

West Virginia University
The Student Assembly - Student Government Association
Assembly Resolution: AR-2025-02-02

**AN ASSEMBLY RESOLUTION TO ESTABLISH GPA REQUIREMENTS
FOR TEACHING ASSISTANT COURSES**

Short Title: Establish a GPA requirement for TAs

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**Sponsor(s): Daniel Madden, College Senator (Chambers)
Andrew Indomenico, Senator
Lilly Henson, College Senator (Eberly)
Matthew Olivero, President Pro Tempore
Logan Lipkovitch, College Senator (CAHS)
Sydney Fleece, College Senator (Chambers)
Molly Meeker, Senator
Elise Vuiller, Senator**

Contributor(s): Clara Lowe

Committee Endorsement: Academic Affairs

First Reading Date: 2/5/2025

Second Reading Date: 02/12/2025

Date of Approval: 02/12/2025

Presidential Signature: 

Whereas, the West Virginia University mission statement reads, “As a land-grant institution, the faculty, staff, and students at West Virginia University commit to creating a diverse and inclusive culture that advances education;”¹ and,

¹ [WVU Mission Statement](#)

Whereas, the West Virginia University Student Government Association (SGA) vision statement reads, "To be a Student Government Association that serves the students, West Virginia University, and the State of West Virginia by...developing innovative partnerships with students, faculty, staff, and other key stakeholders;"² and,

Whereas, the Student Government Association is a student advocacy group; and,

Whereas, the WVU policy states that all undergraduate teaching assistants must be graded on the pass-fail system³; and,

Whereas, the grade of P does not affect the student's grade point average. However, a grade of F would lower the student's grade point average; and,

Whereas, from the online course catalog, departments and programs may request normal grading for experiential courses or add P/F to non-experiential courses through the appropriate approval process;³ and,

Whereas, from the online course catalog, departments and programs either offer very few low-cost sections of 490 Teaching Practicum or none at all; and,

Whereas, West Virginia University offered 14 letter-graded 490 Teaching Practicum courses, while there are 8 graded on a case-by-case basis across a variety of majors during the Spring 2025 semester;⁴ and,

Whereas, Clara Lowe presented to the SGA Assembly on October 23rd, 2024 highlighting these facts and student grievances;⁵ and,

Whereas, undergraduate teaching assistants are unpaid for their services; and,

Whereas, West Virginia University Graduate teaching assistants receive GPA credit for their Teaching Practicum courses; and,

Whereas, the grievances of the students featured in Clara Lowe's presentation showcase the university's inconsistencies on P/F and GPA pursuant credits across

² [SGA Bylaws 2024-2025](#)

³ [Pass/Fail Grading Policy](#)

⁴ See Appendix A

⁵ See Appendix B

undergraduate majors, undergraduate colleges, and graduate students⁶; and,

Whereas, an open grading policy that allows flexibility based on course workload and student needs would promote fairness, ensure a manageable workload for Teaching Assistants, foster collaboration between professors and Teaching Assistants, and enhance transparency; and,

Whereas, Clara Lowe conducted research which found that 37 undergraduate teaching assistants supported receiving GPA pursuant credits for their 490 Teaching Practicum courses;⁷ and,

Whereas, research conducted by Clara Lowe found that 31 professors across multiple colleges support undergraduate TAs receiving GPA pursuant credits, and another 20 agreed that the policy needed to change but, wanted an official proposal before signing; and,

Whereas, the Student Government Association is committed to supporting West Virginia University Teaching Assistants access to a fair and legitimate course assessment using GPA credits; and,

Therefore, be it resolved by the Student Assembly of West Virginia University:

Section 1: SGA supports the removal of the West Virginia University policy of pass/fail Teaching Practicum courses; and,

Section 2: SGA supports the establishment of an open policy where grading can be based on the needs of the class, the amount of work, and can be discussed between each individual TA and professor;⁸ and,

Section 3: SGA supports a university-wide change of 490 Teaching Practicum syllabuses to incorporate a grading system for GPA credit⁹; and,

Section 4: SGA recognizes the need for low-cost 490 Teaching Practicum sections; and,

⁶ See Appendix C

⁷ See Appendix C

⁸ See Appendix D

⁹ See Appendix E

Section 5: Upon passage and approval, this legislation shall be forwarded to:

Mandates:

University President Gordon E. Gee

G. Corey Farris, Dean of Students

Dr. Thanh Le, Director, Student Engagement and Leadership (Advisor)

