



Academic and Student Affairs Committee Meeting

June 12, 2024 | 11 a.m.

Conference Center, Brad D. Smith Foundation Hall



June 2024 Academic and Student Affairs Committee Meeting

AGENDA

11 a.m.

Academic and Student Affairs Committee

Kathy D'Antoni, Chair

Action Items

Approval of Updated Board of Governors
Rule No. SA-1 - Student Rights and
Responsibilities 4

*H. Toney Stroud, Chief Legal Officer / Vice President for
Strategic Initiatives and Corporate Relations*

Approval of Degree Addition: Bachelor of
Science in Specialty Agriculture 25

*Avi Mukherjee, Provost and Senior Vice President for
Academic Affairs*

Approval of Degree Addition: Bachelor of
Science in Political Science 66

*Avi Mukherjee, Provost and Senior Vice President for
Academic Affairs*

Information Items

Committee Annual Activity Calendar 71

*Avi Mukherjee, Provost and Senior Vice President for
Academic Affairs*

Provost Report

*Avi Mukherjee, Provost and Senior Vice President for
Academic Affairs*

Academic Affairs Update

*Avi Mukherjee, Provost and Senior Vice President
for Academic Affairs*

Intercultural and Student Affairs Update

*Marcie Simms, Vice President for Intercultural and
Student Affairs*

Annual Institutional Review of Graduate
Medical Education 72

*Paulette Wehner, Vice Dean for Graduate Medical
Education and Designated Institutional Official*

Beyond the Classroom: Unlocking the
Power of Co-Curricular Transcripts 111

Tiffany Hartman, Assistant Dean of Student Life

General Education Task Force: Progress 123

Lunch

Lunch will be provided from Noon to 1 p.m.

**Marshall University Board of Governors
Meeting of June 12, 2024**

ITEM: Approval of Updated Board of Governors Rule No. SA-1 - Student Rights and Responsibilities

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED RESOLUTION: *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the updated Board of Governors Rule No. SA-1 – Student Rights and Responsibilities, to include a research misconduct policy and to update the weapons policy.

STAFF MEMBER: H. Toney Stroud
Chief Legal Officer / Vice President for Strategic Initiatives and Corporate Relations

BACKGROUND:

This rule establishes the policies, rules and regulations regarding student rights, responsibilities and conduct at Marshall University.

The rule is being amended to include the addition of a research misconduct policy and to update the weapons policy to reflect the Campus Carry legislation.

Upon approval of this resolution, this Rule will be posted at <https://www.marshall.edu/policies/> and a comment period will open and remain open until 5:00pm on July 24, 2024. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. If no substantive comments are received, the policy will be considered approved in its current form with an effective date of the end of the comment period.

Comments should be sent via email to: commentstorpap@marshall.edu.

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. SA-1

STUDENT RIGHTS AND RESPONSIBILITIES

General.

- 1.1. Scope: Policies, rules and regulations regarding student rights, responsibilities and conduct at Marshall University.
- 1.2. Statutory References:
- 1.3. Passage Date: TBD
- 1.4. Effective Date: TBD
- 1.5. Background: Replaces Board of Trustees Series No. 57 which was transferred by the Higher Education Policy Commission to the University boards of governors. This policy was previously numbered as MUBOG Policy No. 14. This policy was completely revised to combine SA-1 and SA-3 into one policy. The policy is being amended to require mandatory reporting of certain Student Conduct violations and clarifies other conduct issues.

Purpose.

- 2.1. Purpose - The purpose of these policies, rules and regulations includes, but is not limited to, the following:
 - 2.1.1 To establish a general policy on student life, including a statement on student rights and responsibilities, at Marshall University.
 - 2.1.2 To identify behavioral expectations of students and certain prohibited acts by students at Marshall University.
 - 2.1.3 To prescribe penalties and sanctions for such prohibited conduct
 - 2.1.4 To define generally the powers, authority and duties to be exercised under the control of the Board of Governors, by the president and officials of Marshall University in applying these policies, rules and regulations.
 - 2.1.5 To prescribe disciplinary actions and proceedings to be taken in cases of the violations of these policies, rules and regulations.

Definitions.

- 3.1. Activity - All or any operations conducted, sponsored, promoted, operated or otherwise engaged in by the University, including, by way of illustration and not as limitation of the foregoing, classroom and course activities, recreational and cultural programs, maintenance or building programs, committee or other business activity, registration, advising, teaching, admissions, placement, disciplinary or routine office activity, research or service.
- 3.2. Advisor. Any person intended to assist the Respondent during the disciplinary process, including but not limited to, a Student Advisor, faculty member, attorney or other person. Unless otherwise indicated by the Respondent, in writing, the Advisor shall be provided a copy of all materials provided to the Respondent.

- 3.3. Board of Governors. The Marshall University Board of Governors.
- 3.4. Campus. All the property and facilities of any institution serving as the locus in quo of any activity of the University.
- 3.5. Faculty. Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who hold academic rank.
- 3.6. President. The chief executive officer of the University, whatever the title, whether responsible directly to the Board of Governors or through some other officer to the Board of Governors and shall include all those acting for or on behalf of such chief executive officer, at or by his discretion, or at or by the direction of the Board of Governors.
- 3.7. Staff. Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who are not members of the faculty.
- 3.8. Student. Any persons taking courses at or from Marshall University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend educational institutions other than Marshall University and who reside in Marshall University residence halls or utilize Marshall University facilities or services for the purpose of pursuing studies at those institutions. For the purposes of this policy, persons who have been admitted to Marshall University, but are not officially registered for a particular term, and/or who have a right to, or expectation of, a continuing or future student relationship with Marshall University are considered "students." A person shall be considered a student during any break or holiday period that occurs during a term in which that person is registered or between terms for which that person registers. A person shall be considered a student while suspended from the institution, or while the person is attending or participating in any activity preparatory to the beginning of a term, including, but not limited to, athletic training, orientation, placement testing, and residence hall check-in. A person is considered a student after the awarding of a degree or certificate for the purposes of addressing any conduct alleged to have occurred during any of the times set forth in this definition.
- 3.9. Student Organizations. Any group of persons who have complied with formal requirements for provisional or full recognition as a student organization at Marshall University, including social fraternities and sororities, and organizations whose recognition has been suspended.
- 3.10. University. Any or all of the branches or divisions thereof, over which the Board of Governors shall have authority, responsibility or control.
- 3.11. University Property. All the land, buildings, facilities, and other property including intellectual and virtual property, owned, used, leased or controlled by Marshall University, including adjacent streets and sidewalks. This includes all University campuses and facilities. University property also includes computers and network systems owned, maintained or controlled by the University or funded by University budgets or designated by the campus as subject to these policies.

Policies Regarding Student Rights and Responsibilities.

- 4.1. The submission of an application for admission to the University represents an optional and voluntary decision on the part of the prospective student to partake of the program and privileges offered by the University pursuant to the policies, rules and regulations of the Board of Governors and the University. Institutional approval of that application, in turn, represents the extension of a right or privilege to join the University community and to remain a part of it so long as the student fulfills the academic and the behavioral expectations that are set forth in the policies, rules and regulations of the Board of Governors and the University.
- 4.2. Freedom of expression and assembly - The student enjoys the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms, the student has certain rights and responsibilities, including, but not limited to, the following:
 - 4.2.1 To have access to campus resources and facilities;
 - 4.2.2 To espouse causes;
 - 4.2.3 To inquire, discuss, listen to and evaluate;
 - 4.2.4 To listen to any person through the invitation of organizations recognized by the University;
 - 4.2.5 To have a free and independent student press which adheres to the canons of responsible journalism;
 - 4.2.6 To not violate the rights of others in matters of expressions and assembly; and
 - 4.2.7 To abide by policies, rules and regulations of the Board of Governors and the University and federal, state, and local statutes and ordinances pertaining to freedom of expression and assembly.
- 4.3. Freedom of association - Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes comport with the educational mission of the University.
- 4.4. Right to privacy – Students are generally entitled to the same safe-guards of the rights and freedoms of citizenship as are afforded those outside the academic community, including, but not limited to, the following:
 - 4.4.1 Respect for privacy, including freedom from unreasonable and unauthorized searches of student living quarters;
 - 4.4.2 Confidentiality of academic and disciplinary records; and
 - 4.4.3 Legitimate evaluations made from student records.
- 4.5. Responsibilities of citizenship - A student is expected, as are all citizens, to respect, and abide by, local ordinances and state and federal statutes, both on and off the campus. As a member of the University community, a student is expected to abide by the University's code of student conduct which clarifies those behavioral standards considered essential to its educational mission.
- 4.6. Disciplinary proceedings - Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions

guaranteeing due process of law as are applicable to them. In all disciplinary proceedings, the student shall be considered not responsible until proven responsible.

- 4.7. The President or his designee shall have authority to promulgate rules and regulations, consistent with the policies of the Board of Governors.
- 4.8. The Code of Student Rights and Responsibilities and the Student Conduct System are subject to change and amendment. Marshall University's student-based system gives students maximum opportunities to participate in the formulation of policies concerning student conduct and in the adjudication of cases arising under conduct policies. Maintenance of discipline and preservation of community standards are the concerns of all students, faculty, staff, and administration. All members of the University community will be provided with appropriate opportunities for representation and involvement in the development, revision, and maintenance of the Code of Student Rights and Responsibilities. All changes made shall take effect immediately following approval by the Student Conduct and Welfare Committee, the Faculty Senate, and the President of the University.

Student Code of Conduct

- 5.1. Conduct required in general - All students at the University are subject to, and are required to comply with, observe, and obey the following:
 - 5.1.1 The laws of the United States;
 - 5.1.2 The laws of the State of West Virginia;
 - 5.1.3 Local city, county and municipal ordinances;
 - 5.1.4 The policies, rules and regulations of the Higher Education Policy Commission, the Board of Governors and the University; and
 - 5.1.5 The directions and orders of the officers, faculty and staff of the University who are charged with the administration of University affairs on campus.
- 5.2. Expectations for Student Conduct -- The following standards and sanctions express the University's expectations for student conduct and are essential to the University's educational mission. Participation by students in activities that violate the standards, including the prescribed behaviors listed under each standard, may result in referral to the Office of Student Conduct or to another University office responsible for examining and upholding standards of conduct, in accordance with the due process guarantees and procedures defined in this Policy and in the Administrative Procedures associated with this Policy. Additionally, all employees of Marshall University must report alleged violations involving direct threats of physical harm, any type of physical injury, hazing, drugs and/or alcohol, weapons, or acts of discrimination or harassment to the Office of Student Conduct or to another University office responsible for examining and upholding standards of conduct.
 - 5.2.1. **Standard 1:** Marshall University students and student groups observe the highest principles of honesty and integrity and support a campus environment conducive to trust and scholarship. Disciplinary action

for academic misconduct will, in most cases, be the responsibility of the academic unit in which the misconduct occurred. Should a student be unsure whether their action(s) constitute academic misconduct, it is that student's responsibility to consult with the instructor or other University official to clarify any ambiguities. Violations of this standard include but are not limited to:

- 5.2.1.1 Unauthorized taking or possession of academic records, University documents, academic documents, or the academic work of others.
- 5.2.1.2 Unauthorized alteration of academic records, University documents, academic documents, or the academic work of others.
- 5.2.1.3 Furnishing false information to the University by forgery, alteration, or misuse of documents with the intent to deceive.
- 5.2.1.4 Furnishing to a University office or official a written or oral statement known to be false.
- 5.2.1.5 Falsification, distortion, or misrepresentation of information before a University judicial officer, hearing panel, or grievance board.
- 5.2.1.6 Plagiarism: use or close imitation of the ideas, data, language, or thoughts of another without appropriate acknowledgment done with the intent to deceive or with disregard for proper scholarly practice.
- 5.2.1.7 Cheating: seeking to gain unfair advantage by using or attempting to use unauthorized assistance, material, or time in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or time.
- 5.2.1.8 Research Misconduct: Non-compliance with all applicable laws, regulations, and contracts related to the conduct of research and sponsored program activities conducted at and/or approved by the University.
- 5.2.1.9 Complicity with others in violation of any of these standards.

5.2.2. **Standard 2:** Marshall University students and student groups respect and promote the health, safety, and welfare of all persons, including themselves. Students are expected to exhibit responsible behavior regardless of time or place. Violations of these standards include but are not limited to:

- 5.2.2.1 Physical or emotional/psychological abuse, including any attempt to cause injury or inflict pain; or causing injury or inflicting pain. Also causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. It is not a defense that the person, group, or organization against whom the physical abuse was directed consented to, or acquiesced to, the physical abuse.
- 5.2.2.2 Threats of physical violence against self or another person, including restraint.
- 5.2.2.3 Sexual assault, abuse, stalking or misconduct, including any sexual acts committed without the affirmative consent of the victim and any other violations of University policies regarding sexual harassment as

defined in and governed by the Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, And Retaliation, Board of Governors Policy, GA-1. Please refer to section 8.1.1. for more information regarding amnesty related to sexual misconduct.

- 5.2.2.4 Relationship Violence which causes physical harm or abuse, and threats of physical harm, restraint or abuse, arising out of a relationship as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1.
- 5.2.2.5 Possession, use, brandishing, or storage, while on University Property or at a University sponsored or supervised activity(ies), of any weapons, dangerous devices such as, but not limited to, any firearm, pellet gun, sling shot, fireworks, firecrackers or explosive devices, rifles, shotguns, ammunition, handguns, air guns, air rifles or air pistols, paint guns and BB guns, brass knuckles, realistic looking toy firearms, knives, or swords, and knives with a blade longer than four inches, other than ones used as kitchen tools. Provided that, nothing herein shall be construed as a violation of W. Va. Code § 18B-4-5b which permits those with a valid license to carry a concealed weapon in designated areas on the Marshall University campus as defined in University Policy, UPGA-12. and W.Va. Code § 61-7-14, 6a, which permits firearms to be locked or locked in a motor vehicle if the firearm is out of view
- 5.2.2.6 Possession or storage, while on University Property or at a University sponsored or supervised activity(ies), of any dangerous substances/chemicals such as gasoline or other combustible materials in an unauthorized container and/or area.
- 5.2.2.7 Fighting.
- 5.2.2.8 Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.
- 5.2.2.9 Intentionally initiating or causing to be initiated any false report, warning, or threat of impending fire, explosion, or any emergency.
- 5.2.2.10 Intentionally causing the evacuation of a University building for reasons known to be false.
- 5.2.2.11 Tampering with, misusing, abusing, or altering any safety equipment or devices, including but not limited to, fire extinguishers, elevators, emergency telephones, elevators, etc.
- 5.2.2.12 Hazing: means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons or causes another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education. The term includes, but is not limited to, any brutality

of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual or individuals, and includes any activity which would subject the individual or individuals to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual or individuals, or any willful destruction or removal of public or private property: Further, the implied or expressed consent or willingness of a person or persons to hazing shall not be a defense..

- 5.2.2.13 Intimidation: committing, conspiring to commit, or causing to be committed any act which would compel or deter another's actions through the threatened or actual use of force, coercion, or blackmail or engaging in an intentional course of behavior directed at a specific person, which frightens, or harasses.
- 5.2.2.14 Retaliation: means any adverse action taken against a person for making a good faith report of a violation of university policies, university rules, student rules, and/or the law, or for participating in any proceeding related to the investigation or resolution of such report. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation may be present even where there is a decision of "unsubstantiated," "insufficient information to substantiate," "not responsible," and/or "not guilty" on the allegations. Retaliation does not include good faith actions lawfully pursued in response to a report. Violation of an interim, remedial, or protective measure will be considered retaliation.
- 5.2.2.15 Operating a motor vehicle while under the influence of alcohol or any drugs.
- 5.2.2.16 Negligent Bodily Harm: Failure to exercise reasonable care, thereby causing bodily harm.
- 5.2.2.17 Throwing objects from or causing objects to fall from University buildings.
- 5.2.2.18 Interference with Emergency Services and procedures. This includes obstructing or hindering the maintenance, provision, or function of such emergency services as fire department, police department, security, first aid, or rescue; and obstructing or hindering emergency or practice evacuation or similar procedures announced for any building or facility.
- 5.2.2.19 Violation of University policies regarding smoking and tobacco use on University Property. *See* Policy No. UPGA-5 Tobacco Policy.
- 5.2.2.20 Violation of or failure to comply with any required safety measures or public health guidelines, directives, or laws, as promulgated or mandated by the University, city, state or federal officials, including but not limited to, the following requirements.

- 5.2.2.21.1. Failure to use Personal Protective Equipment (PPE), such as face masks and/or gloves as directed or required.
- 5.2.2.21.2. Failure to comply with social distancing directives and practices.
- 5.2.2.21.3. Failure to adhere to guidelines related to groups.
- 5.2.2.21.4. Failure to comply with residence and dining hall directives and practices.
- 5.2.2.21.5. Failure to comply with any safety directives or mandates.
- 5.2.2.21 Complicity with others in violation of this standard.

5.2.3. **Standard 3:** Marshall University students and student groups respect and honor the human rights, and dignity of other persons, groups, and organizations. Violations of this standard include but are not limited to:

- 5.2.3.1. Harassment/Bullying: Any action or behavior directed towards another person, including but not limited to, physical force or conduct, intimidation, stalking, hazing, or degradation that results in the intent or actuality to physically or mentally harm another person, which threatens or violates an individual's personal safety and/or well-being.
- 5.2.3.2. Cyber Bullying/Harassment: includes any language that can serve as a hindrance, interfere with another student's educational activity, or potentially result in another student feeling tormented, threatened, harassed, or humiliated, that is generated from the internet, interactive and digital technology, mobile phones or personal electronic devices regardless of origin network.
- 5.2.3.3. Nonconsensual disclosure of private intimate images, includes publishing, publicly displaying, distributing, delivering, circulating, or disseminating by any means, including, but not limited to, electronic transmission of private photograph, videotape, motion picture film, digital recording or any product of any mechanical or electronic recording process or devise that can preserve, for later viewing, a visual image to one or more persons other than those persons whom the person depicted understood would view the image at the time it was captured of private intimate images of a person's genitalia, pubic area, anus or female post-pubescent breasts. *See* W.Va. Code §61-8-28A.
- 5.2.3.4. Discrimination on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.
- 5.2.3.5. Commitment of any other violation in this code for the purposes of harassing and/or discriminating on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.
- 5.2.3.6. Complicity with others in violation of this standard.

5.2.4. **Standard 4:** Marshall University students and student groups uphold the mission of the University by protecting and preserving a campus environment consistent with the University's

educational and academic goals. Violations of this standard include, but are not limited to:

- 5.2.4.1 Unauthorized possession or use of drugs or narcotics. This includes any drug for which the required prescription has not been validly obtained.
- 5.2.4.2 Unauthorized possession or use of alcoholic beverages or beer, as defined by policies established by the University and its governing body.
- 5.2.4.3 Behavior that evinces underage consumption of alcohol.
- 5.2.4.4 Actual, attempted, or intended manufacture, cultivation, distribution and/or sale of drugs, narcotics or marijuana or other controlled substances.
- 5.2.4.5 Misbehavior at Sports Events, Concerts, or Social/Cultural Events. This includes, but is not limited to:
 - 5.2.4.5.1. Throwing of any article into a crowd or onto a playing field, court or stage.
 - 5.2.4.5.2. Bringing prohibited items onto University property or to any University sponsored events unless permitted by the appropriate University officials.
 - 5.2.4.5.3. Displaying at any sports or cultural event any unauthorized or obscene, offensive, or obstructive banner or sign.
 - 5.2.4.5.4. Inappropriate yelling at or harassment of performers, athletes, spectators or event staff.
 - 5.2.4.5.5. Violations of ~~the Conference USA~~ **athletic conference** rules and regulations governing spectator conduct.
- 5.2.4.6 Unauthorized animals on campus or other violation of the University's Animal Policy.
- 5.2.4.7 Disruptive or disorderly conduct; public intoxication or under the influence of controlled substances; disturbing the peace through noise, rowdiness, or pranks.
- 5.2.4.8 Obstructing or interfering with the orderly conduct of University affairs including teaching, research, administrative and disciplinary procedures, University sponsored elections, or any University-sponsored activity.
- 5.2.4.9 Obstructing the free flow of vehicular or pedestrian traffic on University Property.
- 5.2.4.10 Failure to comply with the lawful direction of University or other law enforcement officers, or University officials in the proper performance of their duties.
- 5.2.4.11 Intentionally fleeing from a University official or law enforcement officer when the person knows or reasonably should have known the University official or law enforcement officer is attempting to confront, arrest, or detain.
- 5.2.4.12 Failure to provide identification upon the request of a University official in the proper performance of their duties. A person identifies themselves by giving their name and complete address, substantiated by a current driver's license, voter registration card, or other official

documentation, and by stating truthfully whether or not they are a student or employee of the University.

- 5.2.4.13 Complicity with others in violation of this standard.

- 5.2.5. **Standard 5:** Marshall University students and student groups respect the property of others, and the property, facilities, equipment, and resources of the University. Violations of this standard include, but are not limited to:
 - 5.2.5.1. Defacement, damage, destruction, or interference with any property, property right, or service belonging to other persons, groups, or organizations.
 - 5.2.5.2. Theft or unauthorized possession of, or misuse of property belonging to other persons, groups, or organizations. This includes possessing, receiving, storing, using, moving, giving away, or selling of property known to have been wrongfully taken from the University or from any person or group.
 - 5.2.5.3. Theft or unauthorized use of, misuse of, or interference with services provided by or for other persons, groups, or organizations. This includes, but is not limited to, telephone services, credit services, mail services, tutoring services, photocopying services, and internet services.
 - 5.2.5.4. Attempted theft or unauthorized possession or use of, or misuse of, or interference with property or services provided by or for other persons, groups, or organizations.
 - 5.2.5.5. Negligent Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby causing damage, defacement, destruction, interference, theft, or loss of property belonging to the University or any person, group, or organization.
 - 5.2.5.6. Negligent Risk of Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby creating a risk of damage, defacement, destruction, interference, theft, or loss of property belonging to the University or any person, group or organization.
 - 5.2.5.7. Misuse of University Keys: The unauthorized duplication, attempted duplication, use, loan, possession, giving away, or selling of any key to any building, room, property, or facility owned or controlled by the University.
 - 5.2.5.8. Forcibly breaking into and/or entering, or attempting to break into, any building, room, property, locker, vehicle, or other facility.
 - 5.2.5.9. Misuse of computing networks, services, systems, or equipment, unauthorized accessing of accounts, all other provisions of the University's abuse policies for its information technology environment. This includes using a computer service to violate or aid in violation of any other provision of this code.
 - 5.2.5.10. Misuse of the internet, including viewing pornographic materials in a public location or on a university computer.

- 5.2.5.11. Unauthorized presence or improper use of the University buildings or facilities or trespassing at the University.
- 5.2.5.12. Using the Marshall University telephone system in an improper manner.

- 5.2.6. **Standard 6:** Marshall University students and student groups uphold the mission of the University by being responsible citizens. Marshall University students and student groups comply with the policies, procedures, and programs of the University, and obey all Federal, State, and local laws. Violations of this standard include but are not limited to:
 - 5.2.6.1 Gambling: including but not limited to participation in chain letters, games of chance, betting pools, and unauthorized raffles or lotteries.
 - 5.2.6.2 Scalping: selling tickets to University functions for any price higher than the price shown on the ticket or higher than the original price of the ticket.
 - 5.2.6.3 Violation of or failure to follow the policies or procedures for University fundraising, sales and/or solicitation.
 - 5.2.6.4 Violation of or failure to follow the policies or procedures for demonstrations and mass gatherings.
 - 5.2.6.5 Violations of Student Center, Facilities Scheduling, and Food Services policies and procedures as approved by the Student Conduct and Welfare Committee and/or the Student Center Governing Board.
 - 5.2.6.6 Passing worthless checks or failing to promptly redeem a worthless check submitted to any unit within the University.
 - 5.2.6.7 Violation of Federal, State, local, city, county, or municipal laws or ordinances.
 - 5.2.6.8 Violation of Board of Governors Policies not covered in this Code.
 - 5.2.6.9 Repeated or Multiple Violations, Violations of Probation, Medical Amnesty or Mediation Agreements.
 - 5.2.6.10 Failure to comply with a directive, order, or request issued by a duly constituted campus student conduct official, Title IX official, or hearing body.
 - 5.2.6.11 Failure to report to University officials a known or suspected violation of University policies.
 - 5.2.6.12 Failure to report a change of address to the Registrar.
 - 5.2.6.13 Complicity with others in violation of this standard.

