Library	Rebecca Cepek	College of Liberal Arts	Humanities		2023
2021-2022	Library	Jacki Sherman	Library	Library		2022
2021-2022	Library	Siegfried Bleher	College of Science & Technology	Natural Sciences		2023
2021-2022	Library	Alexis Hicks	School of Nursing	Nursing		2023
2021-2022	Library	Adam Podlaskowski	College of Liberal Arts	Social Sciences		2022
2021-2022	Presidential Perception	Gina Fantasia	School of Business & Aviation	Business & Aviation		2023
2021-2022	Presidential Perception	Joe Riesen	College of Science & Technology	Computer Science & Math		2022
2021-2022	Presidential Perception	Pamela Pittman	School of Education, Health & HP	Education		2022
2021-2022	Presidential Perception	Paul Reneau	School of Education, Health & HP	Health & Human Performance		2023
2021-2022	Presidential Perception	Troy Snyder	College of Liberal Arts	Humanities		2023
2021-2022	Presidential Perception	Matt Scanlon	College of Science & Technology	Natural Sciences		2023
2021-2022	Presidential Perception	Denice Kirchoff	School of Nursing	Nursing		2023
2021-2022	Presidential Perception	William Harrison	College of Liberal Arts	Social Sciences		2022
2021-2022	Senate	Tyler Singer	School of Education, Health & HP	Health & Human Performance		2023
2021-2022	Student Financial Aid Appeals	Kylie Ford	College of Science & Technology	Architecture, Art, & Design		2022
2021-2022	Student Financial Aid Appeals	Rebecca Giorcelli	School of Business & Aviation	Business & Aviation		2023
2021-2022	Student Financial Aid Appeals	Brian Blackwood	College of Science & Technology	Computer Science & Math		2022
2021-2022	Student Financial Aid Appeals	Keisha Kibler	School of Education, Health & HP	Education		2022
2021-2022	Student Financial Aid Appeals	J. Robert Baker	College of Liberal Arts	Humanities		2023
2021-2022	Student Financial Aid Appeals	Angela Schwer	College of Liberal Arts	Humanities		2023
2021-2022	Student Financial Aid Appeals	Theresa Jones	School of Nursing	Nursing		2023
2021-2022	Student Financial Aid Appeals	Robin Payne	College of Liberal Arts	Social Sciences		2023
2021-2022	Student Hearing Board	Mike Ransom	College of Liberal Arts	Behavioral Sciences		2022
2021-2022	Student Hearing Board	Jason Frazer	School of Business & Aviation	Business & Aviation		2023
2021-2022	Student Hearing Board	Robert J. Niichel	College of Science & Technology	Computer Science & Math		2022
2021-2022	Student Hearing Board	Jason Noland	School of Education, Health & HP	Education		2022
2021-2022	Student Hearing Board	Tia Como	College of Science & Technology	Engineering Technology		2023
2021-2022	Student Hearing Board	Tyler Singer	School of Education, Health & HP	Health & Human Performance		2023
2021-2022	Student Hearing Board	Donna Long	College of Liberal Arts	Humanities		2023

2021-2022	Student Hearing Board	Mark Flood	College of Science & Technology	Natural Sciences	2023
2021-2022	Student Hearing Board	Jennifer Satterfield	School of Nursing	Nursing	2023
2021-2022	Student Hearing Board	Stephanie Andnora	School of Nursing	Nursing	2023
2021-2022	Student Hearing Board	Cecelia Cotton Elam	School of Nursing	Nursing	2023
2021-2022	Student Hearing Board	Robin Payne	College of Liberal Arts	Social Sciences	2023
2021-2022	Student Publications Board	Kylie Ford	College of Science & Technology	Architecture, Art, & Design	2022
2021-2022	Student Publications Board	Raymond Alvarez	School of Business & Aviation	Business & Aviation	2023
2021-2022	Student Publications Board	Tom Cuchta	College of Science & Technology	Computer Science & Math	2022
2021-2022	Student Publications Board	Nathan Myers	College of Liberal Arts	Humanities	2023
2021-2022	Student Publications Board	Erica Harvey	College of Science & Technology	Natural Sciences	2023
2021-2022	Student Publications Board	Siegfried Bleher	College of Science & Technology	Natural Sciences	2023
2021-2022	Student Publiccantions Board	Jamie Toland	School of Nursing	Nursing	2023
2021-2022	Technology	Hugh Costello	College of Science & Technology	Engineering Technology	2023
2021-2022	Technology	Robert Kelly	College of Science & Technology	Architecture, Art, & Design	2022
2021-2022	Technology	Katie Sickman	College of Science & Technology	Architecture, Art, & Design	2022
2021-2022	Technology	Zach Moore	College of Liberal Arts	Behavioral Sciences	2022
2021-2022	Technology	Cliff Jackson	School of Business & Aviation	Business & Aviation	2023
2021-2022	Technology	Tom Cuchta	College of Science & Technology	Computer Science & Math	2022
2021-2022	Technology	Jason Noland	School of Education, Health & HP	Education	2022
2021-2022	Technology	Rick West	School of Education, Health & HP	Health & Human Performance	2023
2021-2022	Technology	Deborah Nestor	College of Liberal Arts	Humanities	2023
2021-2022	Technology	Toru Chiba	Library	Library	2022
2021-2022	Technology	Kristy Henson	College of Science & Technology	Natural Sciences	2023
2021-2022	Technology	Tina Reed	School of Nursing	Nursing	2023
2021-2022	Technology	Leia Bobo	School of Nursing	Nursing	2023
2021-2022	Technology	Theresa Jones	School of Nursing	Nursing	2023
2021-2022	Technology	Travis Wamsley	School of Nursing	Nursing	2023
2021-2022	Textbook/Bookstore	Pamela Pittman	School of Education, Health & HP	Education	2022

Senate Webmaster Report

Dr. Tom Cuchta
DEPT. OF COMP. SCI. & MATH
FAIRMONT STATE UNIVERSITY

Dear Faculty Senate: April 2021

In my previous two years as webmaster, I have tried to collect and post as much missing historical Faculty Senate information as possible. There are many missing items from the archive, and I am always seeking out new sources for these old documents. Some actions I have taken to patch up the archives online include:

- Between December 2019 and January 2020, I put a help ticket into IT about whether or not they have backups of the old WebCT data. It predates my time at Fairmont State, but I understand that WebCT was used as a content management system for the university between **2005 and 2010**. Apparently, a lot of old Faculty Senate information (agendas, minutes, etc) were on this WebCT server. I was told via a phone call that the old data from that server and all of its data is gone.
- Through some creative internet sleuthing, I was able to find some records of the minutes for the **10 December 2002 through 9 December 2003** Faculty Senate meetings. However, the current meetings archive webpage for the Faculty Sentae does not permit me to insert these documents since the options for the date range of new meetings does not go back that far. Since the university will be transitioning to a new website soon, I do not think it worth the time to fix it now but rather prepare to insert these documents when the new website comes.
- I asked the Library if they had historical documents pertaining to the Faculty Senate. They do not.
- Donna Long forwarded me a number of old Senate emails to recover some missing committee reports that previous Faculty Senate President Hokom was asked by a faculty member about.
- My colleague in the Department of Computer Science and Mathematics, Joe Riesen, gave me a bunch of old files from his time on the Senate. He also gave current Faculty Senate President Shields a box of old Senate documents that I got possession of this March. I have not had time to properly go through either cache of information yet.

I have added the following information to the webpage:

- 2018-2019: additional documents May meeting

- 2012-2013: additional documents May meeting
- 2011-2012: additional documents May meeting
- 2010-2011: agenda and additional documents May meeting
- 2009-2010: agenda and additional documents May meeting
- 2008-2009: agenda and additional documents May meeting
- 2007-2008: agenda and additional documents May meeting

The following are the most egregious gaps in information in the archive right now (it is not an exhaustive list and I might have a few documents related to these items):

- Anything prior to 2003
- All agendas and additional documents for 2004-2005 academic year
- **Everything** from the 2006-2007 academic year
- **Everything** from the 2007-2008, 2008-2009, and 2009-2010 academic years (with exception of those May meeting agendas and additional documents and with exception of the May 2010 minutes)
- All agendas and additional documents prior to January and the minutes from the January and February meetings of the 2010-2011 academic year.
- Minutes from the April (two of them) and May 2012-2013 academic year meetings.
- Minutes from the January, December, and November meetings of the 2014-2015 academic year.

Although I will no longer be the Webmaster next academic year, I will still continue to seek out and collect historical documents from the Faculty Senate. I ask any faculty member willing to help me complete the collection from paper copies, files, personal memories, or other means to contact me at `tcuchta@fairmontstate.edu`. I will provide a report next year of any new discoveries.