Paul Kreider, Interim Provost and Vice President for Academic Affairs

Amanda DeBastiani, Assistant Vice President for Academic Planning and implementation

Louis Slimak, Associate Provost for Curriculum and Assessment

Daily Athenaeum

Charlie Long, Student Body President

Abigail Browning, Student Body Vice President

Haley Orcutt, Executive Secretary

Appendix A– List of Various 490 Teaching Practicum Courses

This is a list compiled from a comprehensive search of WVU Star describing the 490 teaching practicum courses of various majors. The courses were separated into two groups, examples of the normal GPA pursuant letter grade systems and examples of the not specified/case-by-case basis courses. Some of these majors have several sections, and this list is from the entire university, not only Eberly College of Arts and Science. This list was made from the current fall 2024 and the next spring 2025 semesters. The not specified sections state to contact the professor for a grade system.

Spring 2025 WVU Star 490 sections for undergraduate TAs

*AGBI 490	Letter Grade
*AGEE 490	Contracted
Business BCOR 490	Letter Grade
Chem 490	Not specified
CDFS (child development) 490	Letter Grade
COMM 490	Not Specified
Comp Sci 490	Not Specified
COUN (computer science) 490	Not Specified
*C + I (curriculum and instruction) 490	Letter Grade
Dance 490	Letter Grade
Dental Hygiene 490	Letter Grade
ECON 490	Letter Grade
English 490	Not specified
Environment soil and water science 490	Letter Grade
*Honors 490	Letter Grade
HORT 490 (horticulture)	Letter Grade
Nutrition and Food Science HN&F 490	Letter Grade
ID 490 Interior design	Not specified
Landscape architecture LARC 490	Not specified
Plant science PISC 490	Letter Grade
Psych 490	Letter Grade
*Physics 490	Letter Grade

Total: 14 letter graded courses and 8 on a case by case basis.

4 have been noted with the asterisk (*) to show majors which offer courses to train TAs

Fall 2024 WVU Star 490 sections for undergraduate TAs

AFCS 490 Agriculture, Forestry & Cnsmr Sci	Not Specified
*AGEE 490 Agriculture & Extension Edu	Letter Grade
Agriculture & Resource Econ ARE 490	Not Specified
Agriculture Natural Res & Dsg ANRD	Not specified
Animal and Veterinary Science A&VS	Letter Grade

Appendix B– Clara Lowe’s Speech to SGA Assembly

Hello, everyone; I wanted to first thank the student government for allowing me to speak at this open forum. I came here tonight to discuss the WVU policy, which states that all undergraduate TAs must be graded on the pass-fail system. From the actual catalog available online, the relevant description states, "In most cases, experiential education courses (e.g., standalone service-learning courses, internships, teaching practicum) are offered Pass/Fail. However, departments and programs may request normal grading for experiential courses or add P/F courses to major requirements by following the appropriate approval process. Students should be aware that some schools, scholarship committees, and honorary societies do not find work taken on a non-graded basis (Pass/Fail) acceptable. Employers may view non-graded (Pass/Fail) coursework unfavorably. All students, especially those without a declared major, should be very cautious when using the P/F option. The grade of P does not affect the student's grade point average. However, a grade of F will lower the student's grade point average."

The first problem is that the faculty is unclear on the rules dictating the grading policy of undergraduate TAs. Some believe it is an Eberly policy, and some believe it is University policy; some faculty believe it's a strict rule, while others know of the approval process to get GPA pursuant letter grading to their TAs. Because the faculty and professors are unclear on this policy, students are left with unanswered questions and unfair treatment across the board. The first item I have provided for the SGA member tonight is a comprehensive list of the fall 2024 and spring 2025 semesters showing offered sections across all university majors of the teaching practicum 490 course. The course students take to get credit for being a TA. These courses were separated into two groups; highlighted in blue are examples of the normal GPA pursuant to letter grade systems, and highlighted in yellow are examples of non-specified/ or case-by-case 490 courses. Some of these majors have several sections, and this list is from the entire university, not only Eberly College of Arts and Science. Overall, there are 14 letter-graded courses and eight case-by-case courses offered this upcoming spring, as well as 17 letter-graded courses and 9 case-by-case basis courses over these two semesters. If there is a policy that says that all undergraduate TAs must be graded pass/fail, it's understandable that university policies have reasoning and logic behind them, and there is very little that can be done for students to change that. However, this is not being treated as a policy; some TAs get credit, some don't, but all TAs are expected to complete work and pay for the credit hours to get nothing in return. This is unfair, and something needs to change so that all students willing to take TA are treated fairly.

