

Note: Beginning Fall 2013, all course applications reviewed in ECAS by CAQC will be submitted using the new online CIM (Course Inventory Management) System. See links and instructions at the end of this document.

Curriculum & Academic Quality Committee (CAQC) Expectations for Course Applications and Syllabi

Learning Outcomes should be stated in the form of articulating what students will be able to do upon completion of the course, e.g.

Upon successful completion of this course, students will be able to:

1. Critically evaluate the relationship between XXXXX and YYYYYYY
2. Apply the principles of XXXXXXXXXXXXXXXX to analyzing YYYYYYYYYY
3. Demonstrate ability to articulate a persuasive argument in a clearly written essay
4. etc.

Higher level courses should reflect higher order outcomes, per Blooms' taxonomy. Check that the learning outcomes on the course application and those on the syllabus match.

Bloom's Taxonomy of Cognitive Domains as Revised by Anderson and Krathwohl

Lower Order to Higher Order Cognitive Processes

| <i>Cognitive Domains of Bloom's Taxonomy as Revised by Anderson and Krathwohl</i> | <i>Definition of Cognitive Processes and a Sample of Associated Verbs</i> |
|---|--|
| Create | Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure. Create, Design, Formulate, Revise |
| Evaluate | Make judgments based on criteria and standards. Evaluate, Judge, Defend, Critique |
| Analyze | Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. Estimate, Differentiate, Compare, Plan, Analyze |
| Apply | Carry out or use a procedure in a given situation. Construct, Implement, Apply, Demonstrate |
| Understand | Construct meaning from instructional messages, including oral, written, and graphic communication. Explain, Summarize, Understand, Discuss, Describe |
| Remember | Retrieve relevant knowledge from long-term memory. Identify, Describe, Design, Recall, State |

Course number:

If you are adding a new course, changing a course number, or dropping a course please check Banner first to confirm that the action will not affect Potomac State or WVUIT. Directions for how to do that are at the end of this document. If another campus is involved, check with Joan Gorham on how to proceed.

Course Title:

There is a 30-character limit to course titles as they are posted to transcripts and as they appear in the Schedule of Courses. The formal title can be longer but Banner only accepts 30 characters. The "full title" (that will appear in the catalog description) does not need to be abbreviated. If it is longer than 30 characters, you will need to enter a "Transcript Title" that fits within 30 characters, including spaces e.g. "Prof Ethics Forensic Science" rather than "Professional Ethics of Forensic Science."

Catalog Description

The catalog description box will allow 60 words.

Curriculum Based Rationale

Be attentive to crafting this in regard to the place of the course in the curriculum, where it fits in addressing the program learning outcomes. Not "because it's an interesting topic" or "because this course has been taught three times as Special Topics."

Syllabus:

Grading--It is confusing for students to translate among percentages, points, and letter grades in calculating how they are doing in a course (e.g., there are two papers, each worth 25% of the grade. The papers are evaluated 90-100%, 89-80%, etc. If I get 84% on one paper and 92% on the second paper, how does that translate to 50% of my grade?). We strongly recommend you be as straightforward as possible.

e.g.

The final grade is based on 1000 points
 250 points (25%) for the first paper
 250 points (25%) for the second paper
 100 points (10%) for participation
 200 points (20%) for homework
 200 points (20%) for the final exam

900-1000 = A

800-899 = B etc

Grading Scale for papers

225-250 = A This is an outstanding essay that includes. . .

200-224 = B This is a very good essay . . .

etc.

[see the syllabus sample at <http://docs.facultysenate.wvu.edu/GEC/CpE480.pdf> for an example of articulating A, B, C, D project qualities and expectations]

Participation

90-100 points = A [describe metrics]

80-89 points = B [describe metrics]

etc.

Homework

180-200 = A [describe metrics]

etc.

This is not to say grading must use a point system. But, it should be clearly described.

Below are two other areas related to expectations and grading that frequently elicit a request for revisions:

Class Participation: Describe the metrics to be used to evaluate this component if applicable. It is particularly important if participation counts for $\geq 10\%$ of the total points or 1 letter grade. A statement such as "meaningful involvement in class discussions" is insufficient if students do not know how they are being evaluated and do not receive feedback. Participation evaluation should provide for students' hesitance should there be an issue with speech/accent or reticence.