Sincerely,

Dr. Tom Cuchta

Faculty Senate Webmaster

SCIE 1250 – Core Curriculum Course Application

FAIRMONT STATE UNIVERSITY™

Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

Click to enter date.
8/20/2020

TABLE #1	General Information	
Course Title:	SCIE 1250 – Life In The Cosmos	
Course Description as listed in the current FSU Catalog:	This general studies Astronomy course guides students in observing and understanding the make-up and evolution of the universe. Observations and comprehension of the cosmos are examined historically from ancient civilizations to continuing modern exploration, and scientifically from the human views of the heavens to galaxies and beyond. This course allows students to discover how nature works and is modeled by science so they can see how the entire cosmos has been necessary to made possible our life on earth. Occasional night sessions.	
Prepared by:	Galen Hansen	Full-time
Preparer email address:	ghansen@fairmontstate.edu	
Course Coordinator:	Galen Hansen	Full-time
Course Coordinator email:	ghansen@fairmontstate.edu	
Core Curriculum Category Outcome:	Category 8 - Natural Science with Critical Thinking	Choose corresponding outcome from drop-down menu.
Enter ALL course outcomes: **Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.**	General Studies Outcome 8: Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process. Outcome 1. Students will demonstrate proficiency with the scientific content of Astronomy, including retention of terms, definitions and concepts. Outcome 2. Students will demonstrate proficiency with data collection and observations using appropriate equipment and record-keeping during class and lab activities. Outcome 3. Students will demonstrate proficiency with the use of analyzed data to develop and test hypotheses that address real world problems. Outcome 4. Students will use scientific content and data analysis to recognize the limitations of the scientific process.	

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Course Outline

I. Introduction: Where are we now?
Day 1 – Location of Earth
Dimensions, general makeup of the university
Day 2 – View from Earth
Earth Coordinates, viewing the sky, mapping the stars

II. Effects of Space on Earth Life
Day 3 – The Celestial Sphere
Celestial coordinates, cosmic views
Day 4 – The Ecliptic Plane
Zodiac constellations, seasons, climate
Day 5 – Time
Clocks, time zones, calendars

III. Our Nearest Neighbors
Day 6 – The Moon
Phases, Eclipses, Tides
Day 7 – The Planets
The wanderers, roots of astronomy, retrograde motion
Day 8 – Tests 1

IV. The Ascent of Man
Day 9 - The Copernican Revolution
The roots of science, Keplers laws
Day 10 – Galileo's Advances in Science
Telescopes, changing theories, power struggles
Day 11 - Newton's Laws
Gravity, force, laws of motion
Day 12 – Light
Electromagnetic spectrum, energy & temperature

V. Discovering the Nature of Matter
Day 13 – Matter
Atoms, molecules
Day 14 – The Sun
Solar spectrum, solar structure and properties
Day 15 – Fusion
Hydrostatic equilibrium, energy output
Day 16 – Test 2

VI. Discovering the Nature of Stars
Day 17 – Determining Distance in Space
Apparent and absolute magnitude, luminousity
Day 18 – HR Diagram
Star temperature, size, mass
Day 19 – Types of stars
Main sequence, massive, median, red dwarf
Day 20 – Lifetime of Stars
Intersteller medium, birth, life, death

VII. Evolution toward Mankind – (A) The Universe
Day 21 – Age of The Universe
Big bang, red-shift, universe expansion, Hubble constant
Day 22 – Galaxies
Structure, types, motion, dark matter
Day 23 – Age of Galaxies
Main-sequence turn-off, open and globular clusters
Day 24 – Test 3

VIII. Evolution toward Mankind – (B) Earth Matter
Day 25 – Star Dust
Massive stars, supernovas, planetary nebula, stellar birth revisited
Day 26 – Stellar Nurseries
Intersteller medium, protostars
Day 27 – Origin of Our Solar System
Protostars, protoplanets, radioactivity
Day 28 – Life on Earth Begins
Goldilocks zone, circular orbit, neighbors
Day 29 - Development of Life on Earth
Geological time, photosynthesis, carbon cycle
Day 30 – Continuing Ascent or Ride the Wave?
Role of science, education, culture and
Faith in the continuing evolution of humans

Final Exam – Test 4

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Course Outcome and Measures

General Studies Outcome 8: Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process.

Course Outcomes:

1. Students will demonstrate proficiency with the scientific content of astronomy, including retention of terms, definitions and concepts.

   Assessments: Tests, quizzes homework.

2. Students will demonstrate proficiency with data collection and analysis using appropriate equipment and record-keeping during class and lab activities.

   Assessments: Various activities and investigations. For example:
   "Navigating by the Stars" activity – Exploration section. Students will demonstrate capability with data collection and analysis using their own astronomical data of Polaris (north star) and the time of sunset to determine approximately their latitude and longitude.

3. Students will demonstrate proficiency with using analyzed data to analyze models of nature (theories) and develop and test hypotheses that address real world problems.

   Assessments: Various activities and investigations. For example:
   "Navigating by the Stars" activity – Concept Development section. Students will use their data analysis to orient themselves on the earth and be able to communicate their location without reference to objects or landmarks.

4. Students will demonstrate proficiency with using scientific content and data analysis to recognize the limitations of the scientific process.

   Assessments: Various activities and investigations. For example:
   "Navigating by the Stars" activity – Reflections section. Students will include some error analysis to determine basic uncertainty in their data collection and analysis as applied to finding their location on the earth if they get lost. This will be guided by answering a set of questions.

Information Required for Creating Assessment Plan in Taskstream

Table #2	Course Outcome(s) Information
Course Outcome 1:	Students will demonstrate proficiency with the scientific content of Astronomy, including retention of terms, definitions and concepts.
Method to Measure Course Outcome	Direct - Exam
Details/ Description:	Assessments: Multiple Choice sections of 3 exams (See attached Test 1 as an example.)
Satisfactory Performance Standard (based on rubric):	Students score > 70% average on Multiple Choice sections of exams
Ideal Target (based on rubric):	70% of students score > 75% average on Multiple Choice sections of exams
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* **Test 1 for example of Multiple Choice exam questions**

Outcome 1 Assessment Rubric

Multiple Choice sections of 3 Tests during the course.

Outcome 1 Goal: 70% of students achieve an average score > 75% correct answers

See Test 1 Multiple Choice section for example.

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SCIE 1199 Astronomy Test #1

I. TERMS and UNITS Multiple choice. (1 pt. each)

1. The average distance between the earth and the sun is one
(a) astronomical unit; (b) solar unit; (c) megameter; (d) parsec; (e) light year

2. The distance light travels in one year is one
(a) astronomical unit; (b) solar unit; (c) megameter; (d) parsec; (e) light year

3. The star nearest the earth is [(a) Polaris; (b) Vega; (c) Sirius (d) the Sun; (e) Proxima Centauri]

4. Polaris is called the north star because
(a) it is the brightest star in the sky as seen from earth
(b) it is the nearest star to the earth
(c) it is the star we see on the norther horizon from Fairmont, WV
(d) it is the star the earth's axis of rotation points to as seen from the northern hemisphere
(e) it is the star that crosses the celestial meridian at midnight.

5. One million in scientific notation is (a) 10^2; (b) 10^3; (c) 10^6; (d) 10^9; (e) 10^{12}

6. One AU is approximately 1.5×10^8 km. How many kilometers is Jupiter from the sun if Jupiter is 5 AU from the sun?
(a) 3.0×10^8; (b) 7.5×10^8; (c) 3.5×10^8; (d) 6.5×10^8; (e) 5.0×10^8

7. A scale on a map indicates that 1 cm = 200 km. If the actual distance between two cities is 1200 km, what is the scale distance between the two cities on the map?
(a) 6 cm; (b) 12 cm; (c) 20 cm (d) 0.17 cm (e) 24 cm

8. Clouds of lit-up gases in the galaxy are called
(a) nimbus; (b) stratoids; (c) dark matter; (d) nebuli; (e) bright spots

9. Material in between the stars of the galaxy is called
(a) dark matter; (b) nimbus; (c) interstellar medium; (d) solar wind; (e) stray matter

10. A constellation is defined by the IAU to be
(a) A collection of bright stars forming a specific pattern seen from earth
(b) A cluster of stars that look like a popcorn ball
(c) A token prize given to contest losers
(d) A place in the sky which the moon passes through
(e) An area of the sky with defined boundaries.

11. The imaginary model of a transparent globe upon which visible stars are superimposed;
(a) Celestial orb; (b) Terrestrial sphere; (c) Universal globe; (d) Crystal ball; (e) Celestial sphere

12. An asterism is defined by the IAU to be
(a) A collection of bright stars forming a specific pattern seen from earth
(b) A cluster of stars that look like a popcorn ball
(c) A token prize given to contest losers
(d) A place in the sky which the moon passes through
(e) An area of the sky with defined boundaries.

Match the following terms with their appropriate definitions below
(a) Celestial meridian; (b) Equatorial plane; (c) zenith; (d) horizonal plane; (e) celestial pole

13. The plane defined by the meeting of the sky and earth.
14. A point in the sky that remains motionless as the earth rotates, defined by the earth's rotational axis
15. The plane defined by the earth's equator, perpendicular to the earth's rotational axis
16. The position in the sky directly above an observer (straight up)
17. An imaginary line running North-South across the sky through an observer's zenith; the highest point of ascension for any celestial object as seen by an observer.

Match the definitions in 18-21 below with the following terms
(a) Zodiac; (b) vernal equinox; (c) autumnal equinox; (d) summer solstice; (e) winter solstice

18. The location in the sky where the apparent path of the sun and the celestial equator intersect at the beginning of spring (March 21); defines 0 hr. 00 min. right ascension

19. The location of the sun at its **southern**-most position in the sky; beginning of summer in the southern hemisphere).