The second problem with this policy is that it is a blanket policy which is unfair for students. I believe that undergraduate TAs should be able to receive a GPA pursuant to letter grades for the Teaching Practicum 490 course. In just a week of discussing this with my fellow undergraduate TAs and professors, a need for change was made clear.

I have gathered 37 signatures of undergraduate TAs and students who were asked to be TAs, all of which agreed that the policy was unfair. Some stated that it's simply unfair between sections of 490 and most agreed that there should be an available GPA incentive, even a small one given to those who dedicate their time and money to bettering the educational experience of their fellow students. A survey sent out to all students or all undergraduate TAs would surely find more students agreeing that 490 should be able to increase their GPA; this list of 37 is simply the students I could speak to in person. I have also spoken to 31 professors from across Eberly College who agree that the undergraduate TAs should receive GPA pursuant credits. Another 20 faculty and professors agreed that the policy needed to change but that they wanted to see the official proposed language before agreeing. One Faculty member who supported GPA credit for TAs that I would like to point out in particular is Dr. Gay Stewart, the head of the WVU Center for Excellence in STEM Education and a professor of Physics and Astronomy. Teachers need TAs. Every year, they complain about needing help in the classroom, and this is how to get people to sign up to be a TA.

Some testimonials that were sent to me by people unable to attend this meeting include the following:

Some direct quotes and student testimonials include the following statements:

"My name is Renee Wigal and I am currently a senior in the Forensic and Investigative Sciences major. I am a current Teaching Assistant for the Forensic Photography course. In this course I attend two labs per week, grade several lab reports weekly, and when I have time in my schedule, I help proctor exams. I spend time setting up for the lab, before the scheduled

lab time. As a TA in this course, it is graded by pass/fail, even though on top of taking time to grade, set up, and proctor, I also submit assignments to be graded on. I was under the assumption that all TAs at this university were under a pass/fail grading scale for the teaching practicum course. When finding out some students get actual grades for the teaching practicum course, I felt as if I was getting cheated. Pass/fail does not impact GPA, even in a positive manner. As I work very hard, outside of scheduled class times, on top of my degree pursuant credits, and on top of working part-time, I feel as if it is not fair that I only receive a pass for my hard work while others can improve their GPA by being a TA. This is something that should be not only told to the TAs on campus but should be uniform on campus."

"Even a .01 increase in GPA would be greatly appreciated, we do a lot for the university and it's unfair to get nothing in return."

"Don't make me pay for courses that do not help me."

"I get it, being a TA is about the experience, but I will prioritize classes that give me a GPA boost and experience. Jobs look at GPA before they decide to even read the rest of a resume and let you explain your experiences. Us undergraduate TAs NEED GPA for job applications, to apply for scholarships, awards, and even higher degrees like medical school or a master's program. Why spend my time teaching other students when I can dedicate myself to a class that will increase my GPA."

"Not every Ta is created equal, and this should be reflected in our grades. There should not be a blanket policy of all pass/fail; even a case-by-case discussion between professors and TAs would make more sense."

And it's that last quote that stuck with me. I can only speak about my personal experience as a TA for the honors college versus as a TA in my forensic examination major. One argument the faculty has for keeping 490 classes as pass/fail is that there is no way to create a universal syllabus, and the exceptions to this rule are majors that offer training to become a TA. I took a course in my freshmen year to become an honors mentor, which is treated differently than being a TA but includes running courses, grading work, and understanding university resources and policies to help students in my class. Because I took this course to become an honors college mentor, I got to know the head of the honors college foundations program, Dr. Ashley Watts, and she asked me to TA the course, which teaches students how to be mentors the next semester. I was not trained to be a TA; I simply needed consent from the professor and the availability to attend the class and help with grading. This was a 3-hour-a-week commitment for me; I was given two credit hours on the letter grade system and had a clear syllabus evaluating my work as a TA. Now that I am a senior, a professor within my major has asked me to TA next semester. This would be more of a 10-hour-a-week commitment; my major offers no courses or training to be a TA, and the 490 section would be one credit graded on the pass/fail system. For a TA experience in my major, I am expected to pay \$878 dollars per credit hour as an out-of-state student; I am doing much more work; I am directly running lab sections and assignments meanwhile TAing for the honors college the professor led the class while I was simply there, and there is no major specific syllabus and no training offered. If you're going to bar student TAs from receiving a letter grade due to a lack of syllabus or training, use the syllabus that is already being used at WVU or offer the classes to train TAs. Not every TA's experience is the same, so why is there a blanket policy? Why can't it be an open policy where grading can be based on the needs of the class, and the amount of work, and can be discussed between each individual TA and professor?