- 5.2.7 **Standard 7:** Marshall University students and student groups uphold the mission of the University by protecting and preserving the educational environment of virtual classrooms consistent with the University's educational and academic goals. Violations of this standard include, but are not limited to:
 - 5.2.7.1 Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status, or any other legally protected characteristic or activity;

- 5.2.7.2 Bullying and/or cyberbullying;
- 5.2.7.3 Use of obscene, degrading, or profane language (written, verbal, pictures, drawings, audio, video);
- 5.2.7.4 Displaying pornography, nudity, or images of nudity
- 5.2.7.5 Committing lewd or sexual acts
- 5.2.7.6 Handling or displaying weapons, including toy or facsimile weapons
- 5.2.7.7 Any criminal or other illegal activity encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs or alcohol;
- 5.2.7.8 Illegal posting, distribution, upload or download of copyrights work of any kind;
- 5.2.7.9 Sharing assignments, questions/answers, or any other action that would violation any expectations or rules relative to academic honesty;
- 5.2.7.10 Posting personally identifiable information in any format other than via private message;
- 5.2.7.11 Indecent dress or disrobing;
- 5.2.7.12 Interference with the instructional audio or video; or
- 5.2.7.13 Use or display of illegal drugs, tobacco or tobacco products, or vaping devices.
- 5.2.7.14 Conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student, must be reported immediately to Student Conduct in order to assess whether the matter must be reported to local law enforcement.
- 5.2.7.15 Complicity with others in violation of this standard.

6.1 Violations of Housing and Residence Life policies as follows:

- 6.1.1. The Department of Housing and Residence Life, in conjunction with the Office of Student Conduct regulates the policies and procedures necessary to maintain the orderly function of campus residence halls.
- 6.1.2. By signing the “Residence Hall Contract,” the student agrees to respect and adhere to all policies and procedures pertaining to University housing and dining services as outlined in the “Residence Hall Contract” and “The Residence Hall Guide.”
- 6.1.3. Any university students that visit residence halls on campus are required to abide by the Department of Housing and Residence Life’s policies and procedures. Any university student or guest who violates policies and procedures may be subject to loss or restriction of residence hall visitation privileges as well as related financial restitution.
- 6.1.4. The Department of Housing and Residence Life’s policies are specific to the operation of residence halls and will be adjudicated within the Department with violations resulting in residence hall based sanctions. Provided that, residence hall incidents that involve suspected use or possession of drugs or alcohol, or any actions that could, under the Student Code of Conduct, result in suspension or expulsion, will be referred to the Office of Student Conduct for adjudication with

violations resulting in University based sanctions. In addition, residence hall incidents whose violations are defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1 will be adjudicated in accordance with that policy.

- 6.1.5. If a report of a violation also implicates any other violation(s) of the University's Code of Student Conduct, the Director of Student Conduct (Director) or their designee will evaluate all reported allegations to determine whether the allegation(s) and the alleged Code of Student Conduct violation(s) may be appropriately investigated together without unduly delaying the resolution of the violations. Where the Director determines that a single investigation is appropriate, the determination of responsibility for the violation of University policy will be evaluated under the applicable policy (i.e., the Housing and Residence Life Policy or the Student Code of Conduct), but the investigation and resolution will be conducted in accordance with the Student Disciplinary Procedures for violation of the Student Code of Conduct.
- 6.1.6. If a report of Prohibited Conduct, as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1 also implicates any other violation(s) of the University's Code of Student Conduct and/or Housing and Residence Life's policies, the Title IX Coordinator will evaluate all reported allegations to determine whether the alleged Prohibited Conduct and the alleged Code of Student Conduct violation(s) and/or Housing and Residence Life's policies may be appropriately investigated together without unduly delaying the resolution of the report of Prohibited Conduct. Where the Title IX Coordinator determines that a single investigation is appropriate, the determination of responsibility for the violation of University policy will be evaluated under the applicable policy (i.e., the Policy or the Student Code of Conduct and/or Housing and Residence Life's policies), but the investigation and resolution will be conducted in accordance with Appendix B of the Student Disciplinary Procedures.
- 6.1.7. In circumstances where other departments adjudicate violations involving the residence halls, the Department of Housing and Residence Life will be notified of the final outcome of those disciplinary actions.
- 6.1.8. Policies and procedures specific to the operation of campus residence halls are more particularly defined in "The Residence Hall Guide."

7.1 Sanctions

The purpose of a sanction, in addition to protecting others, is primarily to educate an individual by increasing their awareness of the importance of responsibility to the University community for one's actions.

- 7.1.1. The imposition of sanctions and the associated disciplinary procedures are set forth in the Administrative Procedures associated with this Policy.
- 7.1.2. A student may be temporarily suspended pending final action on the charges when the student's continued presence on campus would constitute a potential for serious harm to themselves or to the safety of other members of the University community.
- 7.1.3. Sanctions in disciplinary action - The following sanctions may be imposed upon students as a result of disciplinary actions by the University:
- 7.1.4. Non-Reportable. The following formal sanctions are not recorded on the academic transcript or released to others without a legitimate educational interest.
 - 7.1.4.1. Formal Warning. A Formal Warning is an official communication that a student's behavior is inappropriate for a member of the academic community. A Formal Warning is maintained in the student's disciplinary file until the student graduates and would serve as a basis for further sanctioning should subsequent violations occur. A Formal Warning will not appear on the academic transcript.
 - 7.1.4.2. Conduct Probation. Conduct Probation is a strong communication that a student is no longer in good disciplinary standing with the academic community. Any subsequent violations of the Student Code of Conduct will be evaluated in the context of the student's probationary status. The Office of Student Conduct will notify the dean of the student's college and a Social Obligation Hold will be placed on the student's record. The Social Obligation Hold will remain on the student's record until the obligation is fulfilled. The record of Conduct Probation is maintained in the Student Conduct office for seven years. Conduct Probation may include one or more of the following:
 - 7.1.4.2.1 Loss of Participation: The student may not represent the University in any extracurricular activities such as, but not limited to, intercollegiate athletics, debate teams, University Theater, band, or other similar activities however, the student may participate in informal activities of a recreational nature sponsored by the University.
 - 7.1.4.2.2 Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned to assist in a counseling/guidance capacity. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives.
 - 7.1.4.2.3 Surrender of Student Activity Privileges: A student required under this section to relinquish Student Activity

privileges may not participate in, or attend, events that provide a discount or privilege for students through payment of their tuition and fees. Exceptions may be granted by the Student Conduct Office in those instances where attendance at such events is required by academic courses or programs.

7.1.4.2.4 Loss of Privilege of Participation in Advanced Registration: The student will relinquish their advanced registration privileges during their sanction obligation. During this time, the student will register by filling out a scheduled adjustment form instead of the online process. Exceptions may be granted by the Office of Student Conduct.

7.1.5 Reportable. The following formal sanctions are recorded on the academic transcript.

7.1.5.1 Probationary Suspension. Suspension is withheld pending careful evaluation of a student's behavior during a probationary period, not to exceed one year. If the student is involved in any further offense, or if otherwise warranted, this suspension of disciplinary action may be revoked by the Vice President of Intercultural and Student Affairs or their designee and the full sanction of suspension enforced subject to appeal to the Hearing Board. While a student is on Probationary Suspension, any of the conditions under probation may be imposed.

7.1.5.2 Suspension. Suspension shall be imposed upon a student when it is determined by the Director or the Student Conduct Hearing Board/Title IX Review Panel that the student's relationship with the university must be suspended from the university for a definite period of time. A suspended student may apply for re-admission to the University through the Office of Student Conduct and the Office of Admissions at the end of the suspension period specified by the conduct action. Suspension records are maintained indefinitely. Any suspension imposed shall be recorded on the student's transcript during the suspension period and until the student matriculates for the following academic term. Should a student remain out of the university during an academic term following a suspension, they must apply for readmission as would a student who had withdrawn from the university. The Office of Student Conduct may deny readmission in those instances where the suspended student fails to demonstrate a positive change in behavior which indicates that the suspended student is prepared to again become a responsible member of the University community. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives. At the end of a

suspension period, the student is placed on Conduct Probation until graduation, unless mitigating circumstances warrant a different sanction.

7.1.5.3 Expulsion. Expulsion shall be imposed upon a student when the Director or the Student Conduct Hearing Board/Title IX Review Panel determines that the student's relationship with the University must be terminated. This sanction includes termination of all student status, including any remaining right and/or privilege to receive any benefits, recognition or certification. When Expulsion is imposed upon a student, they may petition the Vice President of Intercultural and Student Affairs or their designee for readmission to the University after the specified time. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. Expulsion records are maintained indefinitely. Expulsion shall be noted on the student's transcript until such time as the student is readmitted to the University or successfully petitions for the removal of the notation. Permission for readmission by the Vice President of Intercultural and Student Affairs or their designee does not abrogate the right of any dean or director to deny readmission on the basis of scholarship. At such time as a student is readmitted to the University, the student is placed on Conduct Probation until graduation, unless mitigating circumstances warrant a different sanction. During the expulsion, the person is barred from coming onto or using University property and facilities. The action will appear on the student's official transcript until such time as an appeal is made to and granted by the Vice President of Intercultural and Student Affairs or their designee to terminate the expulsion.

7.1.5.4 Deferred Suspension. In rare cases, the Student Conduct Hearing Board may determine that a certain sanction is the appropriate formal sanction, but strong mitigating circumstances warrant holding the formal sanction in abeyance. The student may continue enrollment under restrictions and conditions. Formal sanctions may only be held in abeyance by the Student Conduct Hearing Board or the Vice President of Intercultural and Student Affairs or their designee. A student found to have violated the conditions or restrictions of a formal sanction held in abeyance will minimally have the formal sanction imposed. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. The notation remains until either the end of the formal sanction held in abeyance period or graduation unless a petition for early removal is approved. Formal sanctions held in abeyance shall be terminated automatically upon graduation. This is a suspension

which becomes effective at a specified future date. It is normally used near the end of a semester to avoid the financial penalty of immediate suspension. During this period of deferred suspension, probationary status as described in Probationary Suspension above will exist.

7.1.6 Other Conditions or Restrictions

7.1.6.1 Deferral of the degree. The Student Conduct Hearing Board/Title IX Review Panel, or the Vice President of Intercultural and Student Affairs or their designee may withhold the conferral of the degree until the disciplinary process has been resolved.

7.1.6.2 Withholding of the degree. In cases in which a student has not been awarded the degree but has completed all requirements for the degree, the Student Conduct Hearing Board/Title IX Review Panel or the Vice President of Intercultural and Student Affairs or their designee may direct that the degree be withheld for a period not to exceed one year from the date the condition or restriction is imposed.

7.1.6.3 A degree awarded by the institution may be revoked for fraud, misrepresentation, or other violation of the university standards in obtaining a degree by Student Conduct Hearing Board/Title IX Review Panel or the Vice President of Intercultural and Student Affairs or their designee.

7.1.6.4 The Vice President of Intercultural and Student Affairs or their designee/Title IX Review Panel may authorize any other sanctions they deem to be just and appropriate.

7.1.7 Consequences of Inappropriate Online Conduct

Students must be aware that conduct that is unacceptable and disruptive in the regular classroom is, typically, unacceptable in the virtual classroom.

7.1.7.1 Student conduct violations that occur in the virtual classroom may be subject to progressive discipline which, depending on the seriousness of the conduct at issue, will include an initial verbal warning and consultation with the student prior to any formal disciplinary action.

7.1.7.2 The seriousness of the conduct at issue will dictate the actions of administrators and the nature of the penalty ultimately imposed. A student may be subject to a severe penalty, even for a first offense, depending on the seriousness of the conduct at issue.

7.1.7.3 Some factors that will be taken into account in determining the penalty to be imposed, if any, for conduct that occurs in the virtual classroom will include: 1) whether the conduct disrupted learning in the virtual classroom; 2) whether the conduct was violent or threatening in any way; 3) whether the conduct was illegal; 4) whether the conduct interfered with the rights of educators and/or

students to work and learn in a safe and orderly environment free from inappropriate images, messages, language or behavior; 5) whether the student has committed prohibited conduct in the past; or 6) whether the student has received prior warnings or discipline for similar conduct.

7.1.7.4 If students are found in violation of virtual classroom standards, they will be assigned one or more sanctions. Sanctions may be punitive in nature, but whenever possible, they are intended to create an educational outcome.

7.1.7.5 Possible sanctions are the following: 1) a fine, which is a requirement to pay a financial penalty for their violation and payable in cash or check payable to “Marshall University” and delivered to the Office of Student Conduct; 2) a warning for violation; 3) community restitution, which is a task that benefits the individual, campus, or community (such as a service-related activity) is assigned to the student; 4) educational project or paper, which is a requirement to write an essay or a paper on a given topic, or to complete a project of benefit to his or her community, such as creating educational flyers or bulletin boards, or organizing an educational program; or 5) assessment, which is a requirement to complete a behavioral assessment, and to discuss it with an appropriate University official.

7.2 Disciplinary Action; Proceedings.

7.2.1 Application to students -Any person who is a student as defined in these policies, rules and regulations shall be subject to disciplinary action by the University if that person is involved in any of the actions or conduct prohibited by these policies, rules and regulations, notwithstanding the fact that at the time the student is also an employee of Marshall University. In taking disciplinary action against a student, as defined herein, the University may act to remove any status of such a person or to revoke or remove any right or privilege of such person as a student, or to withhold, remove, or cancel any benefit, recognition or certification, including the rescinding of admission or the conferring of a degree, which such a person might yet not have received from the University.

7.2.2 A sanction of suspension or expulsion imposed by a college or university under the jurisdiction of the West Virginia state higher education system shall also be effective at Marshall University. A student who is expelled from one (1) institution in the West Virginia state higher education system may not be considered for admission to Marshall University until one (1) year has elapsed after the student has been expelled.

7.2.3 When a sanction is scheduled for a particular semester and the time lapse during an appeal process makes enforcement in the designated semester impossible, then the sanction shall be applied to the semester in progress at the time of completion of the appeal. In the event that sanction cannot

be implemented during that semester, then it shall be applied during the next regular semester, except that if the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the grades and records of that student during the semester designated in the original sanction. In any event, the accused student may not be graduated during the process of appeal.

7.2.4 The requirements for disciplinary action are found in the Administrative Procedures associated with this Policy.

8.1 Amnesty

8.1.1 Amnesty relating to sexual misconduct. To encourage reporting of alleged violations of sexual misconduct and to support candid communication of information, students participating in the grievance process (Complainants, Respondents, and Witnesses) will not be charged with alcohol or drug-related violations if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and does not extend to other potential violations. Amnesty does not apply to the Respondent if drugs or alcohol were allegedly used to facilitate a violation of this policy.

8.1.2 Amnesty relating to alcohol and other drugs. Any student who, in good faith and in a timely manner, seeks emergency medical assistance for a person who reasonably appears to be experiencing an overdose from alcohol or drugs may not be held responsible for a violation of prohibited alcohol or drug related conduct only, as defined in the Code, if the student does all the following:

- i) Remains with the person who reasonably appears to be in need of emergency medical assistance due to an overdose until such assistance is provided;
- ii) Identifies themselves, if requested by emergency medical assistance personnel, law enforcement officers, or University officials;
- iii) Cooperates with and provides any relevant information requested by emergency medical assistance personnel, law-enforcement officers, or University officials needed to treat the person reasonably believed to be experiencing an overdose; and
- iv) If the person who reasonably appears to be experiencing an overdose from alcohol or drugs is also a student, they will not be held responsible for a violation of prohibited alcohol or drug related conduct, as defined in this Code, but may be required to complete additional conditions imposed by the Director to receive amnesty.

Medical Amnesty only applies to the Marshall University Student Code of Conduct policies. This policy does not prohibit or preclude law enforcement agencies from enforcing any applicable laws including the filing of criminal charges against the student(s) involved.

**Marshall University Board of Governors
Meeting of June 12, 2024**

ITEM: Approval of Degree Addition: Bachelor of Science in Specialty Agriculture

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED RESOLUTION: *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the Degree Addition: Bachelor of Science in Specialty Agriculture

STAFF MEMBER: Avi Mukherjee
Provost and Senior Vice President for Academic Affairs

BACKGROUND:

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University and have an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. Within this radius are low college completion rates and a high number of small farms. The program specializes in teaching low-area, high-yield agricultural practices, agribusiness and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for the smaller farms characteristic of the region. The program will add to Marshall University's enrollment and provide potential students with a high-quality education that will enhance their success in a variety of career paths.

The program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristics of the region.

Program Mission

The mission of the Specialty Agriculture program is to expand educational opportunities in agricultural and management techniques based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. This program directly supports Marshall University's mission to offer a wide range of high-quality, affordable, and accessible undergraduate programs that prepare students to think, learn, work and live in an evolving global society. The department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world application directly supporting the College of

Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

Request for Undergraduate Addition, Deletion, or Change of a Degree Program

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Registrar, and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair.
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair.

College: Science Department/Division: Natural Resources and Environmental Sciences
Contact Person: Dr Mindy Yeager-Armstead Phone: 3046962923

ACTION REQUESTED:

Check action requested: Addition Deletion Change
Name of Degree program (provide code if this is an existing program): Specialty Agriculture
If this request is for a Degree Program addition, please indicate if the Board of Governors has approved the Intent to Plan for this program? Yes 2022.10.31 Enter date of approval No N/A

RATIONALE:

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document.

Please see the attached documentation.

NOTIFICATION REQUIREMENTS:

Attach a copy of written notification regarding this curriculum request to the following:

1. **Statement of Non-Duplication:** If this degree program will be similar in title or content to an existing degree program at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.
3. Send a copy of this completed form to the Marshall University Catalog Editor.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Mindy Yeager-Armstead</u>	Date: <u>2/23/2024</u>
Registrar: <u>[Signature]</u>	Date: _____
College Dean: <u>A. Mummet</u>	Date: <u>2.25.2024</u>
College Curriculum Chair: <u>[Signature]</u>	Date: <u>2.28.2024</u>
University Curriculum Committee Chair: <u>Jonathan Kozar</u>	Date: <u>03/20/24</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>4/24/2024</u>
VP Academic Affairs/VP Health Science: <u>A. Muckheya</u>	Date: _____

**ACADEMIC PLANNING COMMITTEE
RECOMMENDATION**

SR 22-23-10 APC

Recommends the approval of the intent to plan a Bachelor of Science in Specialty Agriculture at Marshall University.

RATIONALE:

The Intent to Plan document proposing a Bachelor of Science in Specialty Agriculture to be offered by the College of Science at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The creation of the new undergraduate program is the result of assigning a specific CIP code to an existing major and offering it as a Bachelor of Science degree in the Department of Natural Resources and Environment. The new degree maximizes the use of existing resources at Marshall University. No start-up funds will be required as the major is already offered. Ultimately 1 full-time faculty and 1 adjunct will be required.

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University. The program specializes in teaching low-area high-yield agricultural practices, agribusiness, and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. The APC feels that the program will add to Marshall University's enrollment and provide potential students with a high-quality, education that will enhance their success in a variety of career paths.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE:  DATE: 10/20/2022

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED:  DATE: 10/31/22

DISAPPROVED: _____ DATE: _____

Undergraduate Intent to Plan

Bachelor of Science in Specialty Agriculture

Department of Natural Resources and Environment

College of Science

Marshall University

Proposed Implementation Date: Fall 2023

Contact Persons:

Dr. Autumn Starcher
starcher29@marshall.edu

Dr. Mindy Armstead
m.armstead@marshall.edu

September 17, 2022

Undergraduate Intent to Plan: Bachelor of Science in Specialty Agriculture

Brief Summary of Program

- This Intent to Plan is submitted subsequent to the establishment of a Specialty Agriculture major in the Department of Natural Resources and the Environment in the Fall 2021. Upon realization that the Classification of Instructional Program Code (CIP) for Natural Resources and Agricultures were sufficiently different and may impact marketing, a more specific stand-alone program within the Department of Natural Resources and Environment is requested with the **CIP code 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other**.
- This Intent to Plan seeks to establish an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management to students from the economically distressed Appalachian region.
- This program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region.
- The program capitalizes on in-place resources at Marshall University and the global trend toward utilization of sustainable agricultural practices to fulfill our university mission offering high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region.
- Our program, focused on sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas, will target students from the distressed rural region. The area within 100-mile radius from Marshall University has both low college completion rates as and a high number of small farms. The introduction of technological advances in farming and food production with entrepreneurial and business principles can improve individual and regional economic potential with cascading benefits.
- The attached Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

Program Description

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

Advances in urban agriculture, hydroponics, high-yield production, year-round production and other aspects of technology in food production have not been widely introduced in the rural areas of the Appalachian region. This area, traditionally undereducated, poor and unwilling or unable to travel great distances for educational opportunities, offers a unique educational challenge. Through the development of the Specialty Agriculture baccalaureate degree program focusing on the unique challenges of the region with respect to agriculture and agribusiness, we can lead the region to a more prosperous future while also contributing to the development of a

healthy, sustainable food supply for the region. Globally, small farms are being transformed into powerhouses as the world is turning to sustainable farming practices. This combination of events offers a unique opportunity for the region to transition to sustainable economic development in specialty agriculture. As the limitations of large farms and “big agriculture” become more apparent, this model for education in sustainable regional agriculture can be more broadly applied for educating a diverse and qualified workforce in other regions as well. This is the rationale for introducing the Specialty Agriculture Program at Marshall University. As described below, the specifics of such a program are complementary to in-place university programs and facilities, and a Specialty Agriculture major has already moved through the university approval process. This major was launched in Fall 2021 semester with 7 students entering the major despite our inability to market the launch as planned due to Covid-19.

Having already surveyed the faculty expertise and courses offered, we find that much of the expertise and curriculum for a specialty agriculture baccalaureate degree is already in place at Marshall University. All of the core academic requirements are in place including the sciences such as biology, geology, chemistry, and physics necessary for building a STEM program such as agriculture. Closely tied with agriculture and including sustainability, our Department of Natural Resources and the Environment includes courses on resource management, terrestrial systems, technology foundations, instrumentation, statistics and natural resource management. Our Biology Department offers supporting courses in plant physiology, ecology and taxonomy, as well as general ecology, conservation, and genetics. The Departments of Economics, Management and Marketing offer expertise in small business management, human resources, entrepreneurship, leadership and many aspects of sustainability. Prior to the major’s approval in summer 2020, faculty and course offerings needed to only be complemented with a few agriculture courses to meet the needs of the program. Examples of new courses developed include introduction to agriculture, soil science, horticulture, agricultural entomology, animal production, and sustainable agriculture. Additional specialty topics will be developed to meet the educational and career needs of the students as university facilities and resources, as well as regional partnerships, grow. Specific course additions are described in the “Curriculum” section below. Additionally, collaborations with referenced departments and permissions for course inclusions in the specialty agriculture curriculum were developed and approved previously when the major was added.