20. The constellations on the ecliptic plane that the sun passes through during the year

21. Precession of the earth's axis causes this to pass through all twelve Zodiac constellations over a 26,000 year period.
(a) Summer solstice; (b) Sun; (c) Moon; (d) Orion; (e) north celestial pole

22. Which statement is **false**?
(a) The earth's axis continually points toward the north star even as the earth orbits the sun.
(b) The earth's axis tips back and forth as it moves around the sun, causing the seasons.
(c) The southern hemisphere begins spring as the northern hemisphere begins fall.
(d) The earth is closer to the sun when it is winter in the northern hemisphere.

23. The asterism whose front two stars (Dubhe and Merak) point to the north star is called the
[(A) Orion; (B) Taurus; (C) Little Dipper; (D) Big Dipper].

24. The asterism with three bright stars for a belt and bright nebula forming a sword is called
(A) Orion; (B) Taurus; (C) Little Dipper; (D) Big Dipper

25. What asterism is the Vernal Equinox found in?
(a) Orion; (b) Sagitarrius; (c) Pisces; (d) Gemini; (e) Pisces.

26. What asterism is good for location the celestial equator in the winter night sky?
(A) Orion; (B) Taurus; (C) Little Dipper; (D) Big Dipper; (E) Cassiopeia

27. It is summer in the **southern** hemisphere in January because
(a) The north pole is tipped towards the sun.
(b) The north pole is tipped away from the sun.
(c) The earth is closest to the sun.
(d) The sun gets hotter.

28. The earth's climate and weather is due to
(A) The rotation of the earth
(B) The changing of the sun's angle on the earth's surface as the earth orbits the sun.
(C) The changing distance between the earth and sun
(D) The sun warms the various regions of the earth differently as the earth rotates.

29. What is the angle between the earth's equator and the ecliptic plane?
(a) 39.5^o; (b) 23.5^o; (c) 50.5^o; (d) 66.5^o; (e) 5^o

30. What is the name of the latitude at which one must stand to see the sun directly overhead at noon when the sun is at the Winter Solstice?
(a) Arctic Circle
(b) Antarctic Circle
(c) Tropic of Cancer
(d) Tropic of Capricorn

31. The arctic circle is defined as the latitude
a) 23.5^o below the north pole;
b) 23.5^o north of the equator;
c) 66.5^o north of the equator;
d) both a) and b);

e) both a) and c)]

32. A scientific model by which one views and describes unseen aspects of nature based on real observations is called a/an
(a) law; (b) hypothesis; (c) predication; (d) theory; (e) hyperbola

33. A statement of facts that have been observed to never vary under certain conditions is called a
(A) law; (B) hypothesis; (C) predication; (D) theory; (E) hyperbola.

34. When making a decision, which aspect of decision-making relies the **least** on personal view?
(A). Realizing that a decision needs to be made.
(B) Figuring out what kinds of information are necessary for the decision
(C). Collecting information
(D). Analyzing the information to see which choice fits your needs the best.
(E). Observing whether the decision is good or bad.

Table #2	Course Outcome(s) Information
Course Outcome 2:	Students will demonstrate proficiency with data collection and observations using appropriate equipment and record-keeping during class and lab activities.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Successful participation in the data gathering and organizing sections of class/lab activities, for example: Day 8: "Navigating by the Stars" – Exploration section
Satisfactory Performance Standard (based on rubric):	35/50 pts. Students receive full credit if they: 1. (10 pts) Make and properly use a sextant; 2. (10 pts) Properly measure, record Polaris data needed to determine their local latitude; 3. (10 pts) Obtain and properly average the Polaris data of other students with theirs; 4. (10 pts) Properly measure Sunset data needed to determine their local longitude; 5. (10 pts) Obtain and properly average the Sunset data of other students with theirs;
Ideal Target (based on rubric):	80% of students score > 35/50 pts.
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* **Navigating by the Stars Activity – Exploration** section *Attachment 2:* **HR Diagram & Stellar Life Cycles Investigation – HR Diagram section**

Outcome 2 Assessment Rubric

Outcome 2 Goal: 80% of students achieve an average score > 35/50 points

See "Navigating by the Stars" - Exploration section:

Exploration	10 pts	8 pts	6 pts	4 pts	2 pts
A. North Star A.1.	Student makes sextant and uses it correctly to draw accurate diagram of norther horizon & Polaris.	Student makes sextant, uses it to draw north horizon diagram with a few minor mistakes.	Student makes or borrows sextant, uses it to draw north horizon diagram with major mistakes.	Student makes or borrows sextant, draws a quick, very flawed diagram of the north horizon & Polaris.	Student copies and turns in someone else's drawing.
A.2-3.	Student uses sexton and helps partner to correctly to obtain angle of Polaris above N horizon.	Student uses sexton and helps partner to obtain angle of Polaris with some inaccuracy.	Student uses sextant and helps partner, each one's angle of Polaris is significantly inaccurate.	Student and partner uses sextant incorrectly, angles of Polaris are far from accurate.	Student and partner turns in someone else's measurements.
A.4-5.	Student obtains data from other students, correctly finds that averages of data.	Student obtains data, averages of data have some minor mistakes.	Student obtains data, averages of data have at least on major mistake.	Student obtains data, averages of data are make incorrectly with major flaws	Student uses someone else's averages.
B. Sunset	10 pts	8 pts	6 pts	4 pts	2 pts
B.1-2.	Student uses watch correctly to record date and time of sunset and draw accurate picture.	Student uses watch to obtain date and time of sunset and draw picture with some inaccuracy.	Student uses watch to inaccurately obtain date and time of sunset and draw picture with major flaws.	Student use of watch to obtain wrong date and time of sunset and fails to draw picture	Student and partner turns in someone else's measurements and drawing.
B.3-4.	Student obtains data from other students, correctly adjusts averages of data.	Student obtains data from other students, adjusts averages with minor mistakes.	Student obtains data from other students, adjust-ments of data have at least one major mistake.	Student obtains data from other students, averages of data are make incorrectly with major flaws	Student uses someone else's averages and adjustments.

Course Outcome 2

Day 8: Navigating by the Stars

Exploration – Data Collection 50 pts.

Pretend you are lost in the hills of West Virginia. You have with you a sextant (protractor with hanging string) and a watch set at Standard Universal Time (UST). With these two instruments you must figure out the latitude and longitude of your island.

A. North Star: Use your sextant to determine your latitude. (30 pts)

1. With a partner, go outside after dark on a clear night and find Polaris. Using your sextant with the flat edge up and the string hanging from the center of the circle of curvature of the rounded edge, sight along the flat edge and aim it at a position or stationary object in the distance directly below Polaris. While keeping the sides of the protractor aligned with the object, make the flat edge horizontal (keeping the sides vertical) by rotating the edge until the string crosses the curved portion of the protractor at exactly 90^{o}. Note the exact position in the distance below Polaris that the protractor's flat edge is aimed at. This will define your horizon, as if you were looking out at the flat ocean from your island. Draw a picture of the northern horizon with Polaris above the horizon and objects directly below Polaris that are horizontal with your observation position.

2. Keeping the sides of the protractor lined up with the distant position, sight along the flat edge and rotate the sextant until the flat edge is aimed directly at Polaris. Note the angle at which the string crosses curved edge of the protractor. Record the string angle.

**Note that it is much easier to do this with another person.

3. Help your partner make the same measurement described in 1. – 2. and record their measured angle of Polaris above the north horizon.

4. Obtain the measured angles from at least 4 other people.

5. Find the average of all the recorded angles. This will be used to determine your latitude.

B. Sunset: Use your watch to determine your longitude (20 pts)

1. Go to a location where you can clearly observe the sun setting as low to the western horizon as possible, that is, without hitting a hill, tree or building first.

2. Measure the exact time (to the nearest minute) at which the sun disappears beneath the horizon. Record the time and the date of your observation.

3. Obtain the time and date of sunset from at least 4 other people.

SS1._____; SS2. _____; SS3. _____; SS4. _____; SS5. _____; SS6. _____

date._____; date. _____; date. _____; date. _____; date. _____; date. _____

4. Correct each time to Universal Time by adding 4 hours (before the end of Daylight Savings Time) or 5 hours (after the end of Daylight Savings Time).

US1._____; US2. _____; US3. _____; US4. _____; US5. _____; US6. _____

You will use these times and dates later to determine your longitude.