Another argument for a letter grade system is if you grade a TA pass/fail, they will only give passing work. If you put it on the letter grade system, you get TAs who excel. Instead of a TA that simply grades, a TA that answers emails, leads classes, gives detailed feedback on every assignment, runs tutoring or office hours, keeps the students engaged in class, all of these are extra things a TA can do if they are dedicated. The dedicated TAs dedicate their time to the experiences that also increase GPA.

And why do we need SGA? Because we are not being taken seriously by ourselves. When questions were raised with the professors, the professors were confused if this was university or Eberly's policy. Some professors thought this was a strict rule, while others didn't. When questions were brought to the Eberly dean of academic affairs, the response was students are too focused on GPA, the letter grading for 490 wouldn't help TAs that much, and the 490 classes are graded pass/fail

because they operate like the internships in several majors. There is clearly confusion in the faculty about this, which leaves students stranded with unanswered questions, confusion, and unfair treatment. We have to focus on GPA because recruiters and those who review applications will give 30 seconds to each resume; they look at GPA before deciding to move on to anything else, so of course, we worry about GPA. Even a little incentive would help our GPAs and make the experience more worth it and better for both undergraduate TAs and professors.

The pass/fail system as a whole is unfair. How can failing a pass/fail hurt our GPA while passing does nothing? And if GPA can not be an incentive, why do we have to pay full credits for TA classes and internships? To use the internship example from the dean, I paid \$6,492 dollars for tuition alone to get credit from the university for completing my unpaid internship, an experience required for me to graduate. If you're going to charge 6,000 plus dollars for an experience and can't rationalize giving even a small GPA boost, the least you can do is offer a low-cost section of these experience courses. Otherwise, students are forced to siphon money for no educational boost to help the teachers they love run their classes. Thank you for the opportunity to speak and I would like to take this time to answer any questions the members of SGA or gallery have.

Appendix C– Undergraduate Teaching Assistants' Testimonials

Some direct quotes and student testimonials include the following statements:

“My name is Renee Wigal and I am currently a senior in the Forensic and Investigative Sciences major. I am a current Teaching Assistant for the Forensic Photography course. In this course I attend two labs per week, grade several lab reports weekly, and when I have time in my schedule, I help proctor exams. I spend time setting up for the lab, before the scheduled lab time. As a TA in this course, it is graded by pass/fail, even though on top of taking time to grade, set up, and proctor, I also submit assignments to be graded on. I was under the assumption that all TAs at this university were under a pass/fail grading scale for the teaching practicum course. When finding out some students get actual grades for the teaching practicum course, I felt as if I was getting cheated. Pass/fail does not impact GPA, even in a positive manner. As I work very hard, outside of scheduled class times, on top of my degree pursuant credits, and on top of working part-time, I feel as if it is not fair that I only receive a pass for my hard work while others can improve their GPA by being a TA. This is something that should be not only told to the TAs on campus but should be uniform on campus.”

“If it's going to be an Eberly or university policy fine, I can understand that but as the policy stands it is unclear and unfair to students.”

“Even a .01 increase in GPA would be greatly appreciated, we do a lot for the university and it's unfair to get nothing in return.”

“Don't make me pay for courses that do not help me.”

“Why should a 1 credit hour 5 hour weekly commitment (speaking about Dance 490) be graded as GPA boosting letter graded TAs meanwhile I teach the hard sciences and get nothing? It's unfair and a little insulting that I'm getting treated worse.”

“I get it, being a TA is about the experience, but I will prioritize classes that give me a GPA boost and experience. Jobs look at GPA before they decide to even read the rest of a resume and let you explain your experiences. Us undergraduate TAs NEED GPA for job applications, to apply for scholarships, awards, and even higher degrees like medical school or a master's program. Why spend my time teaching other students when I can dedicate myself to a class that will increase my GPA.”