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but who were unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these individuals in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm. The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Program Mission:

The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

Program Features

Program Catalog Description and Curriculum

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. Focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

Program Learning Outcomes

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agriculture's discipline specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

Curriculum

General Education.....	30 hours
Core I	
FYS 100 – First Year Seminar (3)	
Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources.	
Core II	
ENG 101 – Beginning Composition (3)	
ENG 201 – Advanced Composition (3)	
CMM 103 – Fundamentals of Speech Communication (3)	
Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I	
Core II Humanities (3 hours)	
Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.	
Core II Fine Arts (3 hours)	
Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.	
Additional University Requirements	
Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.	
Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.	
Department Requirements.....	22-24 hours
IST 150 – Spreadsheet and Database Principles (3)	
MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)	
NRE 120 – Discussion in Environmental Science (3)	

- NRE 220 – Human Dimensions of Natural Resources (3)
- NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)
- NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)
- NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements.....54 hours

- BSC 120 – Principles of Biology I (4)
- BSC 121 – Principles of Biology II (4)
- CHM 211 – Principles of Chemistry I (3)
- CHM 212 – Principles of Chemistry II (3)
- CHM 217 – Principles of Chemistry I Lab (2)
- CHM 218 – Principles of Chemistry II Lab (2)
- ENT 360 – Introduction to Entrepreneurship (3)
- MGT 320 – Principles in Management (3)
- NRE 322 – Assessment I: Terrestrial Ecosystems (4)
- NRE 323 – Assessment II: Aquatic Ecosystems (4)
- NRE 200 - Introduction to Agriculture (3)
- NRE 300 - Principles of Soil Science (3)
- NRE 301 - Principles of Soil Science Lab (2)
- NRE 302 - Animal Production (3)
- NRE 401 - Horticulture (4)
- NRE 402 - Sustainable Agriculture (3)
- NRE 403 - Agricultural Entomology (4)

Major-Specific Electives.....12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

Nutrient Management

- GEO 101 – Physical Geography (4)
- GEO 222 – Global and Environmental Issues (3)
- GLY 455 – Hydrogeology (3)
- NRE 423 – GIS and Data Systems (3)
- NRE 425 – Water Policy and Regulation (3)
- NRE 400 - Soil Fertility/Plant Nutrition (4)

Soil Health / Soil Science

- BSC 320 – Principles of Ecology (4)
- BSC 445 – Microbial Ecology (3)
- BSC 446 – Microbial Ecology Lab (2)
- GEO 101 – Physical Geography (4)
- GLY 200 – Physical Geology (3)
- GLY 314 – Mineralogy (4)
- GLY 455 – Hydrogeology (3)

NRE 423 – GIS and Data Systems (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Food Security

DTS 202 – Introduction to Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – Foodservice Safety and Systems Management I (4)
DTS 302 – Foodservice Safety and Systems Management II (4)
DTS 410 – Cross-Cultural Foods (3)
GEO 222 – Global and Environmental Issues (3)
HST 390 – Food in World History (3)
HST 392 – Food Markets and Modernity (3)

Animal Production

BSC 301 – Vertebrate Embryology (4)
BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 401 – Ichthyology (4)
BSC 408 – Ornithology (4)
BSC 409 – Mammalogy (4)
BSC 422 – Animal Physiology (4)
BSC 424 – Animal Parasitology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)

Crop Production

BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 416 – Plant Taxonomy (4)
BSC 420 – Plant Physiology (3)
BSC 430 – Plant Ecology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Agritourism

ENT 220 – Creativity and Innovation (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)
NRRM 360 – Tourism Planning and Management (3)
NRRM 362 – Ecotourism and Sustainable Development (3)

Education and Outreach

CI 248 – Introduction to Science for Elementary Educators (3)
EDF 201 – Educational Psychology and the Developing Learner (3)
GEO 222 – Global and Environmental Issues (3)
NRRM 231 – Nature Study (3)
NRRM 310 - Environmental Interpretation (3)
NRRM 311 – Introduction to Environmental Education (3)

Agribusiness

DTS 202 – Introduction to Foods (4)

HST 390 – Food Markets and Modernity (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

Program Delivery

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

Program Need and Justification.

Introduction of a Specialty Agriculture program is directly responsive to Marshall University's Mission to contribute to the quality of life in the community, region and beyond through applied research, economic development, healthcare and cultural enrichment, and the College of Science mission to provide scientifically and technologically trained students essential to our nation's health and prosperity. The impoverished region surrounding our university has been identified as a food desert by the USDA which is a region that lacks access to fresh fruit and vegetables and other healthy nutritional alternatives. Education is needed to support agriculture and agribusiness to provide food and economic opportunity for this region.

Both the Specialty Agriculture Program and the NRE department's learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 2 which shows the relationship of each university Learning Objectives to those of the department and the program. Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the incorporation of a Specialty Agriculture Program as follows:

- I. Rethink Student Success Guiding Principles – Provide for students the structures and experiences to achieve their highest levels of success by identifying our students' needs, preparedness, and demographics.

The Specialty Agriculture Program will bring the target demographic to their highest level of success by providing improvements in knowledge and skillsets regarding advanced agricultural practices and entrepreneurship. Through experiential learning and practice, students will improve outcomes individually and collectively in the region which will have benefits economically and for general health of the region.

- II. Identify and Address Enrollment Realities Guiding Principles - Base decisions on the most recent, reliable data-driven trends and forecasts. Identify and adapt structures and processes to quickly respond to evolving challenges and opportunities in enrollment demographics.

The growing national trend toward specialty agriculture including specialty crop, farm-to-table, hydroponic and other high-yield agriculture for small farms, which are typical of our region, identifies an unserved demographic in the impoverished Appalachian region which is a recognized food desert. The target audience for this degree is

students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are approximately 5300 FFA members in WV high schools with 115 at Cabell Midland and over 100 at Wayne County High School when we investigate in 2020. Our proposed program is responsive to the needs of this underserved population.

- III. Optimize Institutional Success Guiding Principles - Evaluate internal organizational units on the extent to which they work outside of their silos and hierarchies to promote the success of organizational units across the university. Ensure that each organizational unit promotes the success of students in attaining their intended goals. Fulfill expectations established by our Mission and Creed; by governing bodies and the University; and by federal, state, and accrediting agencies. Exercise responsible, creative, data-driven resource management.

The Department of Natural Resources and the Environment and the proposed Specialty Agriculture program fully integrates available resources at Marshall University by utilizing available course work in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed program utilizes courses from dietetics, nutrition, economics, marketing, entrepreneurship, biology, chemistry and others to provide broad coverage serving students' individual interests and maximizing cost-effective presentation of materials. This strategy, in addition to use of in-place resources such as the greenhouse and collaboration with the Sustainability Department, allows for program development with minimal expense and added resources.

- IV. Advance Civic and Economic Progress Guiding Principles - Progressively leverage the full breadth of University structures to provide transformational change in the health, economy, and well-being of the community, state, region, and beyond. Strive to inspire the community through enhanced collaboration that promotes and offers a disciplinary and multidisciplinary pool of expertise. Promote the community and University relationship through a sense of collaboration, pride, and partnership.

The Specialty Agriculture program will specifically advance transformational change in the health, economy and well-being of the community, state, region, and beyond by increasing both available food alternatives in the defined food desert and economic opportunity in the impoverished region through increasing agricultural yield in the region.

- V. Invigorate Creative and Applied Scholarship Guiding Principles - Invest in targeted creative and applied scholarship that promotes and focuses on student success. Identify and develop both traditional and non-traditional opportunities for scholarship by promoting scholarly partnerships across the full breadth of University structures. Encourage grant and/or externally funded research that specifically impacts our community and population and that also leads to greater movement nationally.

NRE is already working in collaboration with university and local partners, such as our own Sustainability Program and West Edge Factory/Coalfield Development to seek grants and external funding in support of Specialty Agriculture programs and projects. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Introduction of a Specialty Agriculture program will support the paramount goal of the Higher Education Policy Commissions statewide master plan by solidifying higher education as a means to success for West Virginians and an economic catalyst for the state by improving agricultural outcomes in the impoverished region. It will provide access to post-secondary education for traditional and non-traditional aged West Virginians from our target demographic, within 100-miles of Marshall University, and improve the potential for success of individual

agricultural ventures through the introduction of technology and innovation.

Existing Programs

We are unaware of existing integrated specialty agriculture baccalaureate programs at universities of similar size in West Virginia. Larger schools, such as Ohio State University and West Virginia University cover similar topics within the context of programs focused on larger agricultural operations. We are specifically seeking to serve the region by focusing academic content on small farms characteristic of the mountainous Appalachian region to improve individual and regional outcomes.

Program Planning and Development

Approximately 2 years ago our department was asked to investigate the potential for a Sustainable Agriculture program at Marshall University. Our community-based learning course adopted this investigation as a project and researched programs in the area. We understood from their findings, and our own faculty investigations, that the area of sustainability was multi-disciplinary with defined principles and practices for individual areas of interest. For example, sustainability in natural resource management is implemented differently than in an office/management setting, an industrial setting, or in urban development. From these findings, we decided to launch an interdisciplinary minor in sustainability which requires core courses demonstrating the environmental need for sustainable development paired with discipline-specific courses for solutions and practices. We now have students from environmental science, dietetics and education in the minor. Regarding agriculture, our investigation showed a significant trend in the rise of farm-to-table eating strategies, the recognition of the increased nutritional value of “eating local”, and the recognition of the environmental cost of “big agriculture.” We discovered that nationally small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size being dominated by small growers. Still OH and KY have >70,000 farms and WV has >20,000. These are family farms, generational, with high school- and college-aged children who may already be working in the family business. These are students who are not going away to college, and the agriculture programs at the larger schools are not geared to focus on small farms. In the mountainous terrain of southern Appalachia these small growers have different needs than the larger operations of more rolling terrain. They are underserved with respect to educational opportunities and training on technological advances and agribusiness. We toured high schools and spoke with Future Farmers of America (FFA) and 4-H Club participants and leaders. We identified a unique educational challenge and opportunity and developed a Specialty Agriculture major to serve this niche. In the spring of 2020, the curriculum was developed and approved along with the necessary courses to support the major. Although plans to reach out to regional high schools and members of FFA and 4-H in-person to launch the major were thwarted by Covid-19, it quietly started in Fall 2021 with 7 students in the major. However, at the time of development, we did not recognize the benefits of launching a program as opposed to a major, and we now seek to gain program status.

Clientele and Need

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm.

The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Our target student base consists of students not currently being served by academic programs and who are struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm. Specifically, in WV there are 5300 Future Farmers of America in 78 chapters. During our investigation of the program need, there were 115 FFA members at Cabell Midland and over 100 at Wayne County High School. These students, as well as others from 4-H Clubs and conservation clubs, are our target clientele.

Employment Opportunities

This curriculum will provide students with targeted education to prepare them for work in the agricultural industries including greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production and for the growing agribusiness and eco-tourism industry. The Theme of USDA's 97th Agricultural Outlook Forum (February 2021) of "Building on Innovation: A Pathway for Resilience" could well be the theme for our program as this articulates what we believe is the future of southern West Virginia and the Appalachian Region in general. While the trend toward consolidation of agricultural operations into even larger conglomerates looms overall, specialty crop production is increasing with the USDA predicting the specialty crop sector will grow rapidly over the next decade (Dohlman et al., 2020). Consumer spending on fresh fruits and vegetable is increasing faster than the value of production (Tregeagle, 2020) and demand for fresh vegetables is expected to increase by a third over the next 10 years along (Dohlman et al., 2020). The global hydroponic market is expected to grow at a compound annual growth rate of 8.5% to 22.5% depending on specifics of the projection (Grandview Research, 2021; Markets and Markets, 2021; Mordor Intelligence 2020) with small facilities currently springing up throughout our region (Kanawha County, McCowell County) along with larger commercial hydroponic growers in place or planned. The unique focus of our Specialty Agriculture Program is possible due in part to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs. Ecotourism in a 100 billion dollar industry globally with a projected compound annual growth rate of 2.5% (global) and 16.2% in the United States according to Allied Market Research (2021). Our in-place resources allow us to support student development in this market with little additional investment. Although specialty agribusiness and ecotourism jobs are new to the career outlook sector, the US Bureau of Labor Statistics (BLS) project job growth in general for occupations related to environment and conservation. The BLS reports agriculture and food science technicians growing at 8%, however, the differences in projects for large agricultural operations versus the smaller operations representative of our region overshadow the application of national numbers.

Specific industries where our students may find jobs would include in-place high yield growing facilities such as Gritts Midway Greenhouse, Paradise Farms and West Edge Factory; in-place agrotourism opportunities, such as Gritts Farm and Heritage Farm; and planned facilities such as AppHarvest. However, many target students will find employment in family agricultural businesses and new ventures in the disadvantaged region offering opportunity for economic growth.

Program Impact

The Specialty Agriculture Program will positively impact in-place university programs by increasing enrollment and utilization of upper division courses where most departments welcome support. The program will provide student volunteers for the Sustainability Program which manages community gardens

and outreach programs. The program will require increased enrollment in some lower-level concept courses, such as Biology and Chemistry. These requirements were worked out with those departments prior to approval of the major so implementation of the program should have no additional impacts.

The Specialty Agriculture Program will positively impact NRE by broadening our capacity to serve the university and the region with meaningful, integrated, and applied programs preparing students to provide sustainable futures to our region. The integration of agriculture into our existing programs completes our department's coverage of land use-specific anthropogenic impacts and management/conservation of terrestrial and aquatic resources.

Cooperative Arrangements

Through development of the Specialty Agriculture major and the USDA grants we have submitted, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house. Additionally, external collaboration opportunities have been identified at Refresh Appalachia, a social and agricultural enterprise of Coalfield Development that has several agricultural operations at the West Edge Factory in Huntington. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. External collaboration opportunities have also begun with Unlimited Futures, Inc. through the MU Sustainability Department and NRE community gardens and composting grant.

Alternatives to Program Development

The alternative to development of Specialty Agriculture as a program was the development of a major, which was implemented in 2020-2021 academic year. Upon implementation, we realized the hindrance to our marketing of housing a major versus a program which is why we now seek to attain program status.

Program Implementation and Projected Resource Requirements.

Program Administration

The program will be housed in the Department of Natural Resources and Environment and managed by the Chair of the Department under the supervision of the Dean of the College of Science. No changes will be required by the institutional administrative organization to support program implementation.

Program Projections:

Technological advances and better farming practices are improving yield in an environmentally sustainable manner and producing higher quality products from smaller tracts of land. This is the demonstrated trend in agriculture and needs to be supported with academic programs to bring our local farmers into the new markets. Although adapting, the agricultural programs at the larger schools are not designed to serve small growers such as those in the steep terrain of southern WV. In our region, average farm sizes are substantially less than half the national average with OH, WV, and KY ranking 38th, 41st, and 43rd nationally in farm size (Cook 2019). Yet, KY and OH ranked 6th and 7th in total number of farms with over 70,000 each and WV has over 20,000 farms (Cook 2019). This makes the changing market trends particularly beneficial to our region and offers substantial opportunity to improve the yield of smaller farms thus improving economic outcomes for our farmers. Concurrently, in academic institutions enrollment rates are flat in traditional agricultural programs while enrollment is increasing in sustainable and specialty programs that emphasize the environmental, social and economic dimension of food and farming (Parr and Trexler 2011; Smith-Hollins et al. 2015).

In our region, many high school seniors are already involved in agricultural endeavors and family businesses. These individuals may not have opportunity to travel to pursue post-secondary education but would benefit from programs in agriculture, agribusiness, and technology to enhance and grow a struggling farm. In fact, over 87% of MU

students are drawn from within WV, or within a 100 mile radius of the school in the distressed counties of OH and KY. Within these areas, organizations such as Future Farmers of America (FFA), 4-H and conservation clubs are heavily populated. There are 5300 members and 78 chapters of FFA in West Virginia. Cabell Midland High School has over 115 members of their FFA chapter and Lincoln County High School has 83 active members. There are approximately 100 FFA participants in Wayne County, West Virginia. These are the students we hope to draw to the Specialty Agriculture Major. We will not be seeking students already coming to Marshall, but reaching new markets who can benefit from sound understanding of the agricultural sciences and our exceptional opportunities in innovation and technology to improve economic outcomes for individuals and the region. Our target enrollment in the program is to add 30 students per year to maintain the program at the described staffing level. In the long-term, if we expect to increase enrollment beyond 120 students in the program, additional sections would need to be added and staffing accommodations would need to be considered.

Faculty Instructional Requirements

Having already conducted an internal study of our in-place resources, we have determined that one full-time faculty would be necessary to initiate and support the development of the Specialty Agricultural program. Physical resources, such as greenhouse space, will be required and is expected to be obtained through collaboration with the Sustainability Department and local private sector collaborations. Additionally, one course per year will require an adjunct faculty commitment.

Library Resources and Instructional Materials

Existing library resources and instructional materials are adequate for initiation of the proposed program. Some additional materials will be required to support experiential learning in laboratory classes and at the existing greenhouse and composting facilities at an estimated cost of \$500 every other year for NRE 301 Principles of Soil Science Lab. The initial start-up costs for this laboratory course, a significant expense in previous discussions of the program, have already been secured as the course was first taught in the fall 2022 semester. Going forward, a lab manual will be developed and sold in the MU Bookstore to help offset the maintenance costs for this lab.

Support Service Requirements

Laboratories, computer facilities, and in-place equipment in NRE and College of Science will be utilized to house the proposed program. With students transitioning to personal computing equipment, no specific expansions are envisioned for the Specialty Agriculture Program. The aforementioned materials will be utilized to support Specialty Agriculture laboratory exercises associated with coursework and experiential learning at the greenhouse and University Heights facilities.

Facilities Requirements

No new facilities or space are required to initiate the program as Specialty Agriculture will share departmental and College of Science resources. The program will support and participate in attempts to secure funding for future development at University Heights as this will directly improve program opportunities and experiential learning opportunities for students.

Operating Resource Requirements

The overlap of shared objectives between Specialty Agriculture and NRE department goals limits the necessity for increased operating resources beyond those described above, namely one full time faculty and an adjunct faculty for one course per year. Administrative resources will be shared through departmental assistance. Graduate students, paid student internships and hourly labor working in the program would be supported by grants and private funding obtained by the program. No additional hourly employees are foreseen.

Source of Operating Resources

Few specific resources are needed for operation of the new program. It will fit into a growing applied department so additional faculty loads and experiential learning budget will be required as our department grows, as indicated by the projections below. Currently, we offset department costs by the sale of a laboratory manual used in the service course the department provides to the university. A similar offset is planned with the sale of a lab manual from NRE 301, the soil science laboratory.

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE
(Form I)**

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
	(20_23-24)	(20_24-25)	(20-25-26)	(20_26-27)	(20_27-28)
Number of Students Served through Course Offerings of the Program:					
Headcount	0	36	75	105	135
FTE	0	31.5	53.75	73.75	85
Number of student credit hours generated by courses within the program (entire academic year):	0	189	540	890	890

Number of Majors:					
Headcount	30	60	90	120	120
FTE majors	30	60	90	120	120
Number of student credit hours generated by majors in the program (entire academic year):	720	1440	2160	2880	2880

Number of degrees to be granted (annual total):	0	0	1	30	30

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*
(FORM 2)**

	First Year FY(2023)	Second Year FY(2024)	Third Year FY(2025)	Fourth Year FY(2026)	Fifth Year FY(2027)
A. FTE POSITIONS					
1. Administrators	0	0	0	0	0
2. Full-time Faculty		0.5	1	1	1
3. Adjunct Faculty	0	0.5	0.5	0.5	0.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	0	0	0	0	0_
b. Full-time Faculty*	0	\$50,000	\$ 100,000	\$100,000	\$100,000
c. Adjunct Faculty	0	\$3,000	\$3,000	\$3,000	\$3,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	<u>NA</u>				
Professionals	<u>NA</u>				
Total Salaries					

*Explanation for faculty expenditures in Section C below.

FORM 2-Continued

FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2023_)	Second Year (2024_)	Third Year (2025_)	Fourth Year (2026)	Fifth Year (2027)
2. Current Expenses		\$ 500	\$0	\$500	\$0
3. Repairs and Alterations	NA				
4. Equipment:					
Educational Equip.	NA				
Library Books	NA				
5. Nonrecurring Expense (specify)					
Total Costs					

C. SOURCES

General Fund Appropriations – Lab manual sales for NRE 301 Principles of Soils Lab Manual will be used to offset the experiential learning costs.

One additional faculty line will be needed after the second year of the program. Faculty salary is estimated to be \$60,000 per year with benefits estimated at \$40,000. Faculty expenditures will more than be off-set by student tuition if program has 120 students paying tuition (120*\$8,600 = \$1,032,000)

One adjunct will be required to teach 1 class per year in year 2 of the program and subsequent years.

An existing NRE faculty will teach 1 course in-load semi-annually to support the program.

Administrative and clerical resources will be shared with those already utilized by the department, no additional resources are requested.

Shared in-place resources will provide classroom and laboratory space and equipment to support newly launched experiential courses. Supplies will be needed to support laboratory courses.

Resources

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ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Specialty
Agriculture

Prepared for Marshall University

March 2022

In the following report, Hanover assesses demand for bachelor's degree programs in agriculture, specifically highlighting demand trends within the region and nation. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

TABLE OF CONTENTS

- 3** / Executive Summary
- 5** / Research Questions and Methodology
- 6** / Student Demand Analysis
- 7** / Labor Demand Analysis
- 8** / Industry Trends
- 9** / Real-Time Job Postings Intelligence
- 10** / Market Saturation Analysis
- 11** / Program Trends
- 14** / Program Benchmarking

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):



MOVE FORWARD WITH RELAUNCHING THE SPECIALTY AGRICULTURE MAJOR.

Degree completions are close to the national average, which means slow but steady growth. While the number of relevant jobs is predicted to shrink, Marshall's location and the program's interest in recruiting students from family farms suggests that the local labor market is stronger than the national one in this area.



RELAUNCH THE PROGRAM UNDER AN AGRICULTURE CIP CODE.

Marshall's Bachelor's of Science in Specialty Agriculture degree is comparable to programs within the Agriculture, General CIP code at benchmarked institutions. When relaunching its program, Marshall should use the Agriculture, General CIP code, as this fields best align with Marshall's Specialty Agriculture bachelor's program, and this code is designated as a STEM program.



HIRE ADDITIONAL FACULTY TO SUPPORT THE PROGRAM.

With six instructional faculty in the major, Marshall is well below the benchmarked average of 13 faculty. Hiring new professors will enable Marshall to add more courses and concentrations within the major and provide additional support to students in the program, helping the program to grow.



SHOWCASE OPPORTUNITIES FOR EXPERIENTIAL LEARNING AND STUDENT ENGAGEMENT.

Experiential learning is a key value proposition among comparator programs. Benchmarked programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.

EXECUTIVE SUMMARY

KEY FINDINGS

Conferrals trends show consistent student interest in agriculture-related programs. While student conferrals slightly vary from year to year for agriculture-related fields, growth trends show consistent demand that aligns with the regional and national average growth rates for all bachelor's fields. The fastest growing fields are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*, while conferrals have decreased in *Agricultural Economics and Agriculture, General*.

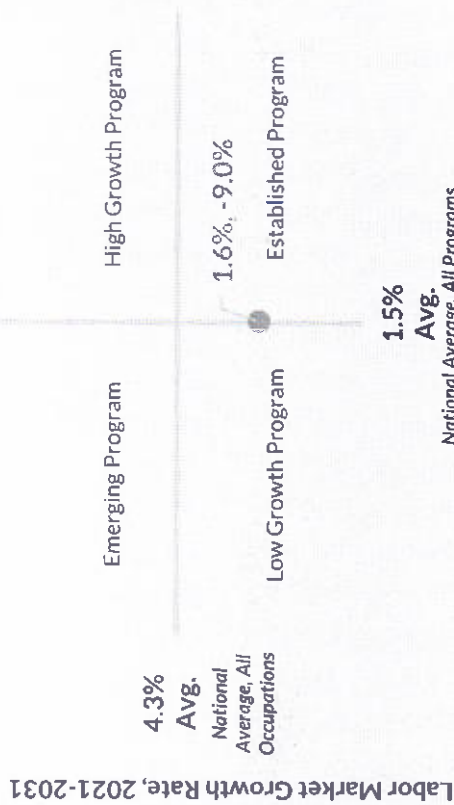
Employment projections show a decline in labor demand; however, this is largely attributed to a decrease in employment for *Farmers, Ranchers, and Other Agricultural Managers*. The significant decline in demand for this occupation is attributed to the consolidation of the farming industry, leading to larger but fewer farms. Despite the decline in demand for *Farmers, Ranchers, and Other Agricultural Managers*, employment for *Animal Scientists, Food Scientists and Technologists, and Soil and Plant Scientists* is expected to grow at the regional and national levels.

Public demand for organic and sustainably grown products is growing, driving an interest in local agriculture. Industry trends show increased consumer demand for sustainable and organic products, which has also spiked interest in locally-sourced foods. Additionally, initiatives such as West Virginia's Snap Stretch program allow SNAP/EBT users to buy from local farmer's markets, increasing accessibility to locally farmed produce.