Table #2	Course Outcome(s) Information
Course Outcome 3:	Students will demonstrate proficiency with using models to analyze data, assess the validity of models of nature (theories) using analyzed data, develop and test hypotheses that address real world problems.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Successful participation in astronomy model-building and hypothesis testing sections of class/lab activities; for example: (a) "Navigating by the Stars" – Concept Development section
Satisfactory Performance Standard (based on rubric):	30/40 pts. Students receive full credit if they: 1. (10 pts) proper draw models of the earth-view motion of celestial objects; 2. (10 pts) properly draw celestial view of earth with latitude and longitude lines and connect Polaris data with latitude; 3. (10 pts) properly connect sunset data with longitude; 4. (10 pts) correctly calculate longitude and ascertain uncertainty.
Ideal Target (based on rubric):	80% of students score > 30/40 pts.
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* **Navigating by the Stars Activity – see Concept Development** section *Attachment 2:* **HR Diagram & Stellar Life Cycles Investigation – see Stellar Life Cycles section**

Assessment Rubric for Outcome 3

Outcome 3 Goal: 80% of students achieve an average score > 30/40 points

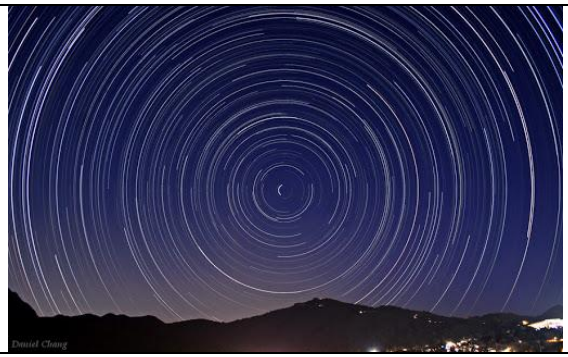
See "Navigating by the Stars" – Concept Development section:

Concept Dev.	10 pts	8 pts	6 pts	4 pts	2 pts
A. Models of Celestial Motion A.1-5.	All 5 drawings of celestial motion are correctly drawn	1 of 5 drawing of celestial motion has major mistakes or 2 of 5 drawings have minor mistakes	2 of 5 drawings of celestial motion have major errors or 1 of 5 drawings has major errors while 2 of 5 have minor mistakes or 4 of 5 drawings have minor mistakes.	3 of 5 drawings of celestial motion have major errors or 2 of 5 drawings have major errors while 2 of 5 have minor mistakes	Student have provided some effort but 4 of 5 drawing have major errors.
B. Latitude B.1-3.	Both drawings of Earth are correctly drawn & Latitude correctly calculate.	1 drawing or calculation has significant error minor error.	2 drawings or 1 drawing and a calculation has significant errors	Both drawings and calculations have significant errors	Student turns in poor drawings and incorrect calculations
C. Longitude C.1-2.	Both drawings of Earth are correctly drawn & Latitude correctly calculate.	Student obtains data, averages of data have some minor mistakes.	Student obtains data, averages of data have at least on major mistake.	Student obtains data, averages of data are make incorrectly with major flaws	Student uses someone else's averages.
C. Longitude C.3.	Student correctly calculates longitude and uncertainty	Student makes minors error in calculations with minor coaching	Student makes a couple of significant errors and requires significant coaching.	Student makes major errors with unsatisfactory effort.	Students makes major errors and leaves most undone

Course Outcome 3

Day 8: Navigating by the Stars

Concept Development – Celestial Models & Data Collection 40 pts.



A. The regular, repeating motions of the sun and stars through the sky allow us to use them to figure out our position on earth.

1. 2 pts. Draw a northern-view picture of the sky showing the North Celestial Pole as seen from Fairmont, WV and the celestial meridian. Also include three circumpolar stars and their circular path around the north celestial pole.

2. 2 pts. Draw a southern-view picture of the view of the sky from Fairmont, WV, including the Celestial Equation (arching from E horizon to W horizon) and the celestial meridian.

3. 2 pts. On your picture of (b), draw the sun rising at 6:00 am on September 22. Draw the path of the sun across the sky during the day, parallel with celestial equator, until it sets in the west. Draw the sun setting on September 22 at 6:00 pm.

4. 2 pts. On your picture of (b), draw the sun rising at 5:15 am on December 22. Draw the path of the sun across the sky during the day, parallel with celestial equator, until it sets in the west. Draw the sun setting on June 22 at 6:00 pm.

5. 2 pts. Look at the earth-view maps of the sky centered on the Celestial Equator. What bright star in the northern Celestial Hemisphere will cross the celestial meridian about half an hour after the sun sets on September 22? Draw the star's daily path through the sky parallel with the Celestial Equator until it reaches the Celestial Meridian. In what direction will a person standing in Fairmont, WV need to look to see this star half an hour after sunset?

B. Latitude

1. 3 pts. Make side-view drawing of the earth

   a) Draw circle representing the Earth. Draw a long vertical line through the center of the earth representing the axis of rotation. Extend the line beyond the top and bottom of the earth. Label the top of the earth North and the bottom of the earth South.

   b) Draw the equator as a horizontal diameter line through the center of the earth perpendicular to the vertical axis of rotation.

2. 3 pts. Zenith and Horizon

   c) Draw a line from the center of the earth to a spot on the right-side surface of the earth lying 30^o north of the equator such that the line makes a 30^o angle with the equatorial plane. The spot on the surface has a latitude of 30^o N.

   d) Draw a straight diameter line through the center of the earth that is exactly perpendicular (90^o) to the 30^o line you drew in B1c. above. The line will extend from a spot on the left-side surface 60^o north of the equatorial plane, to a spot on the right-side surface 60^o south of the equatorial plane. This line is parallel to the horizon (tangent line) of a person standing at a latitude of 30^o N latitude.

3. 4 pts. Angle of Polaris

   a) Comparing your side-view drawing of the earth (just above) with your view of Polaris and the northern sky from Fairmont, WV (Concept Development A1. above), you can see that the angle measured between Polaris and the North horizon is your latitude on earth.

   b) Include on your picture of Polaris the angle you measured between Polaris and the northern horizon. What is your latitude as determined by your data collection and analysis?

   Latitude: _____

   Accepted Latitude of Fairmont, WV _____

   c) Find the % difference between your measured latitude and the accepted latitude:

   (Measured – Accepted)/(Accepted x 100% = _____

C. Longitude.

1. 4 pts. Connecting Time with Longitude

a) Comparing your southern-view picture (A.2. above) with the celestial-view drawings of the earth found in your astronomy textbook and provide in class, determine as precisely as you can the celestial angle between the celestial median of your Exploration observation location and the Celestial Prime Meridian passing through the Vernal Equinox.

b) Convert the celestial angle of (a) to time in in hours and minutes, using the Celestial Prime Meridian as 0 hours, 0 minutes. Remember: there are 360^o around the earth and the earth rotates every 24 hours, so 1 hour equates to 15^o, and 4 minutes is 1^o.

c) Estimate the time uncertainty (# of minutes) in the celestial angle time.

2. 6 pts. Analyze the Data

a) From each time of sunset of your Exploration Data that you recorded earlier (your own or someone else's) subtract 1 hour from each time which was recorded before daylight savings time ended (before the first Sunday after November 1).

b) Determine the number of days, #D, that each recorded time of sunset was taken after September 22.

#D1._____; #D2. _____; #D3. _____; #D4. _____; #D5. _____; #D6. _____

c) Determine the number of minutes away from the Autumnal Equinox by multiplying each #D by the ratio 76min/90 day

(#D x 76/90 = #M

#M1._____; #M2. _____; #M3. _____; #M4. _____; #M5. _____; #M6. _____

d) From each time of sunset (adjusted for daylight savings time), add its #M (time from vernal equinox). Then subtract 16 minutes (time zone correction)

TS = SS + #M – 16.

TS1._____; TS2. _____; TS3. _____; TS4. _____; TS5. _____; TS6. _____

Find the average adjusted time of sunset by adding all the TS's and dividing by the number of TS's added together. For example, if I had five TS's,

TS_{ave} = (TS1 + TS2 + TS3 + TS4 + TS5)/5

3. 10 pts. Find Your Longitude

   a) Convert you time in hours and minutes to decimal form by dividing the minutes by 60 minutes. For example, 4:52 pm = 4 + 52/60 hours = 5.87 hours pm.

   b) Multiply your TS_{ave} by the ratio of $360^{o}/24hr$

      Longitude = TS_{ave} hours x $360^{o}/24hr$ = _____

      Accepted Longitude of Fairmont, WV _____

   c) Find the % difference between your measured longitude and the accepted longitude:

      (Measured – Accepted)/(Accepted x 100% = _____

Table #2	Course Outcome(s) Information
Course Outcome 4:	Students will demonstrate proficiency with scientific content and data analysis to recognize the limitations of the scientific process.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Successful participation in the uncertainty analysis of at least two class/lab activities, for example: (a) "Navigating by the Stars" – Reflection section
Satisfactory Performance Standard (based on rubric):	7/10 pts. Students receive full credit if they can fully and correctly answer questions in the Reflections section of the Navigating activity describing the uncertainty and scientific limitations in modeling nature and in establishing their position on earth as tested by determining their location and orienting themselves on the ground.
Ideal Target (based on rubric):	70% of students score > 8/10 pts.
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* **Navigating by the Stars Activity – see Reflection** section *Attachment 2:* Questions to be developed for post-HR Diagram investigation reflection

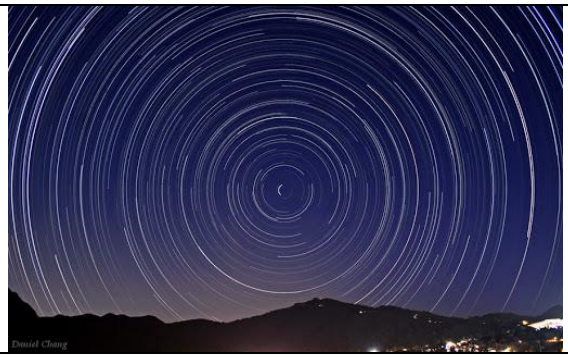
Assessment Rubric for Outcome 4

Outcome 4 Goal: 70% of students achieve an average score > =8/10 points

See "Navigating by the Stars" – Reflection section:

Reflections	10 pts	8 pts	6 pts	4 pts	2 pts
Questions 1-5.	Student provides clear and detailed answers for all 5 reflection questions.	Student provides short answers lacking detail for 2 of 5 questions.	Student provides short answers lacking detail for 4 of 5 questions.	Student fails to answer 1 questions and provides short answers lacking detail for other questions.	Student provides short answers lacking detail for only 2 questions, nothing for other 3.