“Every semester teachers complain that they need help, and there are students ready to help and fully qualified who get nothing out of helping. You are not able to staff TAs because they are doing things to increase their GPAs. Even a little incentive would go a long way.”

“Not every Ta is created equal, and this should be reflected in our grades. There should not be a blanket policy of all pass/fail, even a case-by-case discussion between professors and TAs would make more sense.”

“It's unfair and students aren't being taken seriously when raising concerns”¹

Appendix D– WVU Contract Course Policy

What Does Contracting a Course Mean?

In a course contract, an Honors Foundations student chooses one of their non-Honors courses and works with their instructor to create a deep and meaningful educational experience to make the course count for Honors Foundations credit.

Course contracts can be created for any course (100 level and above) are taught by instructors holding a terminal degree. If a student wishes to contract a course taught by a graduate student, they need to work with the supervising faculty member of that graduate student. Students need to receive approval from both the instructor and the Honors College prior to starting to work on a contract.

Why Contract a Course?

Students may choose to contract a course because they cannot find an Honors Foundations course they are interested in that fits the rest of their schedule. Students may also choose to contract a course because the topic is of particular interest to them.

Appendix E– 490 Teaching Practicum Syllabus (GPA Pursuant)

Fall Syllabus | 2024

Overview of Course Assignments

****Subject to Change****

Class Attendance (400 possible points)

You are strongly encouraged to discuss course content and are expected to participate in activities during class. Attendance is extremely important in order to do well in this class. The WVU Catalog contains the full [Attendance Policy](#).

Campus Read Quiz (50 possible points)

To ensure mentors are prepared to grade Summer Reading Assignments, a quiz about the Campus Read will be administered via eCampus.

Adherence to Mentor Duties and Responsibilities (50 possible points)

The duties and responsibilities listed under the course objectives on page 1 fall under this assignment. It is very important to be prepared to teach every HONR 102 class and grade assignments in a timely fashion. Mentors will be asked around week 4 to submit the name of students who may benefit from extra support through the *Early Alert Program*. Mentors will also maintain up-to-date grades to report mid-term grades. All assignments must be graded and recorded in eCampus within a week of the assignment due date.

Teaching Plan and Mid-Term Reflection with co-mentor (100 possible points)

Teaching Plan: You and your co-mentor* will work together to develop a teaching plan for your shared class. How do you and your co-mentor want to work together and share responsibilities for the course? Decide on the “tone” of the class environment and how you both will work together to carry out a positive and welcoming class environment. Consider your Gallup strengths and how you strengths will work well with your co-mentor. This plan should be no longer than 2 pages, double spaced. You may write the paper together and each mentor will submit the teaching plan via eCampus, with both names on the completed assignment. (The instructor will receive two copies of the same paper.) *If you do not have a co-mentor, you may submit this assignment individually. (50 points)

Mid-Term Reflection: Week 8 is the midpoint for HONR 102. You will write a reflection about how the class is going so far and any ideas or plans to improve the class for the remaining 8 weeks of class. This paper should be no longer than 2 pages, double spaced. This assignment must be completed individually. (50 points)

Final Paper (50 possible points)

Your final paper should be two pages in length and should discuss your semester experience as a mentor. This assignment must be completed individually. You should reflect on the following topics in your paper:

1. Your overall experience
2. Your experience working with a co-mentor
3. Your impact on your students and how they also impacted you
4. What you have learned about yourself from this experience.

Final Grade Sheet in eCampus (50 possible points)

Final grades for your students must be reported to the HONR 102 Instructor of Record. Grades should be kept up to date in the grade center in eCampus. All assignments must be graded and recorded in eCampus within a week of the assignment due date. If a student earns a grade of "F" for the course, you must submit to the Instructor of Record the reason they earned a failing grade.

Grading Scale

A	B	C	D	F
700-642	641-570	569-483	482-410	<410

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University [Academic Standards Policy](#). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Academic Standards Policy, including Academic Dishonesty

The WVU Catalog contains the full [Undergraduate Academic Standards Policy](#) and [Graduate Academic and Professional Standards Policy](#).

- [Resources for Faculty and Students for Reporting and Appealing Violations of Academic Standards](#)

Adverse Weather Statement

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. [adopted 9-8-2014]

Appropriate Use of Technology Statement

Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the

class and constitute a violation of the [WVU Student Conduct Code](#) and could potentially result in a referral to the Office of Student Rights and Responsibilities. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU's [Academic Integrity](#) policy.