Profiled institutions all have programs within the *Agriculture, General* CIP code, but several use detailed CIP codes for degree specializations. Programs tend to offer several areas of specialization that may function as individual majors. Subsequently, institutions categorize concentration areas under more detailed Agriculture CIP codes. This may account for the decrease in conferrals in *Agriculture, General*, as conferrals are increasingly reported under more nuanced codes. For instance, conferrals are growing in *Agricultural Production Operations, General* in the region and nation.

NATIONAL BENCHMARK ANALYSIS

Comparison of bachelor's completions in agriculture-related fields and relevant labor market to all completions and all occupations in the nation



Annualized Degree Completions Growth Rate, 2016-2020

FAST FACTS



13

Average number of instructional faculty at comparator institutions.



1.6%

National average annualized growth rate of reviewed agricultural program conferrals from 2016 to 2020.



\$8,762

Average annual tuition cost of profiled programs.

RESEARCH QUESTIONS AND METHODOLOGY

METHODOLOGY

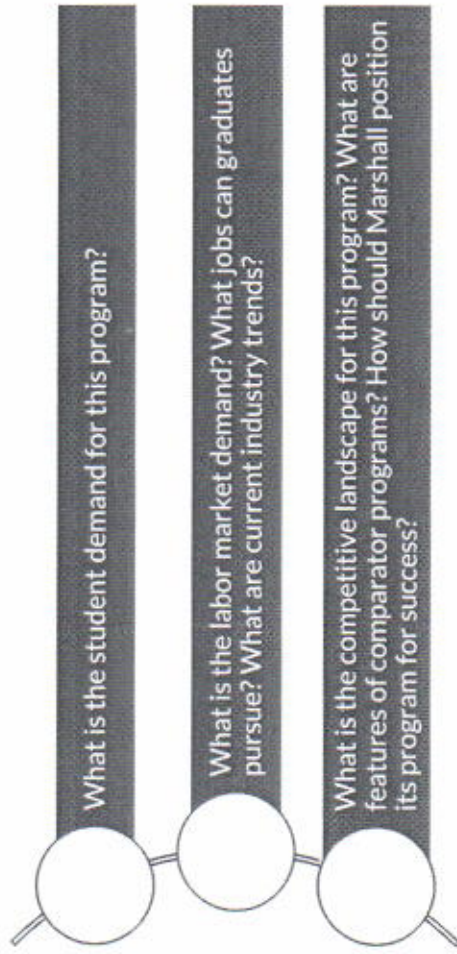
To assist Marshall University (Marshall) as it considers relaunching its BS in Specialty Agriculture program under a new Classification of Instructional Programs (CIP) code, Hanover conducted an Academic Program Assessment to determine student and labor market demand for such programs and review comparator programs.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources. Hanover selected the comparator institutions included in this analysis based on their status as public, non-land grant institutions. Programs with strong conferral trends that are categorized under the *Agriculture, General CIP* code were prioritized.

REGION

In determining student and labor market demand for the program, Hanover assessed trends in the states of West Virginia, Ohio, and Kentucky.

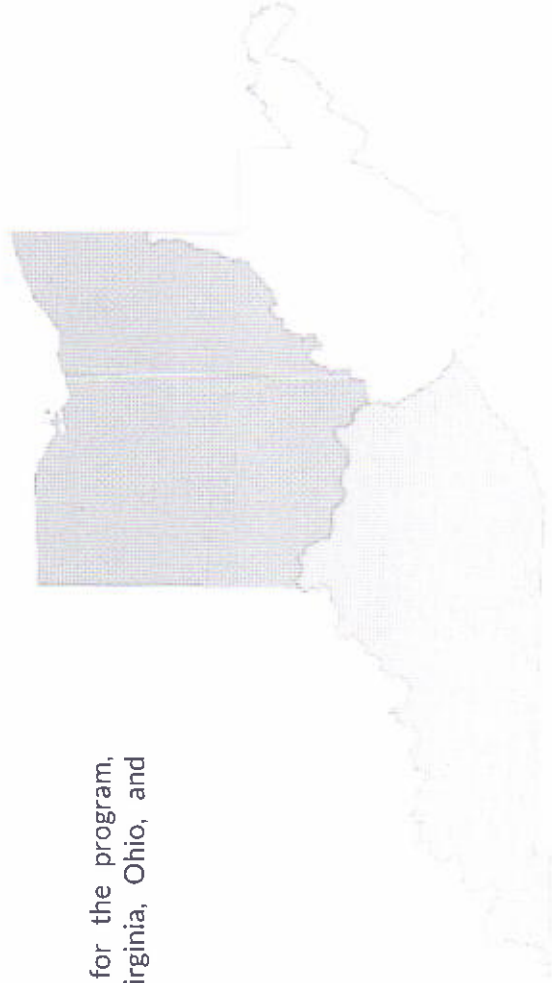
RESEARCH QUESTIONS



What is the student demand for this program?

What is the labor market demand? What jobs can graduates pursue? What are current industry trends?

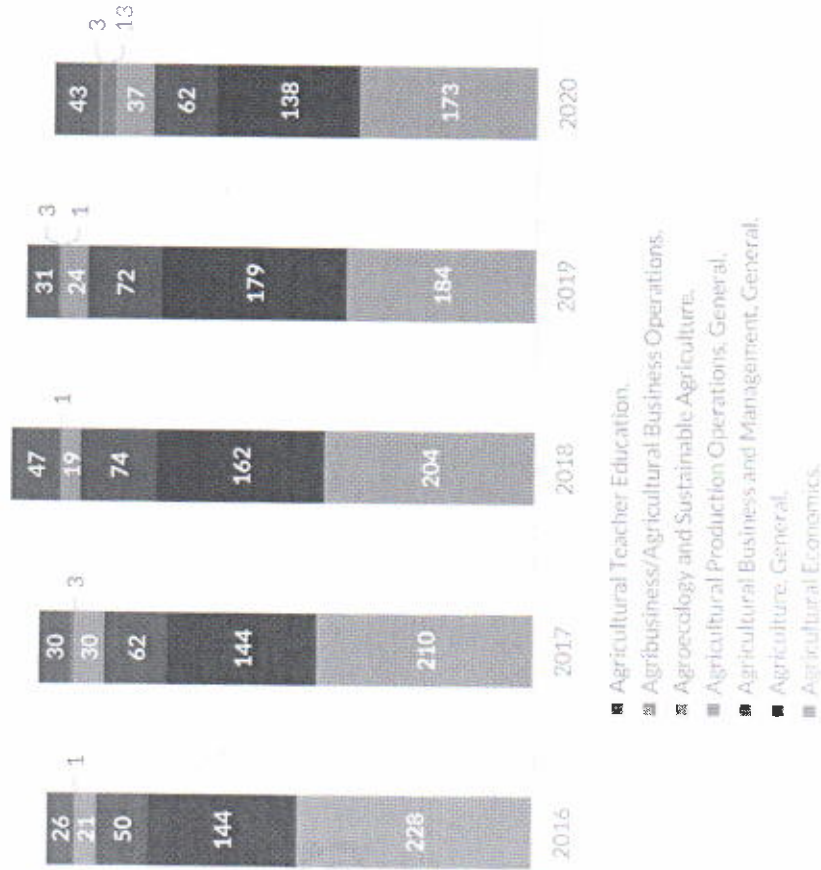
What is the competitive landscape for this program? What are features of comparator programs? How should Marshall position its program for success?



STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



ANALYSIS

Student interest in agriculture-related programs is steady. From 2016 to 2020, the region experienced a moderate decline in conferrals (-0.1 percent), and the nation experienced a moderate increase in conferrals (1.6 percent). Demand for agriculture-related bachelor's programs is consistent with regional and national trends for all fields, as growth rates are within one percentage point of the regional and national averages.

The fastest growing fields at both the regional and national levels are **Agricultural Production Operations, General** and **Agroecology and Sustainable Agriculture**. Regionally, conferrals in **Agroecology and Sustainable Agriculture** grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. **Agricultural Production Operations, General** grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in **Agricultural Economics** and **Agriculture, General** decreased from 2016 to 2020 period at the regional and national levels.

TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

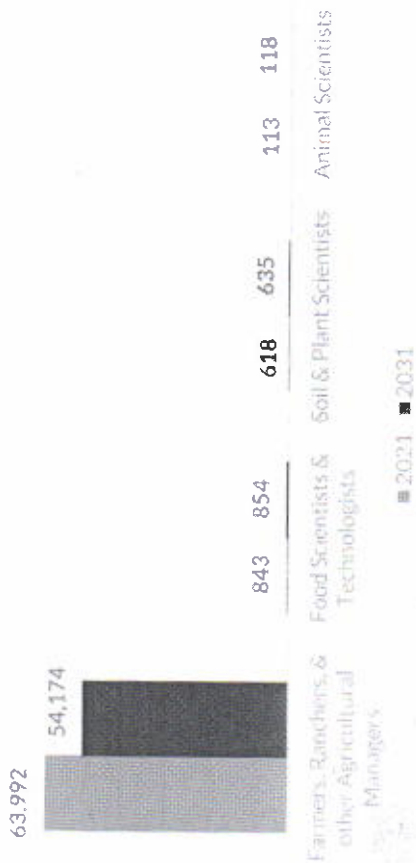
	State	Regional	National
Agricultural Economics.	64	173	1,566
Agriculture, General	0	138	2,082
Agricultural Business and Management, General.	0	62	1,194
Agricultural Production Operations, General.	0	37	142
Agricultural Teacher Education.	18	43	803
Agroecology and Sustainable Agriculture.	0	13	236
Agribusiness/Agricultural Business Operations.	0	3	2,110
Total Completions, Observed Fields	82	469	8,133
Growth Rate, Observed Fields	6.4%	-0.1%	1.6%
Growth Rate, All Fields	0.5%	0.9%	1.5%

Note: In the West Virginia-Ohio-Kentucky region, only programs in Kentucky report conferrals under the Agriculture, General CIP code. Thus, Hanover selected other related codes commonly used in the region to provide a more holistic picture of student demand.
Source: IPEDS

LABOR MARKET ANALYSIS

REGIONAL PROJECTED EMPLOYMENT

Regional agriculture related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	7,798	65,566	885,653
Projected Employment (2031)	6,050	55,781	805,555
Average Annual Openings, Observed Occupations	510	5,044	76,043
Employment Growth, Observed Occupations	-22.4%	-14.9%	-9.0%
Employment Growth, All Occupations	-8.2%	-0.8%	4.3%

Source: JobsEQ



HIGHER EDUCATION

ANALYSIS

Labor projections point to a decrease in employment opportunities for graduates of agriculture-related programs. The decline in employment is largely driven by a substantial decrease in demand for *Farmers, Ranchers, and Other Agricultural Managers*, which is expected to decrease by 22.6 percent in West Virginia, 15.3 percent in the region, and 9.6 percent nationally. According to the *Bureau of Labor Statistics (BLS)*, this is the result of increased efficiencies in crop production, which has led to consolidation and fewer but larger farms.

Conversely, labor demand for *Animal Scientists, Food Scientists and Technologists, and Soil and Plant Scientists* is expected to grow at both the regional and national levels. While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

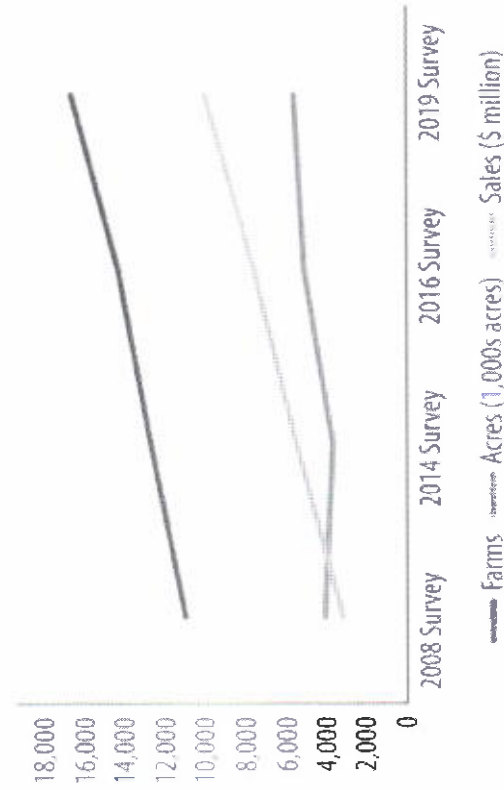
West Virginia organizations are using innovative programs to increase profits. For instance, the *West Virginia Farm and Food Coalition* reports that \$483,371 was captured in federal food assistance dollars for 2021 due to EBT/SNAP benefits that were spent at local farmer's markets. Further, reports from area news sources indicate that there is an "increased interest in agriculture at the local level." Covid-19 supply chain issues, growing interest in locally sourced foods, and an overall increase in health-consciousness is driving investment in local agriculture. These trends also apply to sustainable farming. This suggests that Marshall's emphasis on "sustainable, high-yield agriculture with an emphasis in agribusiness and agritourism" reflects emerging industry trends at both the local and national level.

INDUSTRY TRENDS

INDUSTRY TRENDS

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture. Organic agriculture experienced a 31 percent increase in sales from 2016 to 2019, and the U.S. Department of Agriculture (USDA) reports a 17 percent increase in certified organic farms and a nine percent increase in certified organic acres. A USDA Economic Research Service report reveals that the consumer demand for organically produced goods has significantly increased in recent years and organic sales now account for over four percent of total national food sales. The report further shows that consumers prefer organic produce because of concerns for health, the environment, and animal welfare. These trends in consumer demand drive increasing market demand for sustainable and organic produce.

Organic Farms, Acres, and Sales, 2008 to 2019



Source: USDA, *Centers of Agriculture*

SUSTAINABLE AGRICULTURE

Sustainable agriculture has become a priority at the national and local levels, with government agencies and higher education institutions investing billions in the field. For example, the [USDA recently announced a one-billion-dollar grant program](#) to support climate-friendly farming, ranching, and forestry practices. The program will finance projects that promote sustainable agricultural practices and can measure reductions in greenhouse gas emissions. The program also seeks to certify produce that is grown using sustainable practices as "Climate Smart" in response to rising demand among consumers. Higher education institutions have also begun to invest in sustainable agriculture; for example, the University of Minnesota is currently looking to develop an [agricultural research complex](#) to help farmers with sustainable food production.

"The goal of sustainable agriculture is to meet society's food and textile needs in the present without compromising the ability of future generations to meet their own needs. Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity."

- [University of California Davis](#)

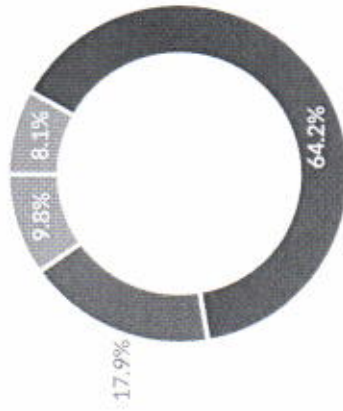
Recent national spending similarly demonstrates the high demand for sustainable agriculture. In 2020, the U.S. government passed the Emergency Coronavirus Relief Act, which included over 23 billion dollars in funding for food and agriculture programs. The Relief Act appropriated money to conservation, renewable energy, local food, and rural development. Seven million dollars were included for the Office of Urban Agriculture (an increase of two million dollars to its budget) and 12 million dollars for the Farm to School Grant Program. The Act also included 40 million dollars for the [Sustainable Agriculture Research and Education \(SARE\) program](#), the USDA's only competitive research program focused entirely on sustainable agriculture. The 40 million dollars provided to SARE is a record high for the program, which is authorized at 60 million dollars.

REAL-TIME JOB POSTINGS INTELLIGENCE

EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Assistant Grower*	Gritt's Midway Greenhouse	Red House, WV	<ul style="list-style-type: none"> Ability to recognize physiological problems in plants Working knowledge of greenhouse operations
Farm Manager	West Virginia Department of Agriculture	Huttonsville, WV	<ul style="list-style-type: none"> Bachelor's degree with a major in agriculture-related field Two years experience in managing or assisting in management of a large, multi-faceted framing operation
Grower Assistant I*	80 Acres Farm	Hamilton, OH	<ul style="list-style-type: none"> Agriculture, science, and/or production background

EDUCATION REQUIREMENTS



- Associate degree or less
- Bachelor's degree
- Master's degree
- Doctoral

Note: % listings did not specify educational attainment requirements.

*Note: Job listing is no longer available.
 Note: For this analysis, Hanover retrieved job postings data for general agriculture-related positions in the region from [JobEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of March 2022.

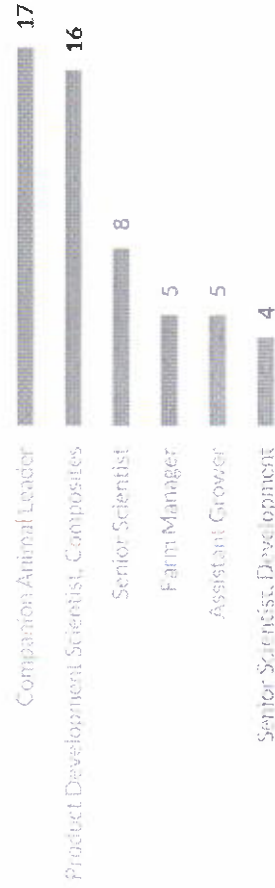
ANALYSIS

Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market. Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres Farms and Green Circle Growers Inc. Further, institutions like the West Virginia Department of Agriculture and the University of Kentucky have posted ads to fill vacant positions including those for farm managers.

TOP CREDENTIALS AND SKILLS



COMMON JOB TITLES BY NUMBER OF JOB ADS



HIGHER EDUCATION

MARKET SATURATION ANALYSIS

ANALYSIS

Competitive conditions are likely to support an additional bachelor's program in an agriculture-related field. The agriculture-related fields studied exhibit growth in both the number of degrees conferred and the number of programs offered during the 2016 to 2020 period. This trend suggests reliable student interest in agriculture-related bachelor's programs, and that additional programs are being offered to satisfy student demand.

To assist Marshall in better understanding the competitive landscape, Hanover benchmarked 10 general agriculture programs that exhibit strong conferrals trends and that are offered by non-land grant institutions.

BENCHMARKED PROGRAMS

NATIONAL MARKET SATURATION

National market saturation for bachelor's programs in general agriculture-related fields



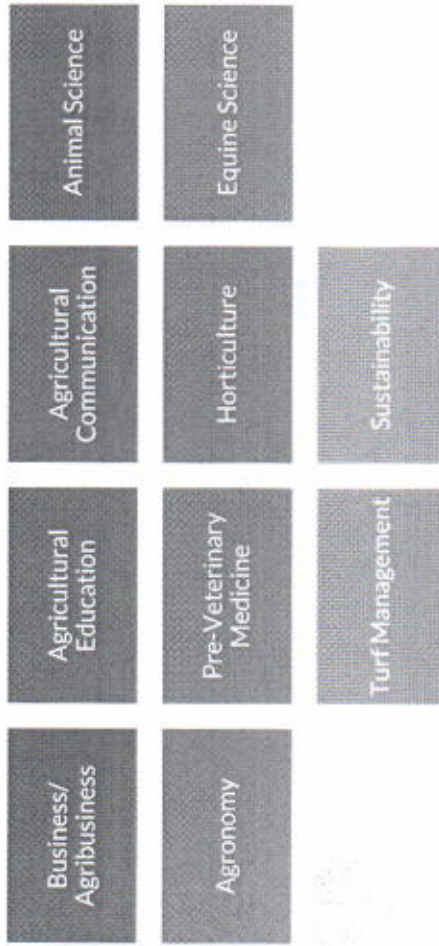
Institution	Listed Faculty*	2020 Conferrals^	Average Annualized Growth (2016-2020)	State
Austin Peay State University	11	34	-7.3%	TN
Fort Hays State University	12	35	2.3%	MO
Illinois State University	19	199	-1.8%	IL
Marshall University	6	--	--	WV
McNeese State University	--	60	2.7%	LA
Morehead State University	17	45	-3.5%	KY
Northwest Missouri State University	14	31	4.5%	MO
Tennessee Technological University	9	59	-2.8%	TN
Truman State University	5	22	-3.1%	MO
Western Illinois University	16	94	-3.4%	IL
Western Kentucky University	18	74	1.8%	KY

*Note: All instructors were counted, including adjuncts.
 ^Note: Some programs report under additional CIP codes.

PROGRAM TRENDS: OVERVIEW

CONCENTRATIONS

All benchmarked programs offer concentrations. Most profiled programs include options to specialize in the following areas:



MAJOR CREDIT REQUIREMENTS

Marshall's required credits for the major reflect those of comparator programs. However, required major credits vary, sometimes significantly, across concentrations. Reviewed programs required between 35 and 73 major credits with an average of 55 credits.

55

FACULTY

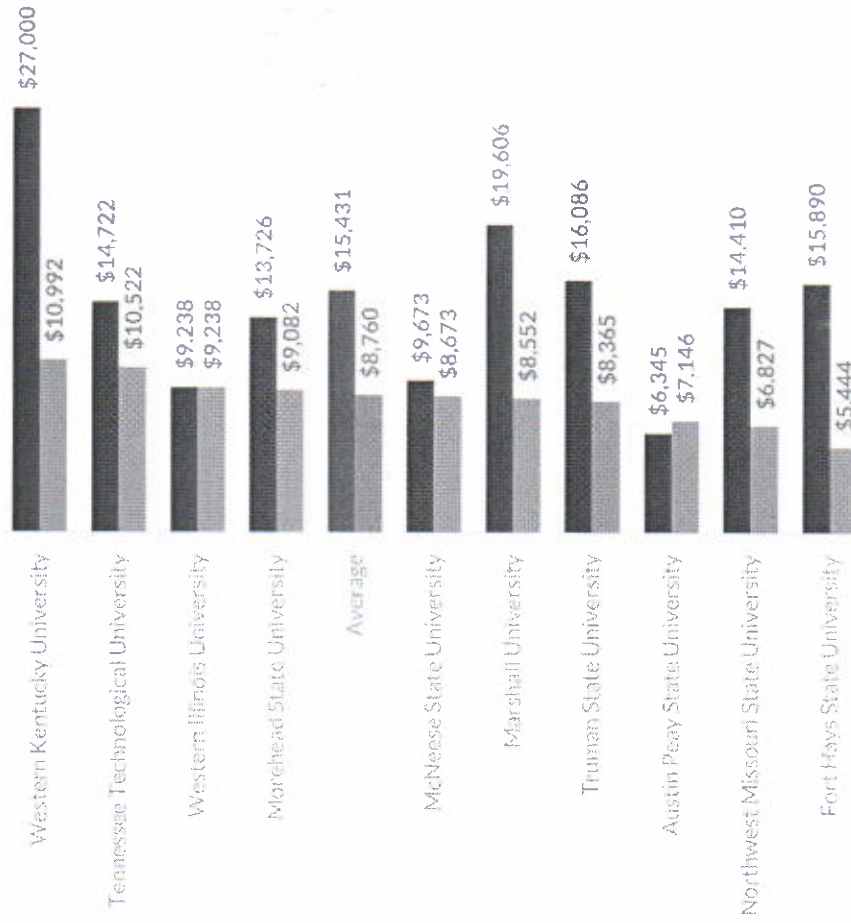


On average, benchmarked programs have 13 instructional faculty members. The comparator average is well above Marshall's faculty headcount of six.

ANNUAL TUITION



Marshall's annual tuition rate for in-state students of \$8,552 is comparable to its peers. The average annual tuition for residential students is \$8,762.