FAIRMONT STATE UNIVERSITY™

Course Outcome 3 **Day 8: Navigating by the Stars** **Reflection 10 pts.**	

Reflections on the Scientific Process Applied to this Activity (10 points)

1. (2 points) Which of the experimental results obtained in this lab can be compared with accepted results?

There are accepted experimental results for the angle between Polaris and the northern horizon, the universal time at which the sun sets on the horizon on a particular date, the latitude and longitude of Fairmont, WV. The implication is that precision is a better gauge than accuracy of the success of the experiment.

2. (2 points) What can you conclude about the fact that some experimental results can be compared with accepted values and some cannot be?

The fact that some data can be compared with accepted values and some not implies that some parameters change randomly in nature, while others are constant and/or very repetitive. One's location can be considered random, and there may not be accepted times for the actual setting of the sun because of the hills and other local conditions.

3. (2 points) How confident are you that the values you found for latitude and longitude are accurate, that is, close to accepted values? What determines the error of your results, that is, the difference between your results and the accepted values?

Location and conditions for observing the angle between Polaris and the northern horizon, or the time of sunset; the precision of one's instruments of measurement; one's ability to reproduce the measurements, i.e. the precision with which measurements can be made.

4. (2 points) In this experiment, is it possible to distinguish between uncertainty in the values of latitude and longitude that is due to either

a. limitations in the methods you used to measure these numbers or

b. limitations in the assumptions we make (the models we use) to describe friction?

In other words, can we determine from this experiment whether the equations and corrections made under the conditions of the experiment are correct? That is, can we determine how good our scientific model of nature is?

Since the large uncertainty in the measurements of latitude and longitude can be attributed to quality of the data taking with crude instruments by mere observation, it is probably not
possible to distinguish between that uncertainty and the validity of the model.

5. (2 extra points) How could the experiment be improved to obtain more precise and accurate results?

In order to test whether the model is correct, better methods of measuring angles and of determining the horizon are needed to determine latitude to a fraction of a degree. Also, natural phenomenon more precise than the setting of the sun are required to determine longitude to a fraction of a degree.

Core Curriculum Transfer Credit Form

CORE CURRICULUM TRANSFER CREDIT GUIDELINES AND REQUEST FORM (04-15-21)

In the event that the Registrar's office sees no clear alignment between a transferred course and a Fairmont State approved Core Curriculum course, acceptance or denial of the transferred course for Core Curriculum credit shall be determined by faculty who would be responsible for the course if it were actually taught at Fairmont State University using the 70% criterion as stated in West Virginia statutory code. That is, if at least 70% of the course learning objectives are aligned to the Core Curriculum category outcome, the course will be accepted as meeting the outcome for that category. The corresponding Dean or Chair signature is required. **The form to make that request is attached to this document and can be found in the online Forms Repository under Faculty/Academic Affairs and under Students/Registrar.**

Core Curriculum Appeals: If a student wishes to appeal a decision about Core Curriculum transfer credit, the Admissions and Credit Committee shall review the case and render judgment, in consultation with the appropriate dean and faculty.

Core Curriculum Transfer Course Examples

Situation 1 – Use Attached Form
A student transfers in a course from another institution. The course is accepted as free elective credits, not as a specific Fairmont State course. The student may request the transferred course be considered as meeting a Core Curriculum outcome. The deciding body in these cases is the faculty who would be responsible for the course if it were actually taught at Fairmont State. The corresponding Dean or Chair signature is required.

For example, a~~s~~ student transfers in PHLS 180: Ancient and Medieval Philosophers. Fairmont State does not offer a similar course, so those credits would transfer in as free electives. The student could request that the course count towards the Humanities requirement. At Fairmont State, Philosophy courses are currently taught in the Department of Social Sciences, so the Chair of that Department would need to sign off on the request form (in consultation with Philosophy faculty members.)

Situation 2 - Attached form is not appropriate.
A student transfers in a course from another institution. That course articulates as and gives credit for a specific course offered at Fairmont State. If the Fairmont state course is **NOT** on the core curriculum list, the transfer course can **NOT** be used to meet core curriculum requirements.

For example, a student transfers in HSTR 250: British History. That course exists at Fairmont State as HIST 3351: History of England, which is not in any of the Core Curriculum categories. The student **cannot** use the course to meet the Humanities requirement. An appeal would be denied.

Situation 3 – Attached form is not appropriate.
Courses offered at Fairmont State that are **not** on the course list for a Core Curriculum outcome **cannot** be substituted for courses that **are** on the course list. Even if a course *seems* like a logical fit for the category, it must be approved as meeting that learning outcome by the General Studies Committee.

For example, although there are several ENGL courses that can be used to meet the Humanities outcome, ENGL 3304: Survey of American Literature is not on the list and cannot be used to satisfy the Humanities requirement. An appeal would be denied.

Situation 4 – Attached form is not appropriate.
The advisor and student believe the course did not transfer correctly into Fairmont State. This situation should be directed to the Registrar's office.

Caution: When you change how a course transfers into Fairmont State, there is a risk of other unintended consequences. The registrar's office should be consulted in this case.

CORE CURRICULUM TRANSFER CREDIT REQUEST FORM (04-15-21)

The student and his/her advisor must complete this form through Section III and return completed form to the Provost Office at academicaffairs@fairmontstate.edu

Student Name: _____ Student F#: _____

Student Email: _____ Student Phone: _____

Student Degree Program: _____ Date Submitted: _____

Advisor: _____ Advisor Signature: _____

I. Course Information. Indicate the transfer course information for which the student seeks Core Curriculum credit, as well as the year and the institution where the student completed the course.

Course Prefix and Number: _____

Course Title: _____

Year Taken: _____ **Credits Earned:** _____ **Grade Earned:** _____

Institution: _____

II. Course Outcomes/Course Description. List the course description and learning objectives for the transferring course. A course syllabus may be attached.

III. Core Curriculum Outcome. Indicate the Core Curriculum category and outcome that the transferred course is requested to fulfill.

IV. Proposal must be approved by a faculty member and the Dean or Chair of the program most closely related to the discipline of the course being transferred (e.g., Dean of Liberal Arts or the Chair of Social Sciences for a History course) using the 70% criterion as stated in WV statutory code. For Core Curriculum acceptance, this means that at least 70% of the course learning objectives for the transferred course must meet the core curriculum category outcome.

I **DO** accept this course using the 70% rule. I do **NOT** accept this course.

Faculty Member Name	Title	Signature

I **DO** accept this course using the 70% rule. I do **NOT** accept this course.

College	Dean or Chair	Signature

Please return completed form to the Provost Office at academicaffairs@fairmontstate.edu

Faculty Development Report to the Faculty Senate

Report to the FSU Faculty Senate
Faculty Development Committee
2020-2021
Respectfully submitted, Dr. Jason Noland, chair

During the 2020-2021 academic year, the word of the Faculty Development Committee focused on the following:

1) Worked with the interim Provost to solicit nominations for awards.
2) Reviewed 44 nominations for annual awards (several duplicates) to ensure eligibility in conjunction with HR.
3) Collected and reviewed award application materials, conducted relevant classroom observations, and reviewed scores to determine award recipients as follows:
    a. Boram Award for Teaching Excellence – James Vassil
    b. Harold & Roselyn Williamson Straight – Jim Davis and Ashley Shroyer
    c. Faculty Recognition Award – Theresa Jones
    d. Outstanding Adjunct – no nominations
4) Collected and reviewed proposals for the Foundation Fellow and Foundation grant, in conjunction with the Grant's Office to determine recipients as follows:
    a. Foundation Fellow – Christy Haney
    b. Foundation Grant – Kristy Henson
5) The Chair became aware that the Fairmont State Foundation had ceased funding for awards this year, and that they had the family from which the endowment was created for the Harold & Roselyn Williamson Straight Award is funded sign a new agreement. The original agreement had the funding split between FSU and Pierpont. The new agreement directs the money only to FSU, and directs it to student scholarships instead of this award beginning in the 2021-2022 academic year. For this reason, the committee received enough funds to give two (2) Harold & Roselyn Williamson Straight awards for its final year.
6) Following the events described in #5, the Chair of the committee has received a verbal commitment from President Martin and Interim Provost Stephens to build the award funding into line items within the FSU budget to ensure their continuance. Verbal agreement has also been made to establish a new award in place of the Harold & Roselyn Williamson Straight award with the same emphasis (innovation in teaching), as well as establishing the new award proposed last year – the Excellence in Online Teaching award. The Chair will be meeting with Interim Provost Stephens following the submission of this update to try to complete this work.