Artificial Intelligence Syllabus Statement

Artificial intelligence (AI) tools that can create and develop academic content are not allowed unless permission is given by an instructor. Students must receive instructor permission prior to utilizing AI tools. Unauthorized use of AI tools may result in academic dishonesty charges.

Note: Additional example statements that clearly allow or disallow the use of AI can be [found on the TLC Artificial Intelligence Syllabus Statements webpage](#). We highly encourage having a conversation with students early in the semester to articulate expectations, especially if some tools are acceptable and others are not (e.g., Grammarly).

Attendance Policy

The WVU Catalog contains the full [Attendance Policy](#).

Campus Safety Statement

The WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training - both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the [WVU Police](#) webpage, in particular the content under the [Active Shooter](#) training program. Students are also encouraged to report any suspicious behaviors on campus using the [Report a Threat](#) portion of the webpage. Additional materials on campus safety prepared by WVU Police, including special safety tips and training, will also be provided on our eCampus page. [adopted 10-2-17]

Notice of Class Recording Policy

Meetings of a course at West Virginia University (WVU), whether online or in-person, may be recorded by the instructor or institution. Recordings are not guaranteed, and are intended to supplement the planned class session. Recordings may be shared by the instructor or institution in accordance with WVU Rules and policies, which may include, but is not limited to, sharing with students, assistants, guest lecturers, and co-facilitators. The recordings are owned by and contain intellectual property of WVU. The recordings may not be shared, copied, reproduced, redistributed, transferred, or disseminated in any form or by any means without the prior written consent of authorized officials of WVU. Students seeking a recording for reasons of academic accommodation must contact WVU's Office of Accessibility Services.

Inclusivity Statement

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 your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](#).

More information is available at the [Division of Diversity, Equity, and Inclusion](#) website as well. [adopted 2-11-2013]

Incomplete Policy

The WVU Catalog contains the full [Incomplete Policy](#).

Mental Health Statement - Main Campus *

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Counseling and Psychological Services (CCCPS) website: <https://carruth.wvu.edu/>.

- If you are in need of crisis services, call the CCCPS main number 24/7: (304) 293-4431.

Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.

[A longer version of this optional statement](#) is available for reference.

Sale of Course Material Statement

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the [Student Conduct Code](#). [adopted 5-11-2015]

Sexual Misconduct Statement

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Rule 1.6](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](#).

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For students at WVU-Beckley, contact the [Women's Resource Center](#) at 304-255-1585 (toll free at 1-888-825-7836) or [REACH](#) at 304-340-3676. For students at WVU-Keyser, contact the WVU-Keyser [Psychological Counseling Services Office](#) at 304-788-6976, and locally in Keyser, the [Family Crisis Center](#), 304-788-6061 or 1-800-698-1240 (24-hour hotline).

For more information, please consult [WVU's Title IX Office](https://titleix.wvu.edu/resources-offices) (<https://titleix.wvu.edu/resources-offices>).

Student Evaluation of Instruction Statement

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor. [adopted 4-14-2008]

HONR 490: Fall Semester Week by Week

Class	Topic	Due
Class 0	Training and Preparation for HONR 102	Due
(Mentor Training)	Assist with Honors Day of Service <i>Assignment: Teaching Plan</i>	
Class 1	Check-In	
August 23	Introductions, Syllabus Review Reflection of Honors Day of Service and Welcome Week	
Class 2	Your Erroneous Zones Discussion Training	Due
August 30	Your Erroneous Zones Discussion Prompts	Campus Read Quiz Teaching Plan
Class 3	Academic Integrity Training	Due
September 6	Academic Integrity Training	
Class 4	Your Erroneous Zones Discussion Training	
September 13	Your Erroneous Zones Discussion Prompts	
Class 5	Your Erroneous Zones Discussion Training	
September 20	Your Erroneous Zones Discussion Prompts	
Class 6	Your Erroneous Zones Discussion Training	
September 27	Your Erroneous Zones Discussion Prompts	
Class 7	Your Erroneous Zones Discussion Training	Due
October 4	Your Erroneous Zones Discussion Prompts	Submit mid-term grades
Class 8	Fall Break	Due
October 11	No class	
Class 9	Check-In	Due
October 18		Mid-Term Paper Due
Class 10	Check-In	Due
October 25		
Class 11	Check-in	Due
November 1		
Class 12	Check-In	Due
November 8		
Class 13	Check-In	Due
November 15		
Class 14	Check-in	Due

November 22		
Class 15	Thanksgiving Break	Due
November 29	No class	
Class 16	Check-in	Due
December 6		Final Paper Grade Sheet

Syllabus Contract

I have read this syllabus and acknowledge that it is a contract that outlines my responsibilities in this class. I understand what is expected of me, and I intend to fulfill my portion of the work in order to get the most out of this class.