■ Non-Resident ■ Resident

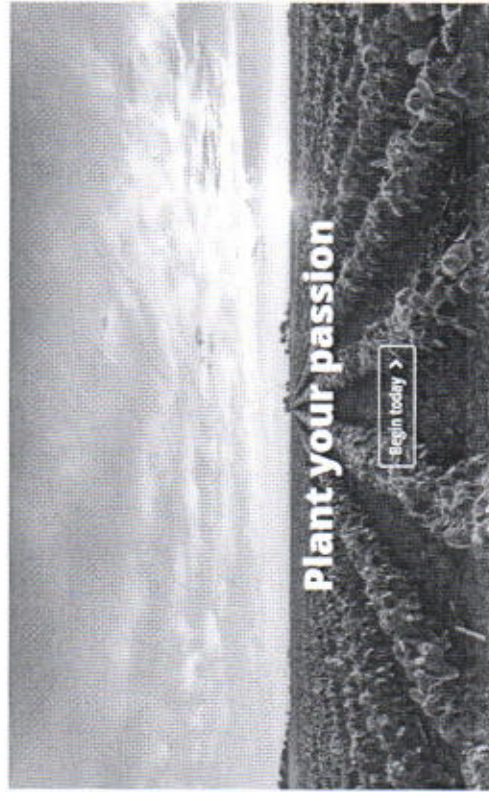
PROGRAM TRENDS: MARKETING

MARKETING OVERVIEW



Comparator programs highlight experiential learning, learning facilities, specializations, and career preparedness as key value propositions.

Like Marshall, profiled institutions center messaging on program features such as learning facilities, internships and other forms of experiential learning, and student engagement activities. Further, programs focus on the diversity of the field for which students are being prepared. Many programs also call out characteristics of successful students. For instance, Fort Hays State University students are “hard-working, resourceful and proud to be part of the agricultural community.” Other institutions such as Illinois State University and Truman State University target students who seek to “plant” or “cultivate” their passions. Overall, program webpages indicate that prospective students would be joining a community centered around their interests.



Picture Source: Illinois State University, Agriculture Department



HIGHER EDUCATION

PROGRAM MESSAGING EXAMPLES



“As the need for feeding an ever-growing population continues to expand, the School of Agricultural Sciences is poised to serve student interests and meet the needs of the agriculture, food and fiber industry today and in the future.”

-Northwest Missouri State University



“Students take advantage of our unique hands-on learning experiences, academic programs, clubs and organizations and the close-knit mentorship of our caring, experienced faculty. Whether you are going back to the family farm or looking to take the lead with a global agribusiness corporation, we will have you well prepared for an exciting, rewarding career in a diverse, growing industry.”

-Fort Hays State University



“MSU’s Bachelor of Science in Agriculture gives you the opportunity to major in your passion. Whether you’re interested in learning to manage livestock or running an agriculture-based business, you’ll gain the knowledge and hands-on skills you need to launch a successful career after you graduate.”

-Morehead State University

PROGRAM TRENDS: EXPERIENTIAL LEARNING SPOTLIGHTS

EXPERIENTIAL LEARNING OPPORTUNITIES

All benchmarked institutions provide opportunities for students to experience hands-on learning in farms, green houses, and related settings. Eight programs advertise that students have opportunities to work and participate in field experience on campus farms or agriculture centers. Profiled programs also advertise that students have opportunities to participate in internships. Additional experiential learning opportunities available at benchmarked programs include research opportunities and student organization activities such as equestrian teams and rodeos. [Northwest Missouri State University](#) even offers a student living and learning community for Agricultural Science students.

Students studying agriculture at Tennessee Technological University can conduct research on poultry, gain experience at the university's tech farms, or work on a farm recognized by the Tennessee Historical Society. This program offers multiple facilities where students can engage in research, such as the [Nursery](#) or [Poultry Research Centers](#). The Oakley Farm contains a [cattle operation](#) and [greenhouse research complex](#) where students participate in innovative processes such as hydroponic gardening. The site also contains the historic [Pioneer Century Farm](#) which has been a working farm for over 200 years.



Picture Source: Tennessee Technology University, Pioneer Century Farm



EXPERIENTIAL LEARNING SPOTLIGHTS

Western Kentucky University (WKU) offers study abroad experiences. Students at WKU can participate in unique experiences such as working on produce and floral farms in Ecuador.



Illinois State University has a fully functioning farm, Meat Science Lab, Agricultural Shop, and Horticulture Center. Students can gain hands-on experience with different types of equipment in the Agriculture Shop, and learn about different grades of meats in the Meat Science Lab. The Horticulture Center serves as an instructional facility as well as a community outreach point with labs, greenhouses, and gardens.



PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Austin Peay State University Clarksville, TN	BS in Agriculture	Resident: \$7,146 Non-Resident: \$12,690	35**	<ul style="list-style-type: none"> Communication Business Science Veterinary Medicine Sustainable Development Veterinary Technology 	<ul style="list-style-type: none"> Advertises a partnership with Coleman Tractor Company and Kubota Program features a Farm and Environmental Education Center Several student organizations are associated with the program including Delta Tau Honor Society, Alpha Gamma Rho Fraternity, Pre-Vet Club, Beef Cattle Show Team, and Collegiate FFA The program offers several scholarships
Fort Hays State University Hays, KS	BS in Agriculture	Resident: \$5,444 Contiguous State: \$7,518 Non-Resident: \$15,890	Total: 50 (24 Core Credits; 35 Concentration Credits)**	<ul style="list-style-type: none"> Agronomy Animal Science General Agriculture Agricultural Education Agronomy Business Agricultural Communication Agricultural Leadership 	<ul style="list-style-type: none"> A BS in Agricultural Business is also offered Advertises a 3,825-acre farm, hands-on experiences, and clubs and organizations
Illinois State University Normal, IL	BS in Agriculture	Resident: \$11,524 Non-Resident: \$23,048	55-73^	<ul style="list-style-type: none"> Agribusiness Agriculture Communications & Leadership Agriculture Education Agronomy Management Animal Industry Management Animal Science Crop & Soil Science Horticulture & Landscape Management Pre-veterinary Medicine 	<ul style="list-style-type: none"> More than half of the agriculture students complete an internship The program offers scholarship opportunities Several labs and facilities are featured on programs webpages such as horticulture center, university farm, and agriculture shop

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

**Note: Credits for the Sustainable Development Concentration were used, only designated "AGRI" courses were counted.

***Note: Concentration area credits vary.

^Note: Only agriculture and animal science courses were counted.

Source: Institutional Websites (see embedded hyperlinks)



PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Marshall University Huntington, WV	BS in Speciality Agriculture	Resident: \$6,352 Metro Residents: \$14,636 Non-Resident: \$19,606	66 (52 Core Credits; 14-16 Elective Credits)	<ul style="list-style-type: none"> Nutrient Management Soil Health Food Security Livestock Production Crop Production Ecotourism Education & Outreach Agriculture Commodities Broker** 	<ul style="list-style-type: none"> The program features several student organizations such as the American Fisheries Society, Collegiate 4-H, and Marshall Environmental Science Association Advertises experiential learning opportunities through local and regional enterprises and educational institutions
McNeese State University Lake Charles, LA	BS in Agricultural Sciences	Resident: \$8,673 Non-Resident: \$9,673	45***	<ul style="list-style-type: none"> Agribusiness Agricultural Education Grades 6-12 Animal Science Food & Nutritional Science Equine Science Food Technology Nutrition & Dietetics Pre-Veterinary Medicine General Agriculture 	<ul style="list-style-type: none"> Advertises that the program has 3 working farms and a Center for Advancements of Meat Production & Processing The program also features internship and scholarship opportunities as well as a national champion rodeo team
Morehead State University Morehead, KY	BS in Agriculture	Resident & OH reciprocity countries: \$9,082 Non-Resident: \$13,726	52	<ul style="list-style-type: none"> Agribusiness Agriculture Education Agronomy Animal Science Equine Science Golf Course Management Horticulture Veterinary Technology Pre-Veterinary School General Agriculture 	<ul style="list-style-type: none"> Advertises several community programs such as equestrian camps and horticulture sales The program offers several scholarship opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

**Note: These concentrations are based on the Intent to Plan Document provided by Marshall.

***Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)



PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Northwest Missouri State University Maryville, MO	BS in Agriculture	Resident: \$6,622** Non-Resident: \$14,410	58**	<ul style="list-style-type: none"> Agricultural Business Agricultural Education Agricultural Media Agricultural Science Agronomy Animal Science Animal Science-Pre-Vet 	<ul style="list-style-type: none"> The program features an Agricultural Learning Center and the 448-acre farm Students can engage the Agricultural Science Living and Learning Community
Tennessee Technological University Cookeville, TN	BS in Agriculture	Resident: \$10,522 Non-Resident: \$14,722	57***	<ul style="list-style-type: none"> Agribusiness Management Agricultural Communication Agricultural Education Agricultural Engineering Technology Agricultural Science & Management Agronomy & Soils Animal Science Environmental Agriscience Horticulture Nursery & Landscape Management Pre-Veterinary Science Turfgrass Management 	<ul style="list-style-type: none"> The program offers scholarship opportunities Advertises Oakley Farm which features a cattle operation and greenhouse research complex as well as a Tech Farms and Poultry Research Center Students may also participate in Alpha Gamma Sigma, the Agricultural Engineering Technology Club, or other student organizations
Truman State University Kirkville, MO	BS in Agricultural Science	Resident: \$8,365 Non-Resident: \$16,086	⁶⁵ (11 Support Credits: 24 Core Credits: 30 Learning Plan Credits)	<ul style="list-style-type: none"> Horticulture & Agronomy Animal Science Equine Science Agricultural Business 	<ul style="list-style-type: none"> The program features student organizations such as Alpha Gamma Rho, Collegiate Farm Bureau, and the Equestrian Team Internships and research opportunities are available to students The University Farm is also advertised on program webpages

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

**Note: Annual tuition was calculated by multiplying per-credit tuition by 30. Agricultural Science Major Credits were used.

***Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Western Illinois University Macomb, IL	BS in Agriculture	\$9,235	48** (9 Core Credits; 10 Special Course Credits; 9 Elective Credits; 20 Additional Credits)	<ul style="list-style-type: none"> Agricultural Business Agricultural Science Agriculture-Teacher Education 	<ul style="list-style-type: none"> The program advertises scholarship and internship opportunities The program features a state-of-the-art greenhouse complex and agricultural laboratories and test stations
Western Kentucky University Bowling Green, KY	BS in Agriculture	Resident: \$10,924 Non-Resident: \$27,000 Course Credits)	30*** (29 Core Credits; 21 Ag- Course Credits)	<ul style="list-style-type: none"> Agribusiness Agricultural Education Ag Systems Agromony-Plant Science Agromony-Soil Science Animal Science Horse Science Horticulture Turf & Golf Course Management General Agriculture Pre-Veterinary Medicine Pre-Forestry 	<ul style="list-style-type: none"> The program offers scholarship opportunities Several clubs and student organizations are features for prospective students such as Agronomy Club and the Equestrian Team The program has an 800-acre farm and Agriculture and Research Education Center The program features study abroad opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

**Note: Credits for the Agriculture Business concentration were used. Course labels "other requirements" were not counted.

***Note: Credits for the General Agriculture concentration were used.

Source: Institutional Websites (see embedded hyperlinks)

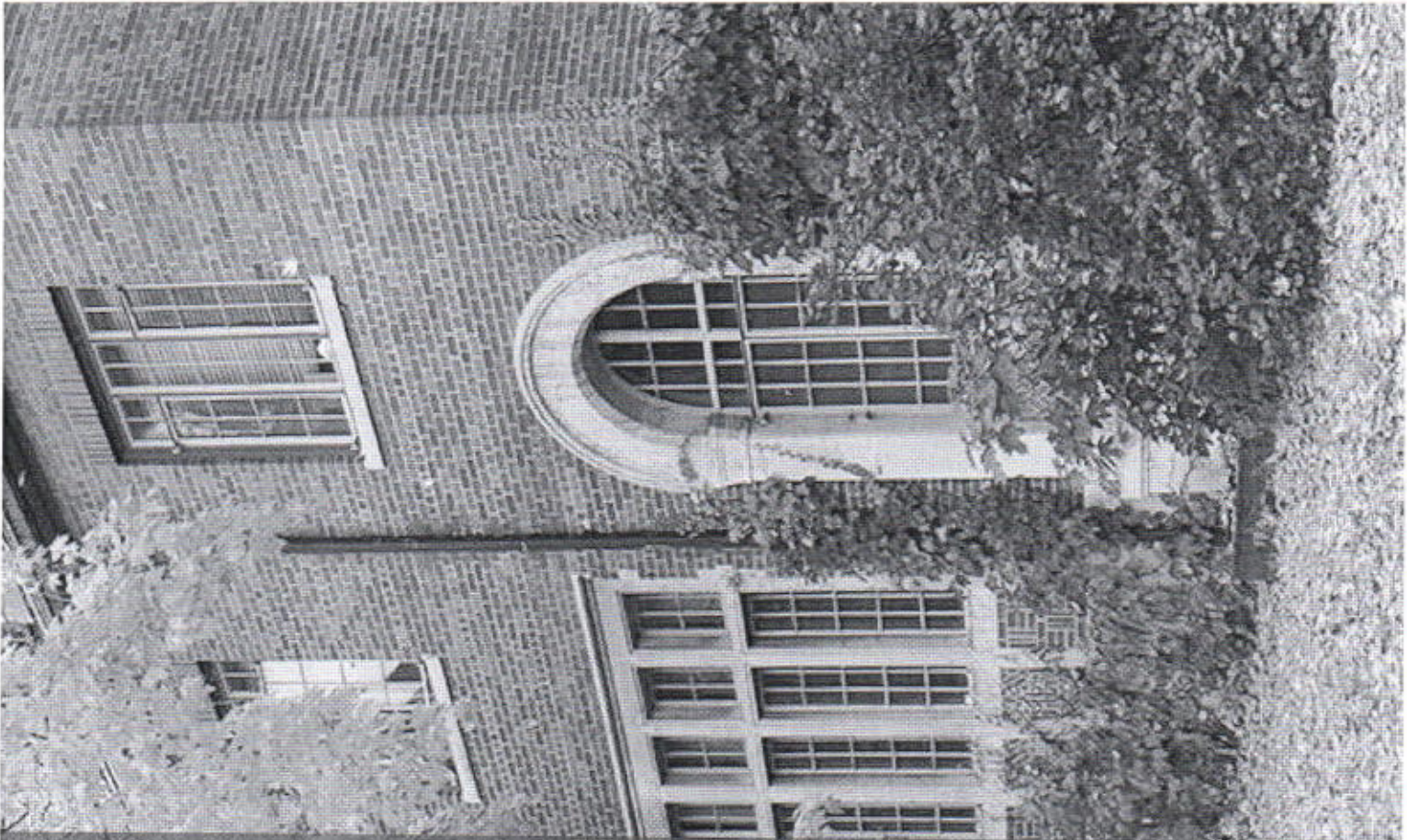


CONTACT
Eve Proper
Content Director

E: eproper@hanoverresearch.com

P: 202.978.3019

 hanoverresearch.com



Memorandum

To: Dr. Avinandan Mukherjee,
Provost & Senior Vice President for Academic Affairs

Mr. Jason Baldwin,
Interim Chief Financial Officer, Marshall University

From: Mr. Brian M. Morgan,
Interim Dean, College of Science



Date: September 21, 2022

Re: Notice of Intent to Submit an Intent to Plan for a Program in Specialty Agriculture

I am writing to let you know that the Department of Natural Resources and the Environment (NRE) has re-submitted an Intent to Plan document for a Bachelor of Science program in Specialty Agriculture. This ITP was originally submitted last November, but without the Hanover Research data, which is now included.

The program will provide educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. It will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of our region. Our target student recruit will live within a 100-mile radius of Marshall University, an area with both low college completion rates and a high number of small farms. The program capitalizes on in-place resources at Marshall University and the global trend toward the utilization of sustainable agricultural practices. It will help us fulfill the university's mission of offering high-quality, affordable, and accessible undergraduate education that contributes to the quality of life in the region.

The Specialty Agriculture curriculum is not new as it was added as a major within the NRE program last year. After the fact, we realized that the CIP code for the programs we have in place did not match the proper CIP code for the new major which was detrimental to our faculty seeking federal funding opportunities that support this kind of program. For this reason, we are seeking to add Specialty Agriculture as a new degree program, so that it can be properly marketed under the 01 CIP code. The approved curriculum and necessary course additions are already in place. Please also note that while we can launch the program with our current faculty, one additional faculty member will be necessary to fully support the program. Using the "right-size" formula for our number of college faculty, student growth within this program will prove the need for the line.

Additional details of the program are provided in the Intent to Plan document. Please let me know if you have any questions or if there is any additional information you need at this time.

**Marshall University Board of Governors
Meeting of June 12, 2024**

ITEM: Approval of Degree Addition: Bachelor of Science
in Political Science

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED RESOLUTION: *Resolved*, that the Academic and Student Affairs
Committee does hereby recommend that the
Marshall University Board of Governors approve
the Degree Addition: Bachelor of Science in
Political Science

STAFF MEMBER: Avi Mukherjee
Provost and Senior Vice President for Academic
Affairs

BACKGROUND:

The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

BS, POLITICAL SCIENCE DEGREE P

In Workflow

1. Registrar (hanrahan@marshall.edu; cantrel1@marshall.edu; biggs12@marshall.edu)
2. LA College Editor (gradk@marshall.edu)
3. LA Dean (bookwalt@marshall.edu; gradk@marshall.edu)
4. LA Curriculum Chair (kozar@marshall.edu)
5. University Curriculum Committee (Kozar@marshall.edu)
6. Faculty Senate Executive Committee (schulenberg@marshall.edu; roles1@marshall.edu)
7. Faculty Senate (schulenberg@marshall.edu; bibbee9@marshall.edu)
8. Academic Affairs (mccomas@marshall.edu; mummertc@marshall.edu)
9. President (mccomas@marshall.edu; mummertc@marshall.edu)
10. Board of Governors (mummertc@marshall.edu; mccomas@marshall.edu)
11. HLC Approval (reynoldm@marshall.edu)
12. HEPC Inventory Approval (mccomas@marshall.edu)
13. HEPC Inventory Notification (mccomas@marshall.edu)
14. DoE (call30@marshall.edu)
15. Major Code Registrar (cantrel1@marshall.edu; biggs12@marshall.edu; hanrahan@marshall.edu)

Approval Path

1. Tue, 06 Feb 2024 13:55:21 GMT
Sonja Cantrell-Johnson (cantrel1): Approved for Registrar
2. Tue, 06 Feb 2024 19:50:09 GMT
Kelli Prejean (gradk): Approved for LA College Editor
3. Tue, 06 Feb 2024 21:45:40 GMT
Robert Bookwalter (bookwalt): Approved for LA Dean
4. Tue, 27 Feb 2024 19:53:50 GMT
Jonathan Kozar (kozar): Approved for LA Curriculum Chair
5. Wed, 20 Mar 2024 15:09:32 GMT
Elizabeth Hanrahan (hanrahan): Approved for University Curriculum Committee
6. Wed, 10 Apr 2024 13:53:22 GMT
Shawn Schulenberg (schulenberg): Approved for Faculty Senate Executive Committee
7. Fri, 19 Apr 2024 17:49:22 GMT
Shawn Schulenberg (schulenberg): Approved for Faculty Senate

New Program Proposal

Date Submitted: Mon, 05 Feb 2024 20:15:18 GMT

Viewing: 802 : BS, Political Science Degree P (B.S.)

Last edit: Mon, 05 Feb 2024 20:15:17 GMT

Changes proposed by: Damien Arthur (arthur133)

Department/Division

College of Liberal Arts

College

College of Liberal Arts

Contact Person User ID

arthur133

Contact Name

Damien Arthur

Contact Phone

3046962764

Program Details

Academic Level

Undergraduate (01)

None of the following symbols can be used in the title: & @ % * #

Proposal Type

Degree Program

Proposal Title

BS, Political Science Degree P

Existing Degree Type

Bachelor of Science (B.S.)

Effective Catalog Edition of Proposed Action

2024-2025

Effective Year

2024

Effective Semester

Fall

Minimum Credit Hours Required

45

Rationale

The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

Program Delivery

Asynchronous Online

None

Hybrid Online

None

Hyflex

None

Is this going to be offered as an on-campus program?

Yes

Is this program similar in title or content to an existing Degree Program or major at the University?

Yes

Financial Aid/Department of Education (DoE) Approval needed if it is a New Program, Doctoral Program or deviates significantly from current offerings.

Yes

Affected Departments

Department(s)

Political Science

Statement of Non-Duplication

Statement of Non.pdf

Additional Faculty, Equipment, or Specialized Materials

no additional resources needed.docx

Any additional supporting documentation

additional supporting documentation.odt
 Academic Program Assessment - BS in Political Science - Marshall University.pdf
 Intent to Plan BS Dynamic Form Approvals.pdf

Catalog Integration**Overview****Overview**

POLITICAL SCIENCE, B.S.

Welcome to our Bachelor of Science (B.S.) in Political Science program, designed for students passionate about understanding and engaging with political systems, governance, and public policy. Our program uniquely combines traditional political science studies with a strong emphasis on analysis, data-driven decision-making, and empirical research methods. We aim to equip students with a comprehensive skill set, making them adaptable to various career paths, including roles in government, politics, law, international relations, policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of political science as a discipline, setting graduates apart in a competitive job market, tackling complex societal issues with innovative solutions, and encouraging active participation in the political process.

Program Highlights:

Robust Curriculum: Our undergraduate curriculum requires 45 semester credit hours, thoughtfully crafted to offer a comprehensive foundation in political science while allowing for specialization. It includes core courses that cover essential aspects of political theory, comparative politics, international relations, and political analysis, alongside elective courses that let you tailor your studies to your specific interests and career goals.

Students pursuing a BS in Political Science are required to take 45 credit hours in their major, allocated in the following ways:

Required Political Science Core Courses:

21 credit hours are required of every student in the B.S. program.

PSC 104: American Government

PSC 105: Fundamentals of Politics

PSC 201: Politics, Media, and Culture

PSC 202: State and Local Government

PSC 302 Models of Public Policy

PSC 312: Research in Political Science

PSC 499: Capstone

Required Political Science Subfield Emphasis:

15 credit hour Subfield Emphases is required of every student in the B.S. program.

Subfield Emphases: We offer specialization emphases within the B.S. in Political Science program, each designed to focus on particular interests and career pathways. Students will choose one of the following subfield emphases:

- **American National, State, and Local Politics:** Delve into the intricate workings of political systems across the United States, from federal to local levels. This focus area offers a deep understanding of the American political landscape, electoral systems, and policy-making processes. Prepare for careers in government, political advocacy, or public service, with insights that span the broad spectrum of American governance.

- **Constitutional Democracy (Pre-Law):** Focus on the principles of constitutional law and democratic governance, examining the structure, functions, and limitations of government as defined by the Constitution. This pathway prepares students for law school and careers in legal practice, public policy, or civil service, providing a robust foundation in the legal frameworks that guide and constrain political and governmental action.

- **International Relations and Comparative Politics:** Explore the complexities of international affairs, diplomacy, and global systems, preparing for careers in foreign service, international organizations, or global NGOs.

- **Political Theory:** Engage with the fundamental ideas and philosophical underpinnings that have shaped political thought from ancient times to the present. This specialization explores key theories of governance, justice, rights, and democracy, fostering critical thinking and analytical skills. Ideal for those aiming for academia, law, or policy-making, it equips students with a profound understanding of the concepts that underlie political systems and societal norms.

- **Public Administration and Policy Analysis:** Explore policy-making, public administration, governance, and the art of political analysis through quantitative methods and data science, positioning yourself for roles in research institutions, political consulting firms, or campaign analytics.

Political Science Elective Credit Hours :

9 credit hours of elective courses from any of the remaining Subfield Emphases are required of every student in the B.S. program.

Accelerated Path to Advanced Degrees:

For ambitious students aiming to further their education, we offer an accelerated path to a graduate degree in public administration, enabling you to pursue a Master of Public Administration (M.P.A.) in fewer years.