Attendance: Describe the metrics to be used to evaluate this component if applicable. Please keep in mind provisions for 1) participation in official WVU activities, and 2) day(s) of special concern. The Faculty Senate's "Statement on Student Attendance" is below.

See the Faculty Senate website <http://facultysenate.wvu.edu/> for requirements and advice. In particular, the following links: Curriculum Committee; GECO (General Education Curriculum Oversight) Committee; Code of Conduct.

Recommended syllabus statements <http://facultysenate.wvu.edu/curriculum-dev>
Academic Integrity Statement <http://facultysenate.wvu.edu/r/download/15702>

The former "Social Justice Statement" has been replaced by an "Inclusivity Statement" (approved by Faculty Senate 2.11.13, then revised again in ~April 2013)

Inclusivity statement <http://facultysenate.wvu.edu/r/download/155054>

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>

(These links are on the GECO site)

If you include a weblink, be sure to test it to check it is current and active.

**Approved by Faculty Senate: May 10, 1999
February 12, 2001 (* modified)**

STATEMENT ON STUDENT ATTENDANCE

IMPORTANCE OF CLASS ATTENDANCE: At West Virginia University, class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize students' grades or even their ability to continue in their courses.

There is a strong correlation between regular class attendance and academic success. Faculty are strongly encouraged to require attendance in all 100-level classes. (*)

ATTENDANCE POLICIES: Instructors must set attendance policies that are appropriate for the goals and instructional strategies of their courses. Instructors may include attendance records in determining the final course grade. All attendance policies that affect students' grades must be announced in writing within the first week of class. Moreover, instructors are responsible for keeping accurate enrollment records, and for keeping accurate attendance records when attendance is used in grading. Attendance policies thought to violate the statement on student attendance should first be discussed with the instructor, then with the department chair, and finally the college dean, if necessary.

CLASS ABSENCES: Students who are absent from class for any reason are responsible for all missed work and for contacting their instructors promptly, unless the instructors' policies require otherwise. However, instructors cannot require documentation of student illness from any medical provider as part of an attendance policy, since medical conditions are confidential and frequently not verifiable.

MAKE-UP EXAMINATIONS: Students absent from regularly scheduled examinations because of authorized University activities will have the opportunity to take them at an alternate time. Such make-up examinations should be of comparable difficulty to the original examination.

Students in courses with regularly scheduled evening examinations shall have the opportunity to make up these examinations if they miss them in order to attend a regularly scheduled class that meets at the same time. Such make-up examinations should be of comparable difficulty to the original examination.

Attendance at a regularly scheduled evening examination will not excuse a student from a regularly scheduled class that meets at the same time as the examination.

DAYS OF SPECIAL CONCERN: Instructors are urged not to schedule examinations or field trips on "Days of Special Concern" that are identified in the Schedule of Courses.

Guidelines for Absences Due to Military Service Requirement Faculty Senate February 11, 2013

In accordance with the "Veteran Friendly" designation, WVU faculty may allow students who are members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students' ability to appropriately master the required subject matter. Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

Proposed Class Absence Due to Military Service

West Virginia University is a "Veteran Friendly" institution and as such recognizes its obligations to students who serve in the US military. Although there is a university expectation that all students attend all of their classes, the choice to serve in the military should not negatively impede academic progress and faculty members should be responsive to the needs of our students who choose to serve in the military. The WVU community has many students who serve in the National Guard or Active Reserve. As an institution, WVU recognizes that there are times when Armed Forces students need to miss class (normally for up to three weeks) due to call-ups for military service during a semester.

This section outlines the guidelines and the appropriate steps to follow should a student be obligated to miss class due to official military service requirements.

Prior to entering into an agreement with the student regarding the missed coursework due to a proposed absence associated with military obligations, the faculty member must first evaluate if the absence timing and/or duration imposes an inability to complete the course successfully.

Should the faculty member determine that missing classes and the associated work for the duration of the absence would negatively impact grades or the likelihood of a successful course completion, the student should meet with his or her advisor immediately to determine the appropriate course of action.