Institutional Review Board Report

Institutional Review Board
2020-2021
Year End Report

I – Members:
Joshua Smallridge (Chair)
Joe Shaver
Michael Ransom
Tad Kato
Zach Moore
Janie Leary
Kristy Henson
Stephen Rice
Raymond Alvarez
Debra Hoag
Theresa Jones
Amy Godfrey
Julia Dos Santos
Mahmood Hossain
Jamie L. Miller

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. For class wide student research projects each student's proposal was reviewed individually but approval was sent to the instructor for the class. Most projects this year were submitted and approved under the exempt category. In these cases, the IRB chair or another designated IRB member will review the proposal to make sure it is minimal risk and meets the requirements for exempt review. The exempt review category is somewhat of a misnomer. As it does not mean the proposal is not reviewed. It means the proposal is reviewed by a much smaller group of IRB members who make sure it is of minimal risk and qualifies as an exempt review. If it does not qualify it is sent out sent under the expediated or full review categories. For more information regarding what qualifies as an exempt review please review to the IRB decision charts https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts-2018/index.html.

Fall 2020 Approvals

1. Minimal Risk approval given to Abbey Ammons for research under the exempt category on September 28, 2020.
2. Approval given to Laya Rylee for research under the exempt category on October 7, 2020.
3. Minimal Risk approval given to Alexis Hicks and Laura Clayton on October 21, 2020.
4. Approval given to Joshua Smallridge under the except category on October,28, 2020.

5. Minimal risk approval given on October 8, 2020 for Dr. Kato's Psychology 3390 (Capstone of Psychology). 7 groups of 3-4 students. Each project was approved under the exempt category.
6. Minimal Risk approval given to Caroline Thompson on October 13, 2020.
7. Permission given to Gabby Hoefer, a researcher from Brown University, to use Fairmont State Students for research. This process involves the researcher sending the approval letter and IRB application from their University. That is then reviewed by the IRB. If everything looks good permission is sought from Fairmont State administration for the research to access our students. In this case through email. Permission given on November 11, 2020.
8. Approval given to Brianna Mascara for changes made to study design of a previous IRB submission on November 11, 2020.
9. Minimal Risk approval given to Leia Bobo and Laura Clayton on November 23, 2020.

Spring 2021 Approvals

1. Minimal risk approval given to Jessica Jones and Julia Dos Santos on February 2, 2021.
2. Provisional minimal risk approval given to Andrea Haney on February 8, 2021.
3. Minimal risk approval given to Erin Danik on February 10, 2021.
4. Minimal risk approval given to Taylor Wisniewski on February 13, 2021.
5. Minimal risk approval given on February 23, 2021 for Dr. Moore's Psychology 3390 (Capstone of Psychology). 21 student projects. Each project was approved under the exempt category.
6. Approval given to Anthony Hardy for research under the exempt category on March 5, 2021.
7. Minimal risk approval given to Taylor Wisniewski on April 6, 2021.
8. Minimal risk approval given to Chandler Zavala and Michael Nuzumm on April 6, 2021.
9. Minimal risk approval given to Nina Slota, Janie Leary, Molly Simpson, and Claire Dever on April 6, 2021.
10. Minimal risk approval given to Miriam Osungwu and Nina Slota on April 6, 2021.

Other Activities:

1. COVID guidelines and directions were added to the instructions for an IRB on the website. Safety related to COVID-19 was considered as part of each IRB reviewed for this year.
2. Federalwide Assurance (FWA) was renewed. Expires 2/26/2024. Will need renewed again before then.
3. IORG will need to be renewed in 2022. Both IORG and FWA are overseen by the U.S. Department of Health and Human Services. Keeping these two registrations up to date is critical to the continued operation of the IRB.
4. Subscription to CITI Programing renewed for the year. CITI is used for IRB training that must be completed before researchers may start their projects.

Submitted by Joshua Smallridge, IRB Chair

Common Syllabus Components

Fairmont State University
Common Syllabus Components

- General Course Information
    - Course prefix, number and title
    - Course section
    - Semester offered and year
- Instructor Contact Information
    - Instructor name, phone, email
    - Instructor office location and office hours
- Course Description (include any prerequisites/corequisites)
- Textbook and Course Material
- Technology Requirements
- Course Delivery
- Course Learning Outcomes
- Assignments/Assessments
- Evaluation and Grading Scale
- Course Map OR Connecting Learning Outcomes with Assessment Measures
- Course Policies and Guidelines
    - Communication with Instructor
    - Attendance Policy
    - Assignment Expectations (e.g., make-up policy, submission requirements)
- Academic Support and Resources
- Course Outline

The Fairmont State University Board of Governors Policy 18:

Students have the right to receive from the instructor written descriptions of content 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.).

Fairmont State University
Course Designator and Number (example - EDUC 2201)

Course prefix, number, title, and section
Semester and Year of Offering

[Note: This document is formatted for ADA accessibility and includes syllabus best practices. It is recommended that you maintain the heading structure and modify the text for your individual course.]

Instructor Name and Title:
Phone:
E-mail:
Office Location:
Office Hours:
Classroom Location:

Description

[Enter the description from Fairmont State catalog.]

Course Prerequisites

[Enter any prerequisites for the course. If there are none, include a statement that says "There are no prerequisites for this course."]

Textbook and Course Materials

[Include all required texts and course materials (e.g., lab notebooks, safety equipment, calculators) and where to find these items. Include links when applicable. Also include any required fieldtrips or class event that have an additional cost. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course. Include a citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies.]

Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course.]

Course Delivery

[Explain the delivery of the course here including elements of how the work outside and inside the class should be balanced]

Course Learning Outcomes

[List Course Learning Outcome (CLOs). These may be mandated by the department and/or accrediting body. All CLO's should be measurable and generally answer the question: What should your students learn or be able to do as a result of participating successfully in your course? Identify modes of thinking and transferrable skills when possible.]

Assessments/Assignments

[Include all graded course assignments, exams, homework, projects, etc. Describe each graded component in enough detail that students reading will have a general understanding of the amount of and type of work required. If you assess student on class participation, include clear criterion on how student participation will be assessed. Sample assignment information and descriptions are below.]

Connecting Learning Outcomes and Assessments

[List each of your course assessments. ***Indicate how each assignment aligns with the learning outcomes.*** Example assessments include quizzes, exams, homework, projects, lab reports, presentations, and work accomplished by a group of students. See map item descriptions below]

Course Learning Outcomes	Assessments/ Assignments

Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

Course Policies and Guidelines

[Include any course or university policies that students need to be aware of. This is where you set expectations for student behavior as learners and as people. It is strongly suggested to include policies regarding academic integrity and late submission. Other policies may include student conduct, incomplete grades, withdrawal without penalty, confidentiality, or course communication. Sample policy categories and language are below.]

Academic Support and Resources

[Include resources available through the university that promote student success, such as student disability resources, academic support, and student services, you can include content and/or provide links to the information on the Fairmont State website]

Course Outline

[The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course's organization.]

Week #	Topic	Deliverable/Due Date
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

PSYC 2270 Common Syllabus Example

Summer 2021

THE SYLLABUS

Critical Information for Successful Students

SOCY 2270: INTRODUCTION TO SOCIAL WORK

Course Description

This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills, and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. This course emphasizes the value base of social work practice and its commitment to social and economic justice. PR: PSYC 1101 or SOCY 1110

What is inside?

Instructor Contact Information

Instructor: Janie M. Leary, PhD, MPH, CHES
Office: Room 126, Hardway Hall
Phone: 304-333-3630
Voice/Text: 304-627-1107
E-mail: Send through the course space
Office hours: Schedule an individual meeting at:
https://calendly.com/jleary2-1/meeting-with-dr-leary

Textbook & Course Materials

- Zastrow, C. (2016). Empowerment Series: Introduction to Social Work and Social Welfare: Empowering People. Nelson Education.
  - This textbook may be eligible through Cengage Unlimited. I am not familiar with the Cengage Unlimited option so you will have to check with that company's student-based customer service.
- Supplemental readings & related materials are online. Assignments and class projects require access to various web resources.

Technology Requirements

This course is offered asynchronously. Please read page 7 of this syllabus to better understand expectations related to taking a class through this delivery method. The other terms on page 7 provide you a more well-rounded understanding of various course delivery types.

Students are required to have access to the necessary technology to successfully complete the course. At a minimum, students are expected to have:

- a computer with stable internet access
- the ability to access and use Blackboard and other Internet resources
- the ability to upload and submit necessary assignments, exams/quizzes, and discussions
- the ability to view videos and/or video transcripts
- access and the ability to use Office 365 for completing the course assignments
  - Any additional course software will be available through a free download or the campus's library computers. The additional software will include a video tutorial or written instructions on how to use it for the course assignment.

Students who do not have a computer may want to use the library's computer resources.

- Students are responsible for arranging their schedule around the library's hours of operation.
- Students are also responsible for meeting any requirements related to being on campus and/or using library resources.