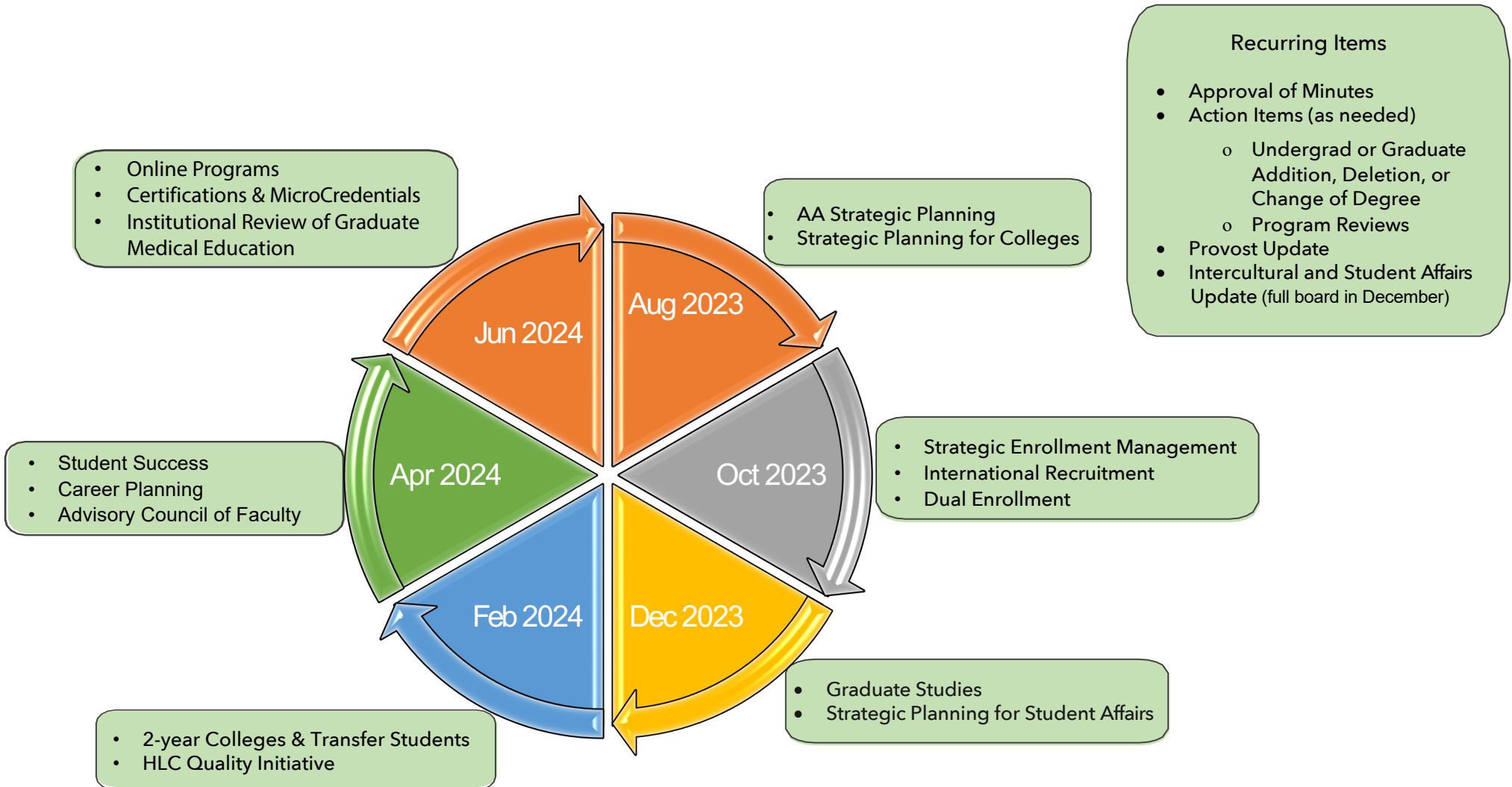
Admission Requirements

Graduation Requirements

Key: 802

Annual Activity Calendar

Academic and Student Affairs Committee





Marshall Graduate Medical Education

2022-2023

State of Graduate Medical Education
Annual Institutional Review Executive Summary
Marshall University Board of Governors

Presented by:

Paulette S. Wehner, MD, FACC, FACCP, FAHA, FACP
Professor of Internal Medicine and Cardiology
Vice Dean for GME
Designated Institutional Official

Goals of Presentation

- Review GME Mission & Aims
- Review ACGME Annual Institutional Report (AIR) Requirements
- Overview Well-Being Measures
- Overview Patient Safety & Quality Improvements
- Review Outcome Measurements
- Provide an Update on the Status of Action Plans for 2022-2023
- Set Goals for 2023 -2024



GME Mission

The mission of Graduate Medical Education at Marshall University School of Medicine is to oversee high-quality accredited training programs that produce professional and competent physicians to engage in autonomous practice, communicate effectively, and are prepared to adapt to the future evolution in healthcare upon completion of the program. We encourage graduate retention with an educational focus on the unique patient population in the Appalachian region. The Sponsoring Institution promotes professional development in teaching, life-long learning, and well-being throughout the entire graduate medical education community. To support our mission, we cultivate a diverse and inclusive academic and clinical learning environment.

Revised: January 2021



GME Aims

- Train physicians who are competent to engage in autonomous practice upon completion of the program, attain board certification in their specialty while encouraging graduates to serve our unique patient population.
- Cultivate diversity and inclusion in the academic and clinical learning environment, while fostering physician recruitment and retention to promote equitable healthcare delivery.
- Promote well-being of self and others throughout the academic and clinical learning environment on the importance of developing strategies to identify, mitigate and prevent fatigue and burnout.
- Promote and enhance professional development throughout the graduate medical education community.



Marshall Graduate Medical Education

Office of Graduate Medical Education Staff

Paulette S. Wehner, MD, DIO, Vice Dean, GME

Liaison/collaborator with participating sites, CFOs, residents, program directors, and the entire GME Community

Oversees, supports, administers, and ensures ACGME accreditation compliance for residency/fellowship programs

Chair, Graduate Medical Education Committee (GMEC)

Ensures financial sustainability of programs and trainee support

Oversees GMEC policy development/ ADS Updates, New Program Applications, Match and ERAS, New Program Director Mentoring

Amanda Jones, BA, C-TAGME, Director of GME

Started as Director in December 2021

Maintain institutional and program accreditation

Oversight and administration of the programs including institutional policies, educational and well-being support, milestone compliance reports, onboarding of new and current trainees

Provide the residents and fellows with an excellent clinical learning environment including the teaching of safe, high-quality patient care and lifelong learning

Review of all new program applications, site visit documentation, ADS updates, and other related information prior to submission to the ACGME

Provide the overall resources needed for our programs to be successful and support community health care needs



Required Annual Institutional Review Components

1. Provide Results of Most Recent Institutional Letter of Notification
2. Provide Results of ACGME Resident & Faculty Surveys
3. Provide Each of its ACGME-accredited programs' accreditation information, including accreditation and recognition statuses and citations.
4. Provide a Summary of Institutional Performance on Indications for the AIR
5. Provide Action Plans and Performance Monitoring Procedures Resulting from the AIR



Marshall Graduate Medical Education

Institutional Status Continued Accreditation

Accreditation Council for
Graduate Medical
Education

401 North Michigan Avenue
Suite 2000
Chicago, IL 60611
Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

12/12/2023



Paulette Wehner, MD
Vice Dean for Graduate Medical Education
Marshall Univ. Joan C. Edwards School of Medicine
1639 13th Ave.
Office of GME
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall University School of Medicine
Huntington, WV

Institution: 8005500475

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 10/10/2023

AREAS NOT IN COMPLIANCE (Citations)

The Review Committee cited the following areas as not in substantial compliance with the ACGME's Institutional Requirements for Graduate Medical Education:

NEW CITATIONS

Oversight | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.4., I.B.4.a), I.B.4.a).(4))

GMEC responsibilities must include oversight of . . . the ACGME-accredited program(s)' annual program evaluation(s) and self-study(ies). (Core)

The information provided to the Institutional Review Committee ("IRC") does not demonstrate substantial compliance with the requirements. Graduate Medical Education Committee ("GMEC") meeting minutes do not document oversight of the annual program evaluations ("APEs").

(Reviewer Materials ("RM"), Attachment—GMEC Meeting Minutes)

Review and Approval | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.5., I.B.5.a), I.B.5.a).(2), I.B.5.b), I.B.5.b).(1-2))

The GMEC must demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR). (Outcome) The GMEC must

identify institutional performance indicators for the AIR, to include, at a minimum: the most recent ACGME institutional letter of notification. The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: results of ACGME surveys of residents/fellows and core faculty members. The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body. The written executive summary must include: a summary of institutional performance on indicators for the AIR; and, action plans and performance monitoring procedures resulting from the AIR. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The executive summary of the 2021-2022 Annual Institutional Review ("AIR") does not summarize the accreditation statuses and citations of ACGME-accredited programs, and does not include monitoring procedures for action plans.

(RM, Attachment—AIR Summaries)

AIR | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1), I.B.6.a).(2))

The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes a variety of criteria for identifying underperformance that includes, at a minimum, program accreditation statuses of Initial Accreditation with Warning, Continued Accreditation with Warning, and adverse accreditation statuses as described by ACGME policies; and, results in a timely report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes, including timelines. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The Sponsoring Institution's protocol for Special Reviews has a list of criteria for identifying underperforming programs that does not include all warning and adverse ACGME accreditation statuses. Reports from Special Reviews do not include a process for GMEC monitoring of outcomes, including timelines.

(RM, Attachments—GMEC Special Review Protocol; Special Review Reports)

The Review Committee must be notified of any major changes in the organization of the institution. When corresponding with this office, please identify the institution by number and name as indicated above.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kenneth Brown', with a long horizontal line extending to the right.

Kenneth Brown
Associate Executive Director, IRC
Institutional Review Committee

kbrown@acgme.org

Institutional Citations to be Resolved

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.4., I.B.4.a), I.B.4.a).(4))

GMEC responsibilities must include oversight of . . . the ACGME-accredited program(s)' annual program evaluation(s) and self-study(ies). (Core)

The information provided to the Institutional Review Committee (“IRC”) does not demonstrate substantial compliance with the requirements. Graduate Medical Education Committee (“GMEC”) meeting minutes do not document oversight of the annual program evaluations (“APEs”).

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.5., I.B.5.a), I.B.5.a).(2), I.B.5.b), I.B.5.b).(1-2))

The GMEC must demonstrate effective oversight of the Sponsoring Institution’s accreditation through an Annual Institutional Review (AIR). (Outcome) The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: the most recent ACGME institutional letter of notification. The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: results of ACGME surveys of residents/fellows and core faculty members. The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution’s Governing Body. The written executive summary must include: a summary of institutional performance on indicators for the AIR; and, action plans and performance monitoring procedures resulting from the AIR. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The executive summary of the 2021-2022 Annual Institutional Review (“AIR”) does not summarize the accreditation statuses and citations of ACGME-accredited programs, and does not include monitoring procedures for action plans.

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1), I.B.6.a).(2))

The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes a variety of criteria for identifying underperformance that includes, at a minimum, program accreditation statuses of Initial Accreditation with Warning, Continued Accreditation with Warning, and adverse accreditation statuses as described by ACGME policies; and, results in a timely report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes, including timelines. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The Sponsoring Institution’s protocol for Special Reviews has a list of criteria for identifying underperforming programs that does not include all warning and adverse ACGME accreditation statuses. Reports from Special Reviews do not include a process for GMEC monitoring of outcomes, including timelines.

Marshall University School of Medicine Residency/Fellowship Programs

Program	Effective Date of Most Recent Letter	Status	Details from Detailed Letter
Addiction Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Cardiovascular Disease	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Child & Adolescent Psychiatry	2/9/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Dental			
Endocrinology, Diabetes & Metabolism	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Family Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Gastroenterology	11/6/2023	Continued Accreditation	New Citations: Educational Program – Patient Care Experience Areas for Improvement/Concerning Trends: Other Program Personnel
Geriatric Medicine	1/24/2024	Continued Accreditation	New Citations: Evaluation of Residents/Fellows – V.A.1. & V.A.1.b New Citations: Evaluation of Residents/Fellows – V.A.1.b.(1)
Geriatric Psychiatry	2/09/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Hematology & Medical Oncology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Internal Medicine	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Internal Medicine/Pediatrics	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Interventional Cardiology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Neonatal-Perinatal Medicine	1/22/2024	Continued Accreditation	New Citations: Program Personnel with Pediatric Focus and Experience Program Requirement I.D.1-ILD.1.i) New Citations: Diagnosis and Management of Critically Ill Neonates/Cardiac Surgical Procedures Program Requirement IV.B.1.b).(1).(r).(i)
Nephrology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Neurology	1/25/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Obstetrics & Gynecology	2/7/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Orthopaedic Surgery	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pediatric Hospital Medicine	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pediatrics	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Psychiatry	2/09/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pulmonary Disease & Critical Care Medicine	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Sports Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Surgery	1/4/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.

ACGME Resident Well-Being Survey 2023

2022-2023 ACGME Resident/Fellow Survey

Survey taken: February 2023 - April 2023

Programs Surveyed 20

559501 Marshall University School of Medicine - Aggregated Program Data

Residents Responded 249 / 253

Well-Being Survey Questions

Response Rate 98%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

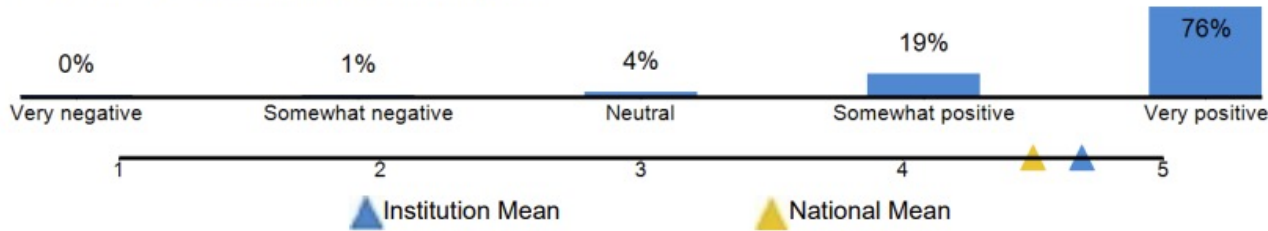
	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	79.5%	19.3%	0.8%	0.4%	3.8	3.6
I work in a supportive environment.	75.5%	22.9%	0.4%	1.2%	3.7	3.6
The amount of work I am expected to complete in a day is reasonable.	62.7%	32.5%	4.0%	0.8%	3.6	3.4
I participate in decisions that affect my work.	73.1%	23.3%	2.4%	1.2%	3.7	3.5
I have enough time to think and reflect.	58.6%	34.9%	4.8%	1.6%	3.5	3.3
I am treated with respect at work.	75.9%	21.7%	1.2%	1.2%	3.7	3.6
I feel more and more engaged in my work.	63.5%	32.1%	3.6%	0.8%	3.6	3.3
I find my work to be a positive challenge.	69.9%	26.5%	3.2%	0.4%	3.7	3.5
I find new and interesting aspects in my work.	70.3%	26.1%	3.2%	0.4%	3.7	3.5

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	39.4%	34.1%	17.3%	9.2%	3.0	2.8
After work, I need more time than in the past in order to relax.	34.5%	32.5%	25.3%	7.6%	2.9	2.5
I feel worn out and weary after work.	39.0%	30.1%	24.5%	6.4%	3.0	2.6

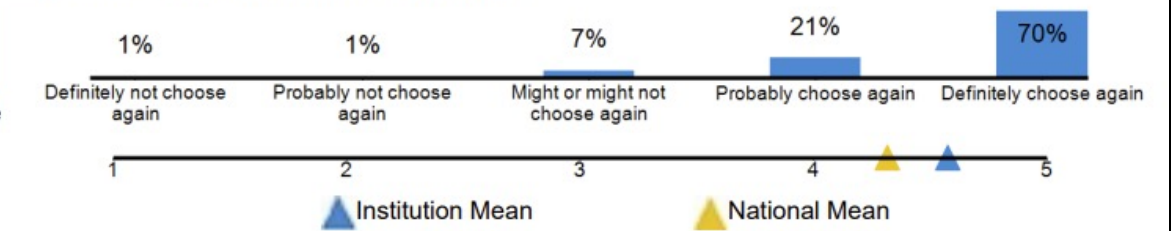
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ACGME Resident Survey 2023

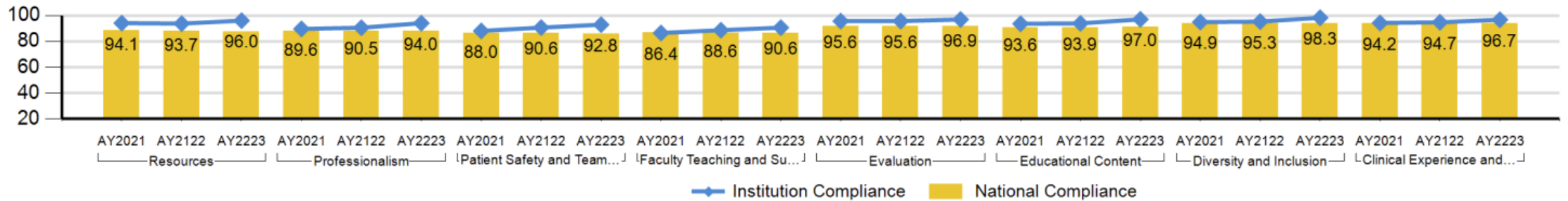
Residents' overall evaluation of the program



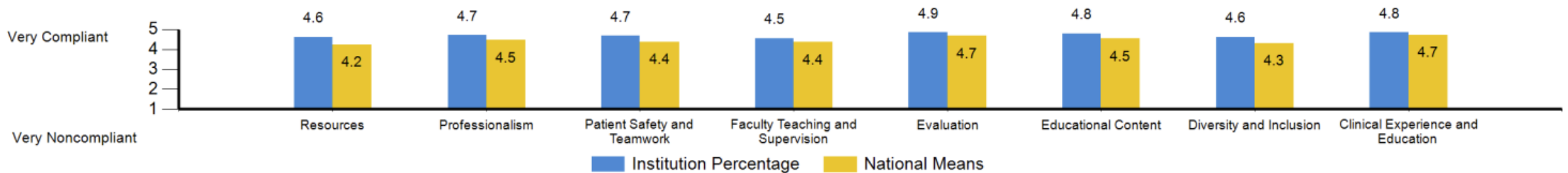
Residents' overall opinion of the program



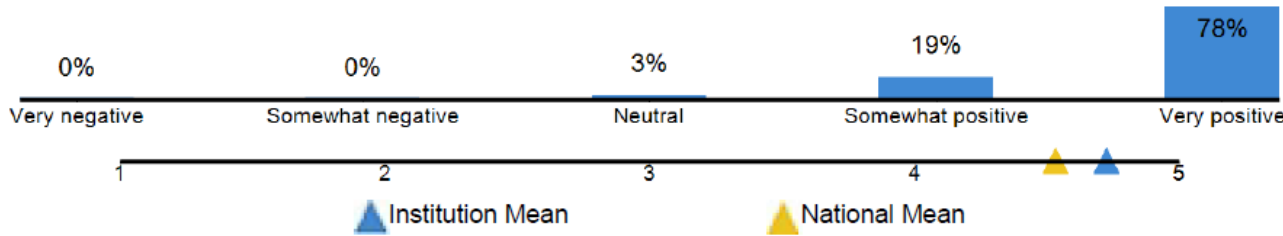
Total Percentage of Compliance by Category



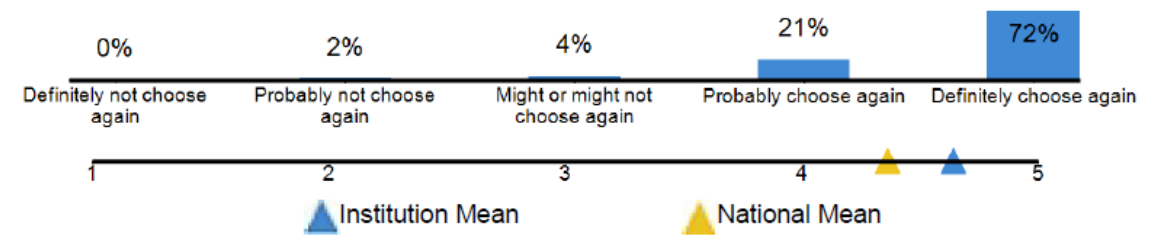
Institution Percentage at-a-glance



Residents' overall evaluation of the program



Residents' overall opinion of the program



Resources

	% Institution Compliant	Institution Mean	% National Compliant	National Mean
Education compromised by non-physician obligations	98%	4.8	89%	4.5
Impact of other learners on education	98%	4.2	89%	3.7
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	92%	4.5	81%	4.1
Faculty members discuss cost awareness in patient care decisions	98%	4.2	91%	3.6
Time to interact with patients	95%	4.6	89%	4.3
Protected time to participate in structured learning activities	97%	4.7	87%	4.4
Able to attend personal appointments	98%	4.9	92%	4.7
Able to access confidential mental health counseling or treatment	99%	5.0	95%	4.8
Satisfied with safety and health conditions	95%	4.7	86%	4.4

Professionalism

	% Institution Compliant	Institution Mean	% National Compliant	National Mean
Residents/fellows encouraged to feel comfortable calling supervisor with questions	93%	4.7	88%	4.5
Faculty members act professionally when teaching	96%	4.7	92%	4.5
Faculty members act professionally when providing care	98%	4.8	96%	4.7
Process in place for confidential reporting of unprofessional behavior	97%	4.9	90%	4.6
Able to raise concerns without fear of intimidation or retaliation	89%	4.6	80%	4.2
Satisfied with process for dealing confidentially with problems and concerns	90%	4.5	76%	4.1
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	97%	4.9	94%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion	98%	4.9	93%	4.7

		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	88%	4.3	84%	4.2
	Culture reinforces personal responsibility for patient safety	95%	4.6	89%	4.4
	Know how to report patient safety events	97%	4.9	97%	4.9
	Interprofessional teamwork skills modeled or taught	92%	4.6	80%	4.2
	Participate in safety event investigation and analysis	89%	4.6	80%	4.2
	Process to transition patient care and clinical duties when fatigued	95%	4.8	90%	4.6
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Faculty Teaching and Supervision	Faculty members interested in education	91%	4.5	85%	4.3
	Faculty effectively creates environment of inquiry	92%	4.6	84%	4.3
	Appropriate level of supervision	92%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	91%	4.7	82%	4.5
	Quality of teaching received in all clinical and didactic activities	99%	4.5	97%	4.3
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	89%	4.5	82%	4.2
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9
	Opportunity to confidentially evaluate program at least annually	98%	4.9	96%	4.8
	Satisfied with faculty members' feedback	95%	4.6	76%	4.1

Educational Content		% Institution Compliant	Institution Mean	% National Compliant	National Mean
	Instruction on minimizing effects of sleep deprivation	94%	4.8	86%	4.5
	Instruction on maintaining physical and emotional well-being	97%	4.9	94%	4.8
	Instruction on scientific inquiry principles	97%	4.9	94%	4.8
	Education in assessing patient goals e.g. end of life care	98%	4.9	96%	4.8
	Opportunities to participate in scholarly activities	97%	4.9	94%	4.8
	Taught about health care disparities	90%	4.2	86%	3.8
<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>					
	Fatigue and sleep deprivation	93%		93%	
	Depression	96%			
	Burnout	94%			
			Substance use disorder		

Diversity and Inclusion		% Institution Compliant	Institution Mean	% National Compliant	National Mean
	Preparation for interaction with diverse individuals	98%	4.6	95%	4.3
	Program fosters inclusive work environment	99%	4.8	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	94%	4.5	91%	4.1

		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Clinical Experience and Education	80-hour week (averaged over a four-week period)	95%	4.8	92%	4.6
	Four or more days free in 28 day period	89%	4.6	84%	4.4
	Taken in-hospital call more than every third night	99%	5.0	98%	4.9
	Less than 14 hours free after 24 hours of work	95%	4.8	96%	4.8
	More than 28 consecutive hours work	98%	4.9	97%	4.8
	Additional responsibilities after 24 consecutive hours of work	97%	4.9	97%	4.8
	Adequately manage patient care within 80 hours	92%	4.7	91%	4.6
	Pressured to work more than 80 hours	100%	4.9	98%	4.9