Should the faculty member and the student agree that special accommodations and flexibility could provide the opportunity for the student to successfully complete the course, a written agreement between the student and the faculty member will be finalized that incorporates a formal student plan of action. Once an agreed upon student plan of action is in place, if the plan is followed, students will not be penalized for absences due to a military service requirement.

The plan of action may require that all course requirements be completed within the semester of the absence, or may permit that an incomplete grade be issued for the semester of the absence, with stipulated and agreed upon subsequent completion dates and requirements for the student.

If the student and faculty member are unable to reach a resolution, the student may then approach an academic advisor, the department chair, and the dean for further discussion and guidance.

Students are responsible for:

- a. Notifying faculty members of such circumstances as far in advance as possible;
- b. Providing documentation to the course instructor, vetted by the Veterans Advocate office, to verify the reason for the absence;
- c. Furnishing the time and date of the planned absence to the faculty.
- d. Completing all course requirements and meeting the agreed upon plan of action.

Instructors are responsible for:

- a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
- b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.
- c. Developing a plan with the student to complete the required course work for a letter grade.

Submitting course applications using CIM

NEW COURSE

the link for CIM is - <https://futurecatalog.wvu.edu/courseadmin/>

Get in using Master ID

Click the "Propose New Course" box

Fill in the course application

Attach syllabus

You can "save changes" while in progress

Click "save and submit" when you are ready to submit

COURSE CHANGE/ALTERATION (No longer a distinction between these)

the link for CIM is - <https://futurecatalog.wvu.edu/courseadmin/>

Get in using Master ID

Type the course designator and number (e.g. POLS 102) in the box and click "search"

The course information will come up

Click the "edit course" box

Make the changes

Attach syllabus

Click confirm

Follow screen commands thro to submission

DELETE

the link for CIM is - <https://futurecatalog.wvu.edu/courseadmin/>

Get in using Master ID

Type "FIS 286" in the box and click "search"

FIS 286 will come up

Click the "deactivate" box

A screen will come up to fill in effective term and reason for deactivation

Click confirm

Follow screen commands thro to submission

The Chair of the department/program curriculum committee will receive an e-mail that the application has been submitted for approval. When he/she approves, the department chair will receive an e-mail for approval. Then it will come to me for ECAS CAQC. If there is no department/program undergrad curriculum committee in the routing chain, the path is directly from initiator to chair.

To see who is in the routing chain for CIM:

Follow the first three steps of the New Course instructions above.

Under the "Edit Course" tab click "Preview Workload."

The "e-mail" names are those who get notifications that an application is in the queue for review. The subset names are those with file access for review.

If changes are warranted, notify Suzy Slaughter. I expect there will be a process identified for updating at some point.

Checking availability of the course number in Banner:

If you are adding a new course, changing a course number, or dropping a course please check Banner first to confirm that the action will not affect Potomac State or WVUIT and that the new number you wish to use is available. If you are in CIM, you will see the campus information (item labeled "campus requesting course" shows which campuses are approved for the course) and be prompted if a course number on a new course application is already in use. This is how to check these things prior to getting into CIM:

Go to SCACRSE in Banner.

If the course comes up it will indicate which campuses use it. If the course does not come up (such as in checking availability of a new course number) then that number is available. For example, in SCACRSE enter Subject: HIST Course:152 Term: [current term; e.g. 201201] and click "next block." You'll see HIST 152 is an active course at WVU, PSC, & WVUIT.

You might also want to look up the course in SSASECQ. That will tell you when it's been offered. For example, enter just the descriptor (HIST) and number (152); put "T%" or "P%" in the section box and it will pull up only Tech or Potomac State courses. Tech courses have a T in the section number. Potomac State courses have a P. If you see that Tech, for example, has an active number but the course was last taught in 2002 you might contact the program there to see if it's really a part of the curriculum or if they've just not cleaned house lately and are fine with the/a drop.

If a course is active on one or both branch campuses, contact the department there to reconcile and attach their endorsement to the course application.

SCADETL will give you the catalog description ("course text" tab).