I have read the Academic Integrity Statement, the Classroom Etiquette Statement, and WVU's Social Justice/Disability Statement. I will abide by the standards outlined in these statements.

I agree to serve as a co-mentor for the Fall 2024 semester and teach HONR 102 to the best of my ability, following the WVU Student Code of Conduct and the Honors College Student Handbook.

I understand the assignments and grading policies of the class and agree to follow the class policies. I will NOT make any adjustments to my course in eCampus. If it is necessary to make adjustments, I will check with Dr. Watts first.

By reading this statement, I affirm my understanding of this syllabus and my agreement with its content.

Appendix F– Example Of A Contracted Course Syllabus

Experiential Learning Sample Syllabus

A. Basic Information

- 1) **Semester:**
- 2) **Discipline:**
- 3) **Course Number:**
- 4) **Number of credits:**
- 5) **Instructor Name:**
- 6) **Instructor Email:**
- 7) **Instructor Office:**

B. Short Answer

Please use this template to describe how this course will meet the requirements for Honors College EXCEL program experiential learning.

- 1) **Project goals**

Please describe the work that you will do this semester toward your Honors EXCEL project. Here, work is defined as reading, writing, thinking, doing or creating. Include an estimate of how much time each task will take, either weekly or over the course of the semester. Note that for 1 credit, you should work 3 hours a week on your project, or ~45 hours over the semester.

2) **Learning objectives**

Please describe what you hope to learn from this course. This may include new background information, theories or frameworks, skills or personal traits that you hope to develop.

3) **Class meetings**

Please describe how often and how long you will meet with the instructor of this course to discuss your progress. While there is no maximum number of meetings, plan to meet once a month at a minimum. If your instructor is not your project mentor, please explain how you will communicate with your mentor and instructor separately.

C. Additional Requirements

The Honors EXCEL program requires each of the following in a course that is used for experiential learning. These assignments are intended build connections between the student's Honors EXCEL project and the knowledge and skills developed in and around academic settings. **Please describe how you will complete these requirements.**

1) **Reflective writing**

Reflective writing can be the home to a variety of ways of thinking through your experience, but the common thread is that writing is a way of thinking in that it encourages you to flesh out your basic thoughts into sentences and paragraphs. You may use this space to reflect on your experience, evaluate your own performance, think through new issues or document the things you encounter through your experience. **It is important to remember that this is a professional journal that will be read by others:** keep the tone comparatively formal and the content professional.

In the space below, please outline the format, expected content (questions you hope to answer, etc.) and frequency of your journals.

2) **Portfolio of documents or data**

Your portfolio will be a unique creation, just as each project is a unique experience. Your portfolio is created for your use. It may include samples of your work or prototypical ideas for a new design. It may be a research notebook where you note your processes and collect data. Your portfolio should demonstrate your knowledge and skills, as well as provide evidence of the work that you have done toward your Honors EXCEL project.

In the space below, please outline the types of documents or data that you

expect to collect and the frequency with which they will be reviewed and assessed by your project mentor or instructor.

3) **Summative report**

Your summative report can take many formats, including a thorough literature review, a progress report, a technical report or a research paper. The summative report is distinct from your portfolio of documents in that it should put your documents or data into a scholarly context. While there is no maximum length for this report, the minimum length is five substantive pages (~1500 words). You may substitute the summative report with a formal presentation of at least 20 minutes to an audience appropriate to your project.

In the space below, please outline the format, proposed length and due date of your summative report.

4) **Supervisor review**

Project mentors should provide both a narrative review and a final grade. In some cases, mentors or community partners may provide that information to the instructor who will enter the grade. In the space below, please outline how each piece above will be assessed and how those pieces will contribute to your final grade. When in doubt, give as many details as necessary to clearly explain how the final grade will be determined. If needed, please attach another page.

***Additional policies and procedures:** Work completed in this course is subject to the rules and regulations set forth by West Virginia University. [For information regarding Academic Integrity, Academic Dishonesty, Accessibility, Inclusivity and other relevant policies, please see the website here.](#)*