Tech Support

The university's Tech Commons provides excellent assistance. Their contact information and hours can be found at https://www.fairmontstate.edu/it/tech-commons

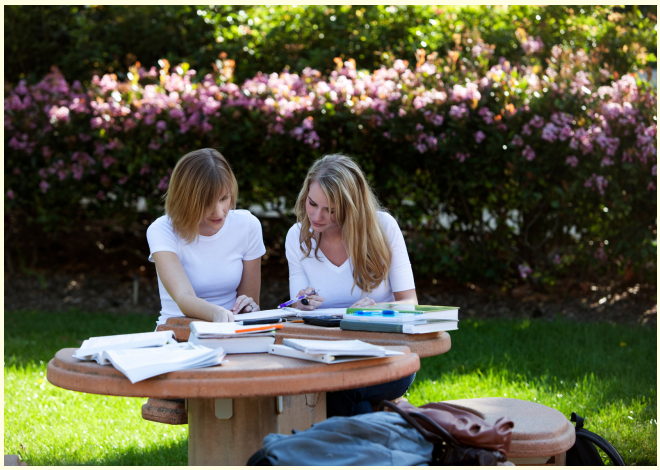
Course Learning Outcomes

Upon completion of the course, students will be able to:

1. Describe the history and role of the social work profession.
2. Evaluate the strengths and limitations of the current social welfare system in terms of the functions of providing basic needs, protection of the vulnerable, treatment rehabilitation, protection of society.
3. Critically analyze major social fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health, and mental health services, child welfare, educational practices, services to the elderly, and corrections.
4. Critically analyze current debates, trends, and ethical issues in various fields of service presented in this course including the implications for social work practice and promoting social justice and social change.

Assessment Measures (percentage of course grade)

- **Exams & Quizzes (45%):** Students will complete a quiz for each chapter.
- **Critical Reflections (20%):** Students will submit three reflections connecting their experiences and future plans with the course material.
- **Agency Assessment (25%):** Students will research agencies related to an assigned social service/health issue. Students will then study one agency in more detail and report their findings.
- **Discussions & Homework (10%):** Students will participate in weekly discussions about the course material. Homework assignments will highlight key points from the course and allow students to study those topics in more detail.



Evaluation & Grading Scale

A = 540-600 points
B = 480-539 points
C = 420-479 points
D = 360-419 points
F = <360 points

Connecting Learner Outcomes & Assessment Measures

Course assessments have both direct and indirect connections to the course outcomes. Indirect assessments help students build the skills necessary to successfully complete the assessments directly connected to the course outcomes. ALL assignments have a purpose! Course Outcome One is measured through exams/quizzes and the agency assessment. Course Outcomes Two, Three, and Four are measured through exams/quizzes, critical reflections, and discussions.

Course Policies & Guidelines

Preparation

Prepare for each class session by completing the required readings BEFORE the first class in which the topic is discussed. Unscheduled reading assessments may be given at the instructor's discretion and will be posted in the course space.

Inclement Weather, Pandemic, etc.

If the university is closed or has a delayed opening, check the course space for lecture material. Quizzes, exams, and assignments are submitted electronically and the due dates will remain the same. Check the course space for the due dates and times.

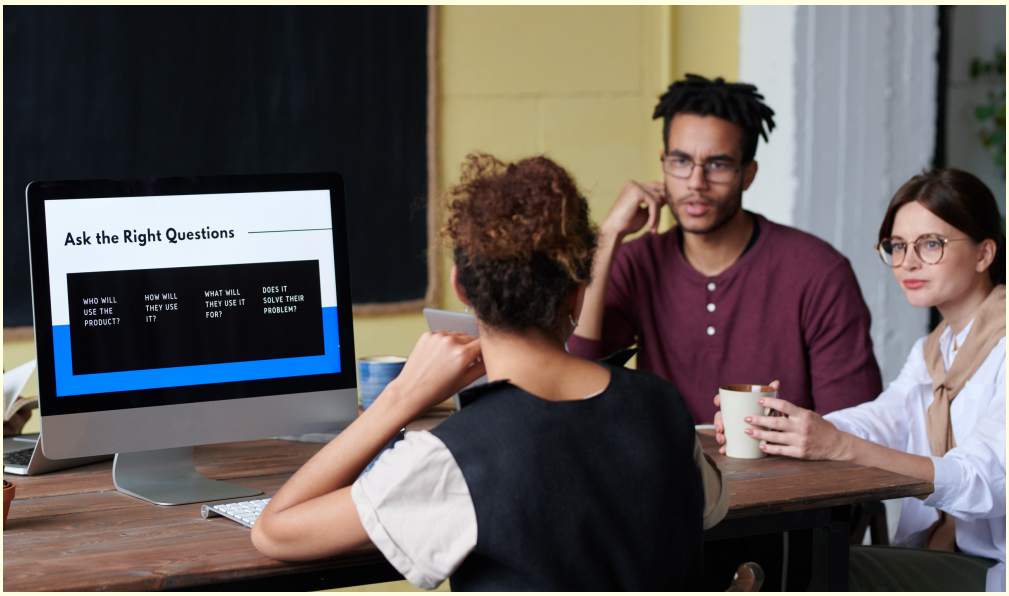
Attendance Policy

- Students are expected to access & use the course space at least 4 days each week.
- Course discussions are to include MEANINGFUL contributions. Simply agreeing with a post is not meaningful. Students are expected to extend/expand the conversation.
- Not engaging in the course negatively impacts your course grade.
- Students will conduct themselves in a professional manner. Remember that everyone comes from different backgrounds, each with their unique contributions to the world. Students do not have to agree with someone else but all communications will be respectful. Keep the following in mind:
  - Tone is difficult to show online.
  - Be clear in your communication (spelling, grammar, explanations, etc.)
  - Review discussion posts prior to clicking submit. If the text could appear combative or disrespectful to the reader, it needs work.
  - Do not wait until the last minute to participate in discussions and group projects. Your classmates are just as busy as you, do not leave them waiting.

Course Policies & Guidelines

Assignment Expectations

- All assignments are posted on the first day of the term. Students can access the courses through the course content section of Blackboard.
- Assignments, exams, quizzes, discussion postings, etc. are due by the posted due date/time. Late submissions will not be accepted.
- If students experience problems submitting an assignment through the course space, they are expected to email the completed assignment to the instructor (through Blackboard) by the posted due date/time.
- Students planning to travel (for school events, work, family activities) or have other activities that take place during the term are expected to plan ahead and submit any assignments, etc. by the due date/time. Late submissions will not be accepted.
- Students experiencing extreme hardships are expected to contact the instructor immediately.



Communication with the Instructor

- Students are expected to contact the instructor immediately if they have questions about the course material or if they are dealing with life situations that negatively impact their work in the course.
- Page 2 of the syllabus provides multiple ways to contact the instructor. The instructor will respond within 36 hours during the week and within 72 hours on the weekend. Students are expected to keep the response frame in mind when submitting questions about assignments.
    - All assignments/exams/quizzes are posted on the first day of the term. Waiting until the last minute to ask a question or seek help may result in a response after the due date/time. This does not constitute an extension on the due date/time- make sure to plan ahead!
    - If students encounter problems using the course space, they are expected to contact IT and provide the following information: Screenshot of any error messages; The name of the Internet browser and the type of technology being used; Any information about their internet connection, weather issues, other; and information that may help IT resolve the problem.
    - Make sure to copy the instructor on the email so they are aware of the situation.

Course Outline & Due Dates

Classes begin May 3, 2021 and end July 29, 2021

Due 5/10/2021, 8:00 pm
- Reflection #1
- Chapter 2: Social Work as a Profession
  - Reading Assignment & Quiz
- Discussion
- Review Agency Assessments

Due 5/17/2021, 8:00 pm
- Chapter 3: Generalist Social Work Practice
  - Reading Assignment & Quiz
- Chapter 4: Poverty and Public Welfare
  - Reading Assignment & Quiz
- Discussion

Due 5/24/2021, 8:00 pm
- Chapter 5: Emotional/Behavioral Problems
  - Reading Assignment & Quiz
- Discussion

Due 5/31/2021, 8:00 pm
- Agency Assessment, Part One
- Review Agency Assessment, Part Two

Due 6/7/2021, 8:00 pm
- Chapter 6: Family Problems & Services
  - Reading Assignment & Quiz
- Chapter 7: Sexual Orientation, Gender Identity, & Services to LGBTQ Individuals
  - Reading Assignment & Quiz
- Discussion

Due 6/14/2021, 8:00 pm
- Chapter 8: Drug Abuse & Drug Treatment
  - Reading Assignment & Quiz
- Discussion

Due 6/21/2021, 8:00 pm
- Chapter 9: Crime, Juvenile Delinquency, & Corrections
  - Reading Assignment & Quiz
- Chapter 10: Problems in Education & School Social Work
  - Reading Assignment & Quiz
- Discussion

Due 6/28/2021, 8:00 pm
- Reflection #2
- Chapter 11: Work-Related Problems & Social Work in the Workplace
  - Reading Assignment & Quiz
- Discussion