ACGME Faculty Well-Being Survey 2023

2022-2023 ACGME Faculty Survey

Survey taken: February 2023 - April 2023

Programs Surveyed 20

559501 Marshall University School of Medicine - Aggregated Program Data

Faculty Responded 165 / 185

Well-Being Survey Questions

Response Rate 89%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

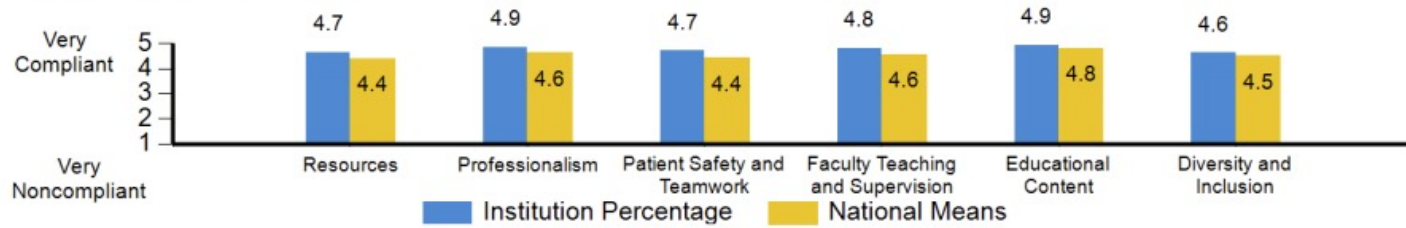
	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	90.3%	8.5%	0.6%	0.6%	3.9	3.8
I work in a supportive environment.	84.8%	13.3%	1.2%	0.6%	3.8	3.6
The amount of work I am expected to complete in a day is reasonable.	72.1%	24.2%	3.0%	0.6%	3.7	3.4
I participate in decisions that affect my work.	80.6%	18.2%	0.6%	0.6%	3.8	3.5
I have enough time to think and reflect.	70.9%	25.5%	3.0%	0.6%	3.7	3.4
I am treated with respect at work.	92.1%	7.3%	0.6%	0.0%	3.9	3.7
I feel more and more engaged in my work.	63.0%	30.9%	5.5%	0.6%	3.6	3.3
I find my work to be a positive challenge.	78.2%	20.6%	1.2%	0.0%	3.8	3.6
I find new and interesting aspects in my work.	77.0%	20.6%	2.4%	0.0%	3.7	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	50.3%	36.4%	9.7%	3.6%	3.3	2.9
After work, I need more time than in the past in order to relax.	43.6%	41.2%	11.5%	3.6%	3.2	2.8
I feel worn out and weary after work.	43.0%	41.2%	11.5%	4.2%	3.2	2.8

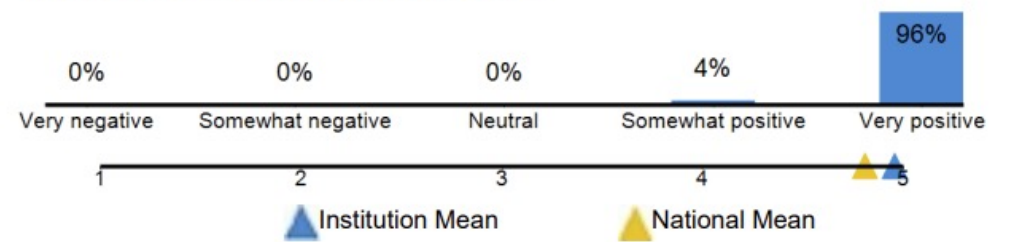
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ACGME Faculty Survey 2023

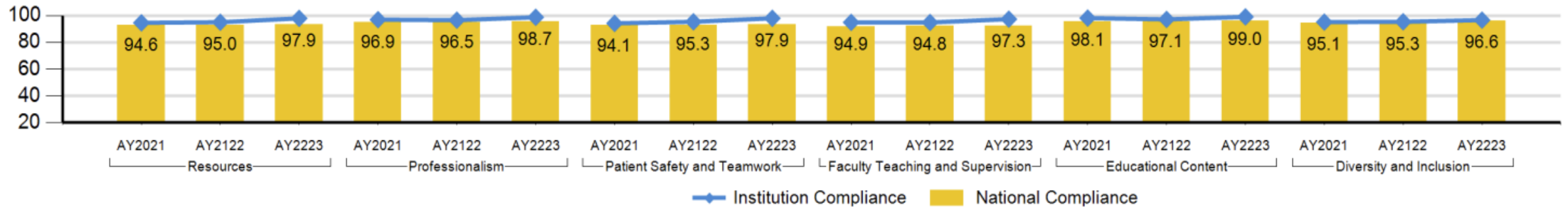
Institution Percentage at-a-glance



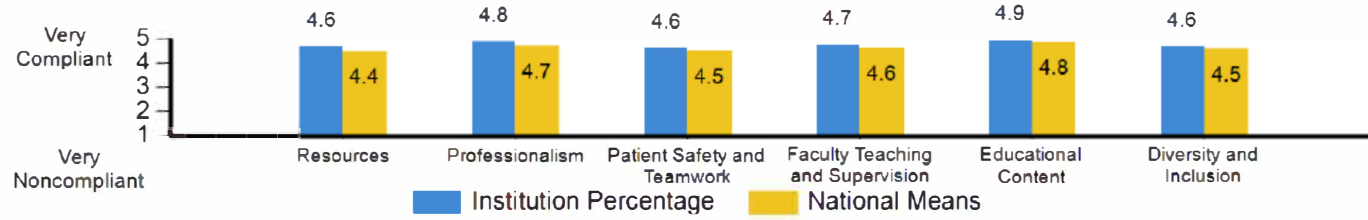
Faculty's overall evaluation of the program



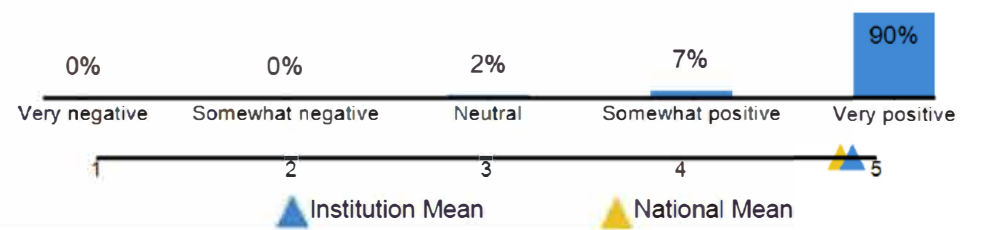
Total Percentage of Compliance by Category



Institution Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
 Workload exceeded residents'/fellows' available time for work

% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.6	97%	4.5
96%	4.6	90%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
 Education 96%
 Quality improvement and patient safety 94%
 Fostering your own well-being 90%

Fostering resident/fellow well-being 95%
 Practice-based learning and improvement 98%
 Contributing to an inclusive clinical learning environment 99%

Professionalism

Faculty members act unprofessionally
 Residents/fellows comfortable calling supervisors with questions
 Process for confidential reporting of unprofessional behavior
 Satisfied with process to deal confidentially with problems and concerns
 Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
 Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Institution Compliant	Institution Mean	% National Compliant	National Mean
100%	4.8	94%	4.5
98%	4.8	96%	4.7
100%	5.0	99%	5.0
96%	4.7	94%	4.6
100%	5.0	97%	4.8
100%	5.0	97%	4.8

		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	94%	4.4	90%	4.3
	Effective teamwork in patient care	99%	4.8	96%	4.7
	Interprofessional teamwork skills modeled or taught	95%	4.7	92%	4.6
	Effectively emphasizes culture of patient safety	99%	4.9	96%	4.7
	Residents/fellows participate in clinical patient safety investigation and analysis of safety events	97%	4.9	93%	4.7
	Know how to report patient safety events	100%	5.0	99%	4.9
	Process to transition patient care and clinical duties when residents/fellows fatigued	92%	4.6	91%	4.5
<hr/>					
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Faculty Teaching and Supervision	Sufficient time to supervise residents/fellows	96%	4.7	95%	4.6
	Faculty members committed to educating residents/fellows	98%	4.8	97%	4.8
	Program director effectiveness	96%	4.7	94%	4.7
	Faculty members satisfied with process for evaluation as educators	91%	4.7	85%	4.3
<hr/>					
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Educational Content	Residents/fellows instructed in cost-effectiveness	98%	4.9	94%	4.8
	Residents/fellows prepared for unsupervised practice	99%	4.9	97%	4.8
	Learning environment conducive to education	97%	4.8	97%	4.8
<hr/>					
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Diversity and Inclusion	Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)	100%	4.9	99%	4.7
	Engaged by program in efforts to recruit diverse residents/fellows	94%	4.5	95%	4.5
	Engaged by program in efforts to retain diverse residents/fellows	94%	4.5	94%	4.4
<u>Participated in efforts to recruit diverse:</u>		% Frequency**		% Frequency**	
Pre-residency learners, including medical students*	87%	Faculty members*	93%		
Residents/Fellows*	94%	Other GME staff*	79%		

Residency Programs

MARSHALL UNIVERSITY SCHOOL OF MEDICINE - 10 Programs

Family Medicine

Internal Medicine

Internal Medicine/Pediatrics

Neurology

Obstetrics/Gynecology

Orthopaedic Surgery

Pediatrics

Psychiatry

Surgery

General Practice - Dentistry

MARSHALL COMMUNITY HEALTH CONSORTIUM – 2 Programs

Holzer Family Medicine

Rural Surgery – Logan

12 Total Residencies including Dental

Fellowship Programs

Marshall University School of Medicine

Addiction Medicine

Cardiovascular Disease

Child & Adolescent Psychiatry

Developmental-Behavioral Pediatrics

Endocrinology Diabetes & Metabolism

Gastroenterology

Geriatric Psychiatry

Geriatric Medicine

Hematology-Oncology

Interventional Cardiology

Neonatal-Perinatal Medicine

Nephrology

Pediatric Hospital Medicine

Pulmonary Disease & Critical Care Medicine

Sports Medicine

15 Total Fellowships

Institutional Well-Being Activities

- Luncheons - All Major Training Sites SMMC, VAMC, Wellness Center
- Resident Forum (Movie Night & Malibu Jack's)
- Marshall Recreation Center Membership & Parking
- Administration of Flu Shots
- COVID Monitoring
- Personal Care Items in Wellness Center
- Increased Food & Healthy Food Options in Wellness Center & Canteen
- Free Wellness Panels
- Trainee Assistance Program (TAP)



Marshall Graduate Medical Education

Patient Safety & Quality Improvement

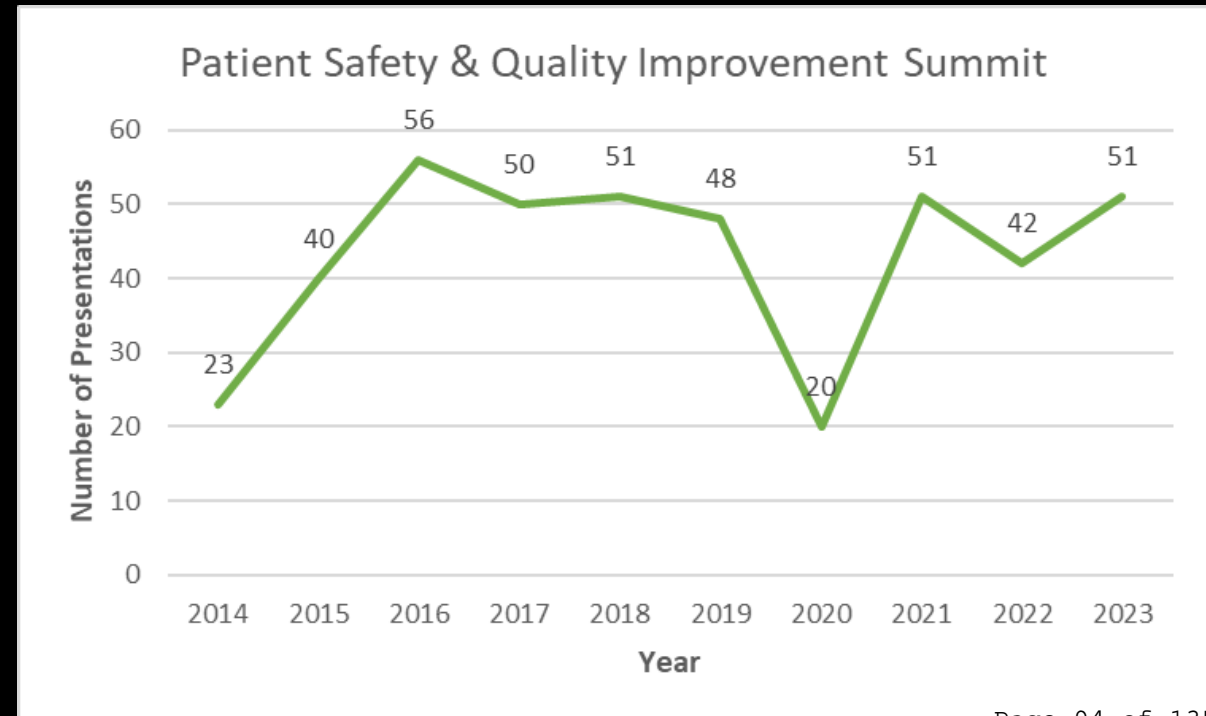
House Staff Quality Improvement Council

- Met 10 Times during the 2022-2023 Academic Year
- Summit Subcommittee also met 10 times

10th Annual Patient Safety & Quality Improvement Summit

Keynote Speaker - Kyle Rehder, MD, CPPS, FCCM, FCCP

51 Poster/Oral Presentations



Outcome Measurements

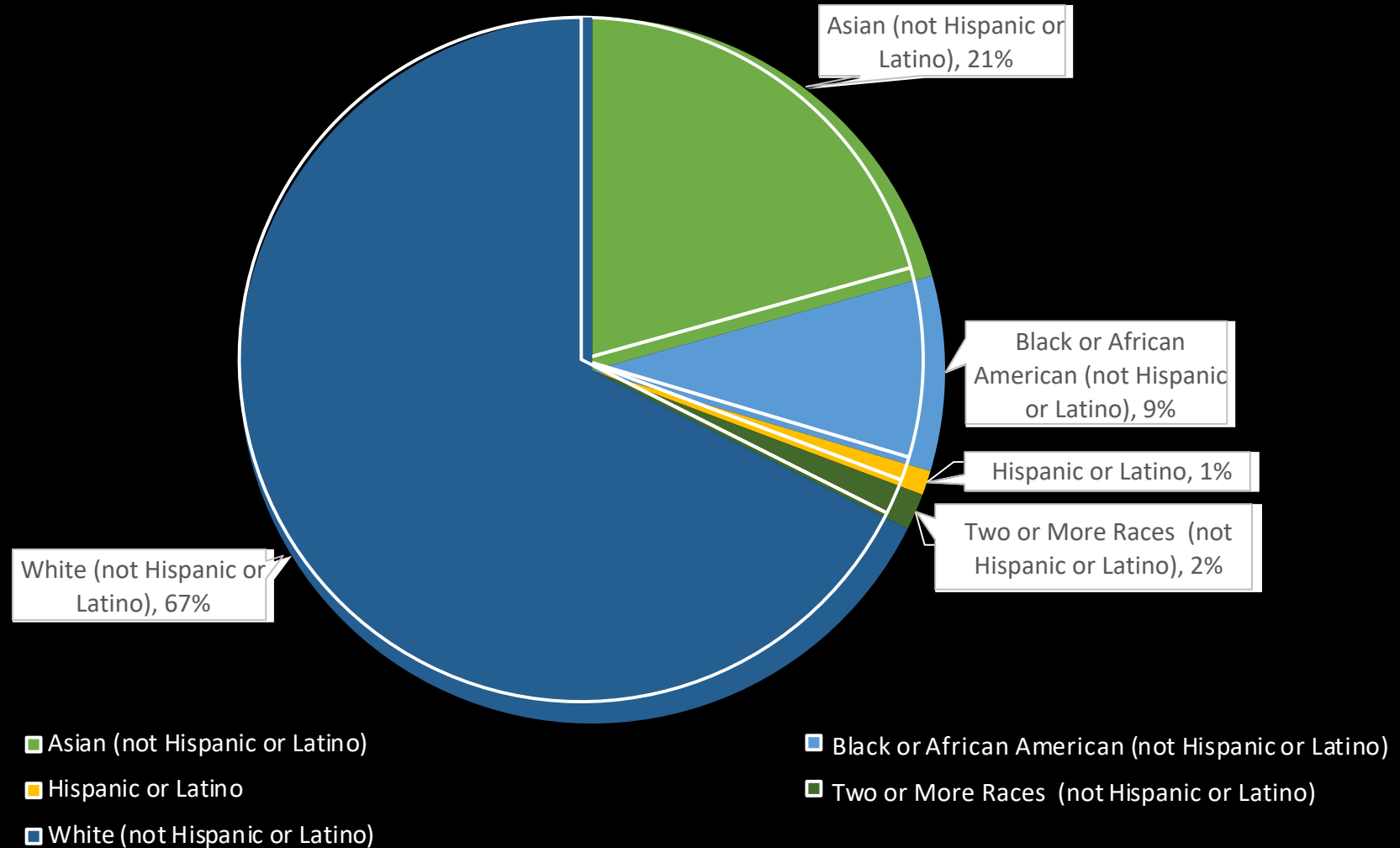
Are We:

- Diverse?
- Growing as an Institution?
- Achieving Board Certification?
- Successfully Landing Practice Opportunities or Fellowships?
- Meeting Our Annual Goals?

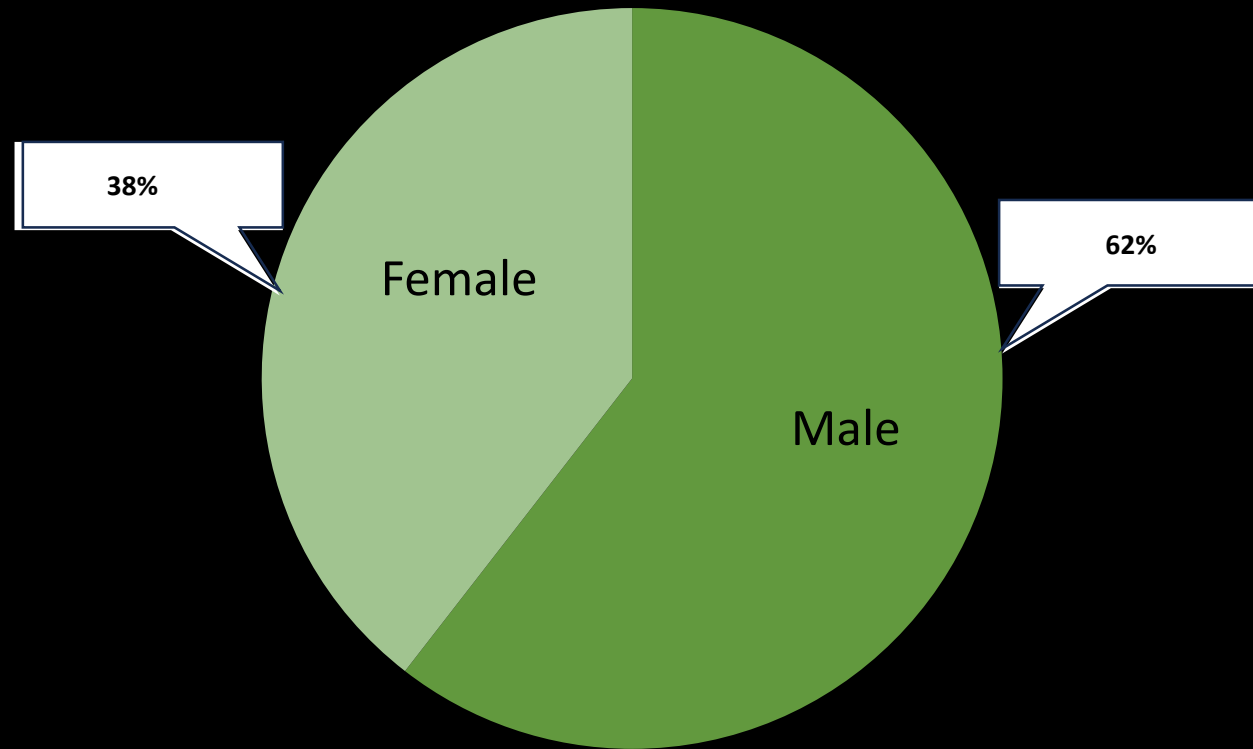


Marshall Graduate Medical Education

2022-2023 Demographics

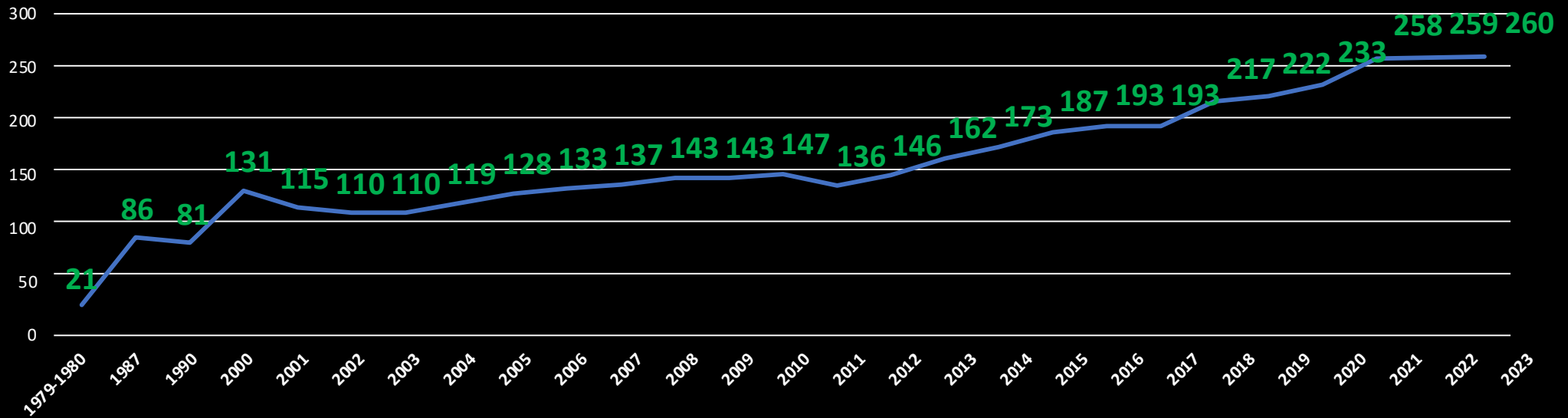


2022-2023 Residents & Fellows

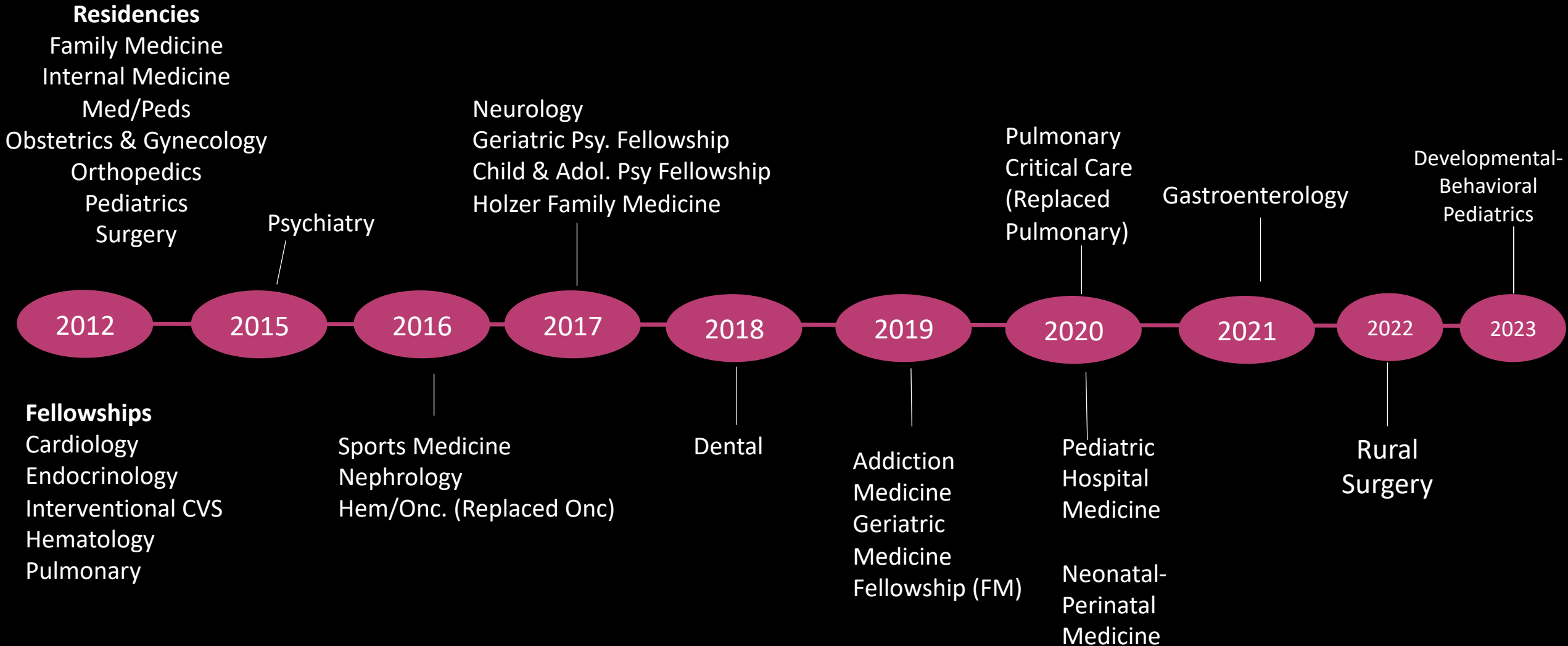


Trainee Growth 1979-2023

Increase in the Number of Trainees Since 2000!



Residency & Fellowship Program Growth Timeline 2012-2023

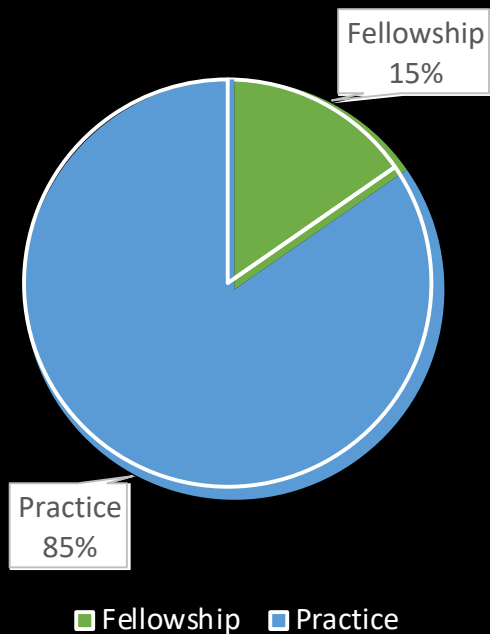


2022-2023

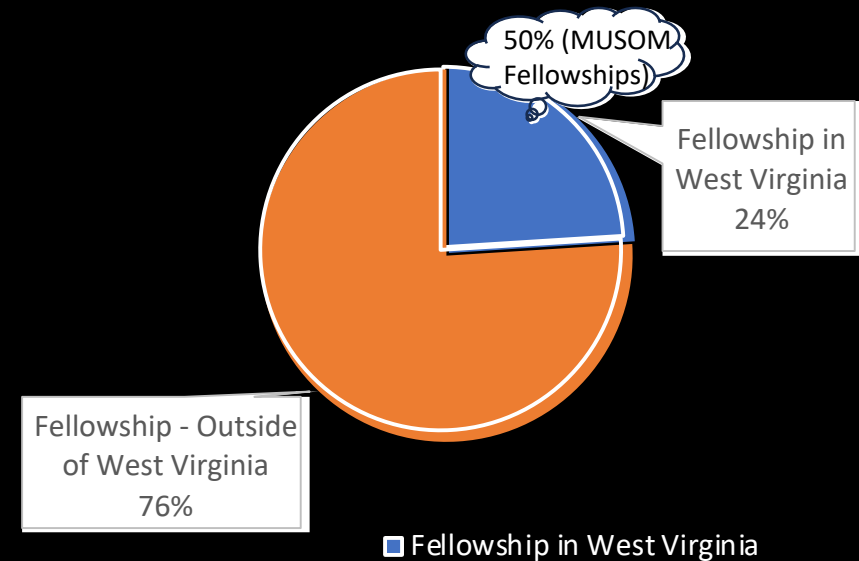
Graduate Placements Core Programs*

Total Graduates = 59

Placement - Practice or Fellowship?



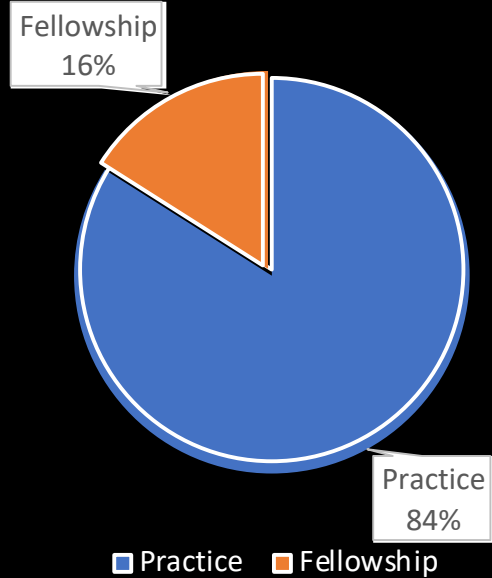
Fellowship Placements



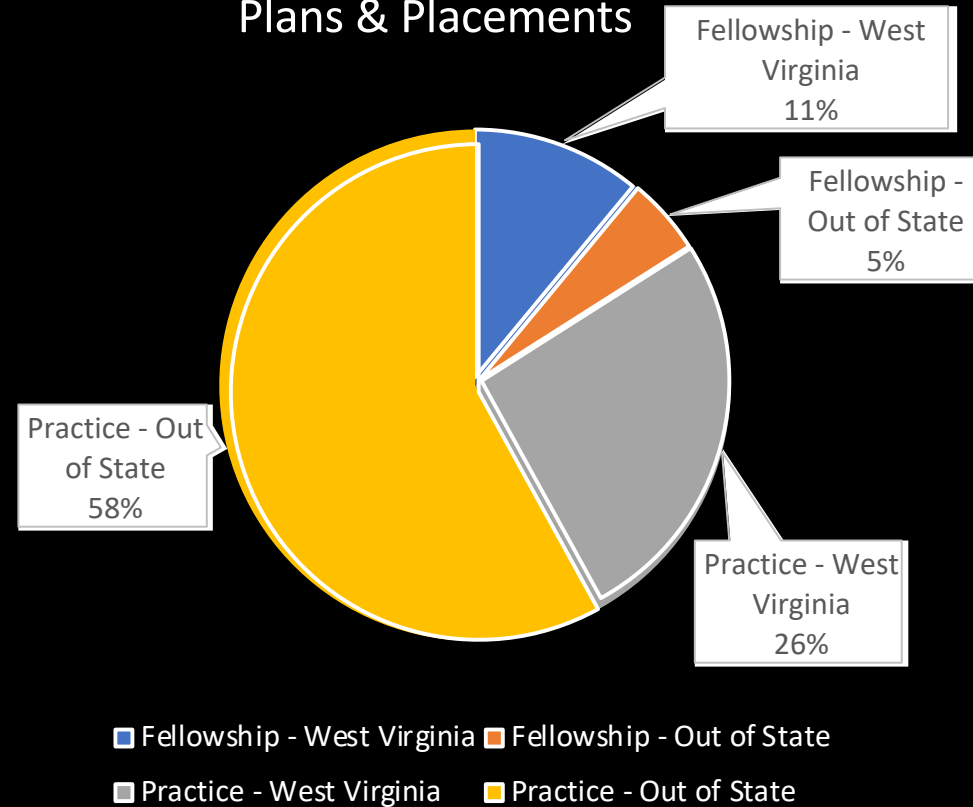
*Core Programs: Family Medicine, Internal Medicine, Med/Peds, Neurology, Obstetrics & Gynecology, Pediatrics, Orthopaedics, Psychiatry & Surgery

2022 - 2023 Graduate Placements Fellowship Programs Total Fellow Graduates = 19

Placement - Practice or Fellowship?



Plans & Placements



Status of Meeting

2021-2022 AIR Action Plan Goals

- ✓ Assisted trainees with the transition from DATIX to MIDAS
 - Provided learning modules, Placed on House Staff Council Agenda Items
- ✓ Transitioned Part-Time Information Technology position into a Full-Time position
 - Jason Scott is now Full-Time
- ✓ Refined the Administrative Assistant position and hired a replacement
 - Tiffany Cartwright in October 2022
- ✓ Continued to promote Trainee, Program Director, and Program Coordinator Well-Being
 - Provided various wellness activities and lunches for Trainees and Coordinators, Wellness Panels.
- ✓ Developed a Trainee Datasheet that encompasses all trainee information
- ✓ Continued to Increase communication within the GME community and presence through quarterly newsletters, social media, and frequent press releases
 - Quarterly newsletters published and circulated
 - Resident of the Month Releases
 - Trainee recognition releases for awards, honors, etc.
- ✓ Obtained two HRSA grants for planning and development of rural training programs in Internal Medicine at Holzer and Psychiatry at Rivers Health
- ✓ Continued exploration to develop new programs in Orthopaedics Sports Medicine, Dermatology, and Emergency Medicine
- ✓ Continued preparation for a potential CLER visit
- ✓ Developed an ADS/APE update template for our programs to simplify the data submission process for our Program Directors & Coordinators

Status of Meeting 2022 - 2023 Goals

- ✓ Appointed GMEC Subcommittee on Policy Revision and continue work on policy updates and revisions
 - Policies reviewed and approved during AY include:
- ✓ Prepared and Held Institutional Site Visit in January 2023
- ✓ Updated GME Wellness Center Exterior
 - Added veneer stone, reconfigured landscaping
- ✓ Continued to encourage TAGME certifications and provide Professional Development opportunities for Program Coordinators
 - Two Coordinators obtained TAGME Certifications
- ✓ Increased GME Staff Presence/Wellness Activities/Learning Environment at St. Mary's Medical Center (SMMC)
 - New mattresses in sleeping rooms
 - Increased housekeeping in call rooms
 - New furniture coffee station and snack shelving in Surgery Work Room
 - Increased SMMC representation by including in PSQI Summit Subcommittee membership

NEW GOALS 2023-2024

- Renovate GME Office Space to accommodate additional offices
- Obtain Initial Accreditation for West Virginia's First Separately Accredited Rural Psychiatry Residency Program
- Obtain Initial Accreditation for West Virginia's First Separately Accredited Rural Internal Medicine Residency Program
- Continue to apply for HRSA Rural Planning & Development Grant to develop OBGYN Rural Residency
- GME Director will complete AAMC's Graduate Medical Education Leadership Development Course
- GME Director will apply for appointment to a national committee (TAGME)
- Explore the possibilities of new training programs in Urology, Emergency Medicine, and Anesthesiology
- Resolve current Institutional and Program citations with ADS updates
- Develop a new PowerPoint template to be used as an agenda for GMEC meetings
- Continue to foster partnerships and find ways to further develop outstanding GME training opportunities with Marshall Health Network

GOALS WILL BE MONITORED BY QUARTERLY UPDATES PROVIDED AT GMEC MEETINGS.

Marshall Community Health Consortium

Est. 2014

Holzer Family Medicine Residency Program (Gallipolis, OH)

Rural Surgery Residency Program (Logan, WV)

Rural Psychiatry Residency Program (Pt. Pleasant, WV)

Rural Internal Medicine Residency Program (Gallipolis, OH)

Paulette S. Wehner, MD, FACC, FACCP, FAHA, FACP
Professor of Internal Medicine and Cardiology, Vice Dean for GME
Designated Institutional Official
Marshall University School of Medicine
Marshall Community Health Consortium



**COMMUNITY HEALTH
CONSORTIUM**

Institutional Letter of Notification

Accreditation Council for
Graduate Medical
Education

401 North Michigan Avenue
Suite 2000
Chicago, IL 60611

Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

1/11/2023

Paulette S Wehner, MD
DIO

1639 13th Avenue
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall Community Health Consortium
Huntington, WV

Institution: 8005500932

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 01/03/2023

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,



Olivia Orndorff, MSLIS
Associate Executive Director
Institutional Review Committee

oordorff@acgme.org



Concluding Comments

- Exciting Time for GME with
 - Growth of Residency Programs
 - Planning & Development of Rural Residency Programs in Internal Medicine and Psychiatry
 - Increased GME Presence at St. Mary's Medical Center
 - National Recognition for the Nation's First Separately Accredited Rural Surgery Residency and starting of Inaugural Class in July 2023
- Growth of GME Staff Responsibilities To Ensure Continuing Accreditation/ Initial Accreditation for All Programs
- Planning & Development of New Programs
 - Orthopaedic Sports Medicine
 - Dermatology
 - Emergency Medicine
 - Anesthesiology
 - Urology

Questions?

Thank you for your time and continued support
of Graduate Medical Education!

Beyond the Classroom: Unlocking the Power of Co-Curricular Transcripts

Tiffany Hartman

Assistant Dean of Student Life

Intercultural & Student Affairs



End-2-End Student Experience Project:

Co-Curricular Transcripts Action Learning Team



Co-Curricular Transcripts

Action Learning Team

- Andy Hermansdorfer - Lead Center
- Karen Sommers - Housing
- LeKasha Taylor - Housing
- Michelle Biggs - Herd Academy
- Rodney Sanders - Career Education
- Gabe Brown - Community Service
- Tiffany Hartman - Student Life



Co-Curricular Transcripts

The Goal

- Create a comprehensive record of students' involvement in activities outside the traditional academic curriculum, including extracurricular activities, leadership roles, volunteer work, internships, and other relevant experiences.



Co-Curricular Transcripts

Criteria for a Co-curricular Transcript

- Activity Categories: Define broad categories such as leadership, community service, professional development, cultural activities, and athletics.
- Verification Process: Establish a process for verifying student participation in activities.
- Create a Standardized Format: Design a clear and professional format for the transcript.
- Activity Details: Name of the activity, description, role or position, dates of participation, and hours contributed.
- Skills and Competencies: Skills developed through participation, such as leadership, teamwork, communication, etc.
- Digital Platform: Use a digital platform where students can log their activities. This could be integrated with existing student information systems.



HERD **LINK** 



HerdLink

- A portal for students to find and participate in campus events, organizations, and clubs. Students can use HerdLink to browse and join organizations, attend events, and showcase their involvement.
- Campus Administrators can manage and track student engagement and skill development, to drive student retention.

The screenshot displays the HerdLink website interface. At the top, there is a navigation bar with the HerdLink logo, a search bar, and a 'SIGN IN' button. Below the navigation bar, there are three main sections: 'Find Organizations', 'Attend Events', and 'Track Involvement'. Each section includes an icon, a title, and a brief description. The 'Find Organizations' section features an icon of two people with speech bubbles and the text: 'Join a new organization and utilize discussion, news posts, and group messaging.' The 'Attend Events' section features an icon of a smartphone and a calendar and the text: 'Discover events happening on campus or in your area.' The 'Track Involvement' section features an icon of a document with a lightbulb and the text: 'Record your activities and memberships on campus to showcase your Involvement.'

Below these sections, there are four event cards for 'WEEK OF WELCOME MARSHALL UNIVERSITY'. The first card is for 'Breakfast and Bingo' on Tuesday, August 13 at 8:00PM EDT in the Don Morris Room MSC 2nd Floor. The second card is for 'Step In, Speak Out' on Wednesday, August 14 at 12:30PM EDT in the Don Morris Room MSC 2nd Floor, featuring a megaphone icon and the text 'BE A POSITIVE BYSTANDER'. The third card is for 'Together We Thrive' on Wednesday, August 14 at 2:30PM EDT in the Brad D. Smith Buisness Building. The fourth card is for 'We Are Family' on Wednesday, August 14 at 3:45PM EDT in the Joan C. Edwards Preforing Arts Center. A 'VIEW MORE EVENTS' button is located at the bottom right of the event listings.

HerdLink

Brea Belville's

Co-Curricular Transcript

**CO-CURRICULAR TRANSCRIPTS**

Marshall University Co-Curricular Transcript

Marshall University recognizes the impact of out-of-classroom learning experiences, and our students are encouraged to record and reflect upon their unique co-curricular experiences. The following Co-Curricular Transcript is a record of the student's co-curricular involvement.

Name: Brea Belville **Username:** belville12@marshall.edu **Date:** June 4, 2024

Involvements

Campus Collective
Position
Member (12/6/2023 - Present)

Financial Management Association at Marshall University
Position
Member (12/6/2023 - Present)

Honors College Student Association
Position
Member (5/16/2024 - Present)

Pre-Law Club at Marshall University
Position
Treasurer (4/28/2023 - Present)

Position
Member (9/29/2022 - Present)

Student Government Association at Marshall University
Position
Student Body President (5/9/2024 - Present)



Co-Curricular Transcripts

Next Steps

- Design a clear and professional format for the transcript using HerdLink where students can log their activities.
- Ensure the co-curricular transcript is recognized officially by the university and can be included with academic transcripts when applying for jobs or further education.
- Promote the transcript and offer workshops to help students, faculty, and staff understand how to use the system and the benefits of maintaining a co-curricular transcript.



Looking Forward



The Herd Experience

Previously Developed in Fall 2019

- Provide a mechanism to create intentional student experiences that promote involvement, development, and learning by student selection of pathways.
- Guide students along an intentional path toward goals, competencies, and established learning outcomes by leading them through co-curricular involvement paths to earn recognition for meeting path requirements.



Questions?

Tiffany Hartman
Assistant Dean of Student Life
Intercultural & Student Affairs





Marshall University

Accelerating Individual Success, Innovative Ideas and Economic Impact

General Education Task Force Progress Report Summer 2024



Executive **SUMMARY**

- Marshall's General Education curriculum is being updated for the 21st century knowledge economy
- A broad-based team, representing all academic units, is studying student needs, future demand, and innovative programs across the country
- We have tentatively identified 5 themes reflecting the core of our general education program [see box to the right]
- A draft plan for review will be distributed by December 2024
- Discussion, revision, and approval are planned for Spring 2025
- Development of an assessment plan and implementation are targeted for January 2026, to allow for integration into the Fall 2026 schedule

Five Central Themes

Communication Competence

Technological & Information
Literacy

Responsible Citizenship

Problem-solving

Growth Mindset



General Education at Marshall

Purpose of General Education: *to ensure that all graduates have a broad foundation of knowledge underpinning the specialized study they gain from courses in their majors*

Become active, creative, & critical thinking citizens

Adapt learning to changing economic, cultural, and community needs

Integrate skills and knowledge gained in classes into a cohesive identity

Current Marshall **DEGREE PROFILE**



**Communication
Fluency**



**Creative
Thinking**



**Ethical and
Civic Thinking**



**Information
Literacy**



**Inquiry Based
Thinking**



**Integrative
Thinking**



**Intercultural
Thinking**



**Metacognitive
Thinking**



**Quantitative
Thinking**



Marshall **CORE CURRICULUM** *Timeline*

- May 2006: President Kopp initiates work to organize gen ed around “domains of thinking.”
- AY2006-2007: the ad-hoc committee studied models from other institutions, developed models and proposals, and generated ideas to be reviewed, revised, and refined.
- August 2007: five approaches were distributed for discussion
- Fall 2007: Learning outcomes and assessment rubrics were developed
- Spring 2008: Implementation strategies were developed; proposals were introduced to the Faculty Senate Executive Committee
- AY2008-2009: faculty input, revisions, resources, and formal approval
- AY2009-2010: vetted Core II course submissions, WI, MC, INT, and capstone courses; established transfer rules; matched Core Curriculum to college degree requirements.
- Fully implemented in Fall 2010



Revising GenEd at Marshall

1. Review current model, including assessment results
2. Research innovations in higher education
3. Define needs for MU graduates 2025 and forward
4. Establish goals for MU 21st century general education
5. Design/redesign GenEd model
6. Engage faculty and administration in review
7. Refine the model
8. Design implementation plan
9. Navigate approval and implementation.



MU's Current **GenEd Model**

1. CORE I courses – critical thinking depth

- ✓ FYS 100: First Year Seminar
- ✓ 2 CT designated courses

2. CORE II courses – disciplinary breadth

- ✓ Composition (6 cr hrs)
- ✓ Oral Communication (3 cr hrs)
- ✓ Natural Science (4 cr hrs)
- ✓ Mathematics (3 cr hrs)
- ✓ Fine Arts (3 cr hrs)
- ✓ Humanities (3 cr hrs)
- ✓ Social Science (3 cr hrs)

3. Integrated competencies

- ✓ Writing Intensive attribute
- ✓ Multicultural or International attribute

4. Capstone



Innovative *GenEd Programs*

Appalachian State

Augsburg

Butler

Cal Poly SLO

Emerson

Ithaca College

University of Portland

San Jose State

Carnegie Mellon

Duke

George Mason

Georgia State

Purdue

UC Berkeley

UCF



21st Century CAREER COMPETENCIES

Critical thinking and analytical thinking

Communication: oral, written, visual

Collaboration, teamwork, leadership

Creative problem-solving

Flexibility, adaptability, integrative learning


Cultural understanding & global citizenship

Reasoning from quantitative and narrative data

Knowledge of the physical & natural world

Hindsight, insight, and foresight

- The knowledge economy requires **abstraction, system thinking, experimentation** and **collaboration** skills, according to Reich
- A Canadian analysis identifies **communication** and **management** skills along with **cognitive skills** as the domains knowledge workers use more
-
- A 2012 NACE survey prioritizes
 - Verbal communication
 - Team collaboration
 - Decision making & problem solving
 - Planning, organizing, & prioritizing
 - Information literacy
 - Quantitative analysis
 - Create and edit written reports



Central Themes for **REVISED GenEd at Marshall**

Communication Competence

Written, spoken &
mediated expression

Group communication &
collaboration

Interpersonal
communication

Listening and empathy

Assertive expression

Creative self expression

Problem Solving

Critical Thinking

Analytical ability

Creative innovation

Design thinking

Integrative thinking

Reasoning & Evidence

Scientific

Quantitative

Technological & Information Literacy

Data Literacy

Statistical

Analytical

Digital Literacy

Media Literacy

Emerging Technologies

Artificial Intelligence

Responsible Citizenship

Leadership

Ethical Reasoning

Cultural Competence

Civic Engagement

Social Responsibility

Sustainability

Global Awareness

Local, State, &
National Awareness

Growth Mindset

Adaptability

Collaboration

Financial Literacy

Wellness Literacy

Career readiness

Career resilience



Design **TEAMS**

Delivery systems

Core Courses

Distribution Requirements

Integrated Competencies

Alternative Delivery

Engaged Learning

Elements of GenEd

Breadth

Depth

Integration

Application

Assessment



Task Force **TIMELINE**

In Progress

- Review of current model & assessment results (in progress)
- Review of peers & benchmarks (in progress)
- Define needs for current and future graduates (in progress)
- Set goals (tentative) and establish standards (Summer 2024)

Next Steps

- Design/redesign MU general education requirements (Fall 2024)
- Engage faculty & administration in review (Spring 2025)
- Refine planned revisions (Summer & Fall 2025)
- Design implementation and assessment plan (Fall 2025)
- Formal approval and integration with academic units (Spring 2026)



Executive **SUMMARY**

- Marshall's General Education curriculum is being updated for the 21st century knowledge economy
- A broad-based team, representing all academic units, is studying student needs, future demand, and innovative programs across the country
- We have tentatively identified 5 themes reflecting the core of our general education program: 1) communication competence, 2) technological and information literacy, 3) responsible citizenship, 4) creative problem-solving, and 5) growth mindset
- A draft plan for review will be distributed by December 2024
- Discussion, revision, and approval are planned for Spring 2025
- Development of an assessment plan and implementation are targeted for January 2026, to allow for integration into the Fall 2026 schedule

Questions?
Comments?
Concerns?

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