Due 7/5/2021, 8:00 pm
- Chapter 12: Racism, Ethnocentrism, & Strategies for Advancing Social & Economic Justice
  - Reading Assignment & Quiz
- Chapter 13: Sexism & Efforts for Achieving Equality
  - Reading Assignment & Quiz
- Discussion

Due 7/12/2021, 8:00 pm
- Chapter 14: Aging & Gerontological Services
  - Reading Assignment & Quiz
- Discussion

Due 7/19/2021, 8:00 pm
- Chapter 15: Health Problems & Medical Social Services
  - Reading Assignment & Quiz
- Chapter 16: Physical & Mental Disabilities & Rehabilitation
  - Reading Assignment & Quiz
- Discussion

Due 7/26/2021, 8:00 pm
- Chapter 17: Overpopulation, Misuse of the Environment, and Family Planning
  - Reading Assignment & Quiz
- Discussion

Due 29/2021, 8:00 pm
- Reflection #3
- Agency Assessment, Part Two

Course Delivery

Asynchronous Courses

Asynchronous courses do not have set meeting days/times and require that you have reliable access to the internet. You are STRONGLY encouraged to download all materials (readings, assignment instructions, etc.) to a hard drive and/or external drive (such as a flash drive) on the first day of the class. Doing so will ensure you have access to the material even if there is a problem with connectivity or the course space. You are expected to log into the course space regularly (check with the professor for expectations about frequency). While you may have more freedom when you work on the course material, you are still required to meet due dates/times for all assignments, exams/quizzes, discussions, etc.

If you are experiencing problems accessing the course space, notify the professor immediately and include details of the problem. Stating, "I cannot open a file" is not detailed. At a minimum, include the course prefix and number as well as the following:

- Browser used
- Type of internet (dial-up, etc.)
- Any local weather issues
- Computer/laptop/phone/tablet information and type
- Exactly what is happening, such as no sound, black screen, etc.

Remember you will usually be referred to the university's tech support since many problems are related to connectivity, student passwords, etc. If you are notifying the professor about a problem submitting an assignment, ATTACH your completed assignment to the email you send explaining the problem. Not notifying the professor in a timely fashion of a problem (or not attaching the completed assignment, if the problem is related to a submission) may result in a zero for an assignment.

Face-to-Face Sessions

Face-to-face courses (F2F) are courses where students and professors gather on specific days/times. While expectations may vary by class/professor, you are expected to follow the following general guidelines:

- Be on time for class. It is rude to everyone to walk into class late. Allow enough time to find a parking space and walk to the classroom. This may mean that you have to get to campus an hour or more before class.
- Silence all technology. If you are expecting an important call, notify the professor before class, and leave the room to take the call/text. "Hiding" your technology in your lap does not fool anyone and is rude.
- Be prepared. This includes reading the assigned material BEFORE the class and being ready to discuss the material with the professor and classmates. Bring any materials/technology necessary for that course (including a fully charged battery and a power cord!).
- Keep in mind that portions of the course may require students to log into the course's online space. You are responsible for following the professor's instructions.

Virtual-Synchronous and Hybrid Courses

These terms may mean a number of course delivery methods. It is important to understand what is expected of EACH CLASS. Generally, a virtual-synchronous course meets over the internet on specific days/times. It is much like a F2F course, except that it meets over the internet. Hybrid courses may meet F2F, virtually on specific days/time, or a combination of both. The professor will notify you of the delivery method(s) and related details. Hybrid courses include some level of F2F/virtual synchronous delivery and asynchronous delivery. You are responsible for following the professor's instructions for accessing each delivery method.

Academic Support & Resources

Fairmont State University provides university-wide expectations on the following issues:

- Academic Integrity
- Accessibility Services
- Assessment, Surveys & Course Evaluations
- Attendance
- Social Justice
- and other important statements.

Please see the university's main page for detailed information:

https://www.fairmontstate.edu/academicaffairs/syllabus-statements

Student Policies (https://wvnet.softchalkcloud.com/lesson/serve/WCqoipmRAUxltj/html)
Visit the link below for additional policies related to:

- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Late Policies
- Netiquette
- Course Access and Duration
- Withdraw/Dropping a Course
- Downloading Content

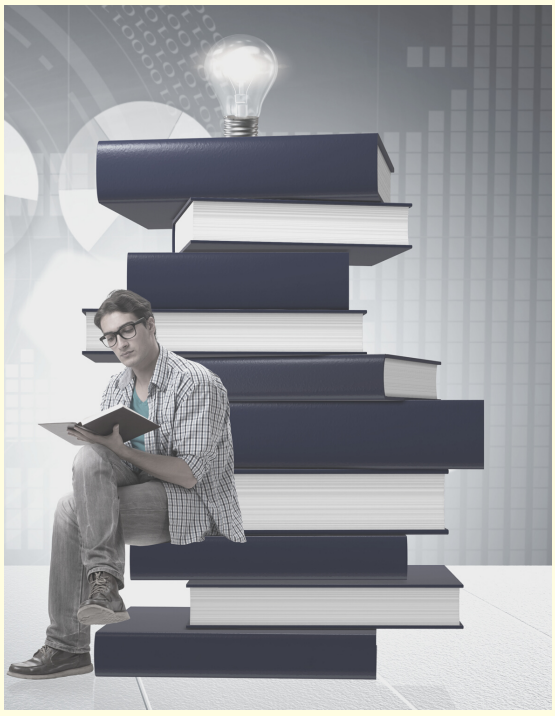
Characteristics of a Successful Student
Whether you are completing courses face-to-face, virtual-synchronously, or asynchronously, read the information at the following link.

https://www.fairmontstate.edu/academics/distancelearning/successful-student

Highlighted Student Services

The LEAD Center offers a variety of resources to students, including peer and professional tutoring, workshops, peer mentoring, and more.
https://www.fairmontstate.edu/academics/lead-center

The Department of Counseling, Health, & Accessibility is here to serve students by providing care for physical and mental health, as well as accessibility needs and collegiate recovery.
https://www.fairmontstate.edu/studentservices/wellness



Senate Proclamation Honoring Departing Colleagues

A Proclamation from the Faculty Senate of Fairmont State University
Honoring the Services of Departing Faculty Members:
Dr. Daniel Eichenbaum, Dr. John O'Connor, Dr. Samuel Spears and Elizabeth Wotring-Nelson

WHEREAS, Dr. Daniel Eichenbaum has been of outstanding service to Fairmont State University, its students and the Fairmont Community for nearly a decade as an Associate Professor of Music, having served on Faculty Senate and numerous University committees; has been honored by the Fairmont Arts and Humanities Commission; is well-known and respected for his innovation and collaboration; is the founder of the West Fork Music Festival, a new music festival that brought nationally prominent artists to perform on our campus; and serves as a passionate advocate both for the arts and our profession; and,

WHEREAS, Dr. John O'Connor has been of long-standing and exemplary service to Fairmont State University and its students for over two decades as a Professor, Senior Level, of Theatre, having served on Faculty Senate and as the Senate's President, and on numerous University committees; has acted as sponsor for both the Masquers and Alpha Psi Omega; has presented respected papers at national conferences; has been honored by the Fairmont Arts and Humanities Commission; has directed and acted in myriad productions with both Masquers and Town and Gown Theatre and with West Virginia Public Theatre; has in the person of Dr. Zero supplied the Master of Ceremonies and judged the annual Haiku Death Match for many years; and serves as an excellent example to junior faculty and as a staunch defender of higher education; and,

WHEREAS, Dr. Sam Spears has been of outstanding service to Fairmont State University, its students, and the Fairmont Community for ten years as an Associate Professor of Music, having coaxed sweet and lucid notes from students, colleagues, and community members with inspiring energy; has served as the Director of University Choirs and Ensembles; has directed the Fairmont State Community Chorus; has served as chair of the Faculty Welfare Committee; is a charter member of Maestro Vocale and varied, notable vocal performance groups of both state and national prominence, and has served as a soloist with the West Virginia Symphony; and whose teaching has had influence upon singers of all generations; and,

WHEREAS, Elizabeth Wotring-Nelson has been of outstanding service to Fairmont State University, its students, and the Fairmont Community for 12 years as an adjunct and full-time instructor of Theatre and vocal coach; has served as an instructor with Fairmont State's Academy for the Arts; has directed and vocal coached numerous productions with both Masquers and Town and Gown Theatre, and has been a driving force in Oakland Maryland's Theatre on the Lake; and has influenced the lives of hundreds of students in a caring and nurturing way; and,

WHEREAS, these individuals have been of great service to their profession, have served as role models of collegial behavior, have worked diligently to support and grow the performing arts in North Central West Virginia, and served as mentors to thousands of students, and through their talents and demeanors have greatly improved the cultural life of the region.

THEREFORE, BE IT KNOWN THAT We, the Faculty Senate of Fairmont State University, deeply appreciate your service to our profession, your dedication to your students, and your passionate achievements for the performing arts, and extend to you our deepest gratitude and best fortune in your future endeavors.

Signed this 26 Day of April, 2021.

Charles A. Shields
Charles A. Shields
President
Fairmont State University Faculty Senate

Donna J. Long
Donna J. Long
Vice President
Fairmont State University Faculty Senate