<div align="center">

Executive Committee
RESOLUTION

</div>

SR 24-25-01 EC Resolves to pilot a new Faculty Senate Standing Committee, the Faculty Technology Committee (FTC)

Whereas technology plays an increasingly integrated role teaching and pedagogy over time;

Whereas this reality makes it more important to rethink how technology decisions are made;

Whereas Academic Affairs, the Faculty, and Information Technology are committed to reaching the best decisions efficiently, respecting and upholding the principles of shared governance;

Whereas the Faculty and Information Technology (IT) have worked together to craft Administrative Procedure ITP 1 Technology Governance and Procurement Review;

Whereas the Faculty will play an important role in this governance and procurement process through a Faculty Technology Committee, outlined in Administrative Procedure ITP 1;

Therefore, be it resolved that the Executive Committee votes to pilot an Ad-Hoc Faculty Technology Committee (FTC) for the 2024-25 academic year;

Be it further resolved that, if this committee becomes a permanent standing committee of the Faculty Senate system, the elected members will simply fulfill the remainder their terms into the permanent committee;

Be it further resolved that the initial draft Faculty Senate Constitution language, to be iterated on after lessons are learned, will begin as follows:

Section 17. Faculty Technology Committee

A. Powers and Functions. The Faculty Technology Committee (FTC) shall be responsible for endorsing and approving all technology decisions that impact teaching, learning, research, and associated technology systems at Marshall University. The FTC will ensure that technology decisions align with institutional goals, optimize resource allocation, manage risks, engage stakeholders, ensure accountability and transparency, enhance the user experience, and promote continuous improvement and innovation. The FTC is a part of the overall IT governance structure as defined in the Administrative Procedure ITP 1 Technology Governance and Procurement Review.

B. Membership. Committee membership shall be consistent with that of all regular standing committees. Members are elected through the Faculty Senate standing committee appointment process. Ex-officio, voting members of this committee shall include the Administrative Technology Committee (ATC) and a representative from the Council of Chairs. Ex-officio, non-voting members of this committee include the Chief Information Officer (CIO) and other non-voting, ex-officio members as needed.

C. Meetings. The FTC shall meet at least monthly during the University's nine-month academic calendar. Additional meetings may be called by the FTC chair, either as requested by the CIO or

Executive Committee
RESOLUTION

SR 24-25-01 EC Resolves to pilot a new Faculty Senate Standing Committee, the Faculty Technology Committee (FTC)
as deemed appropriate by the FTC chair. A consent agenda of IT operational updates will be provided to committee members at least five business days prior to each meeting.

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY
SENATE EXECUTIVE COMMITTEE: _____ DATE: _8/26/2024_

DISAPPROVED BY THE FACULTY
SENATE EXECUTIVE COMMITTEE: _____ DATE: _____

UNIVERSITY PRESIDENT:

READ: _____ DATE: _8/30/2024_

COMMENTS: _____
_____
_____
_____
_____

SR 24-25-02 EC Recommends Amending the Timeline of Selecting the Spring Commencement Speaker and Honorary Degree Candidates

Whereas SR 23-24-05 EC and SR 23-24-06 established a new, more open process for selecting Commencement Speakers and Honorary Degree Awardee(s);

Whereas both of these recommendations established a hard close date of November 1 for the Spring Commencement Speaker/Honorary Degrees;

Whereas this timeframe makes it difficult for the Office of the Registrar to complete all required tasks before spring commencement;

Therefore, we recommend that nominations for the spring commencement close on October 1 each year for both Spring Commencement Speaker and Honorary Degree Recipients.

We further recommend that the rest of the timeline for spring commencement moves one month earlier so that all nominations are forwarded to the University President no later than February 1.

FACULTY SENATE CHAIR:

APPROVED BY THE

FACULTY SENATE: _____ DATE: _10/24/2024_

DISAPPROVED BY THE

FACULTY SENATE: _____ DATE:_____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _10/25/2024_

DISAPPROVED: _____ DATE:_____

COMMENTS:

_____
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_____

SR 24-25-03 EC Recommends Reconsideration of Adoption of Marshall University Shared Governance Charter

Whereas the Marshall University Ad Hoc Shared Governance Committee has diligently met for two years to internally inventory and externally benchmark best practices in shared governance;

Whereas shared governance is a cornerstone of effective university leadership, ensuring that faculty, staff, students, and administration have an active role (voice and vote) in decision-making processes;

Whereas Marshall University seeks to be a leader in higher education by setting a gold-standard for shared governance, promoting transparency, collaboration, and accountability;

Whereas each shared governance body *initially* approved this charter with amendments, including this Faculty Senate;

Whereas each shared governance body must approve of the same Shared Governance Charter;

Therefore, the Faculty Senate recommends adoption of the proposed Shared Governance Charter, incorporating the amendments proposed by each body, to guide the university's commitment to inclusive and participatory governance.

FACULTY SENATE CHAIR:

APPROVED BY THE

FACULTY SENATE: _____ DATE: 1/23/2025

DISAPPROVED BY THE

FACULTY SENATE: _____ DATE:_____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 1/24/2025

DISAPPROVED: _____ DATE:_____

COMMENTS:

_____

_____

_____

_____

_____

_____

Marshall University Shared Governance Charter

1. Introduction

1.1. Purpose of the Charter: The purpose of this Charter is to codify the definition, guiding principles, and structure of shared governance at Marshall University. The Charter delineates the roles and responsibilities of each governing body at the University, as well as codifying the process by which these bodies will be reviewed according to the shared governance guiding principles. Neither this Charter nor the actions taken by the bodies established under the Charter may contravene public law or the authority of the Board of Governors or the West Virginia Higher Education Policy Commission.

1.2. Definition of Shared Governance: Shared governance is a systematized structure of transparent decision-making that reflects shared interests and shared responsibility of all constituency groups. Constituency groups—which include, but are not limited to, faculty, students, classified and non-classified staff, the Board of Governors, and administration—have assured, protected opportunities to influence decisions regarding the operation and direction of Marshall University and established organizational means by which they can carry these out. The role of constituency groups is not merely advisory; instead, decision-making is actively shared among relevant groups. Constituency groups thus contribute more than mere consultation before the implementation of a decision. Shared governance relies on an atmosphere of mutual understanding, respect and trust that can foster honest communication and consideration in decision-making. Shared governance promotes transparency, accountability, inclusivity, collaboration, collegiality, and interdependence among constituency groups.

1.3. Importance of Shared Governance in Academic Institutions and at Marshall: The AAUP Statement on Government of Colleges and Universities states that "The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort." A shared governance approach is thus recommended as the best model for university governance. Shared governance places the mission and well-being of the institution above individual interests and fosters a unified direction for university development. For Marshall University, this approach is required by WV State Code 18B-2A-4(j), which states that the governing boards of all state universities should "[i]nvolve faculty, students, and classified employees in institution-level planning and decision making when those groups are affected."

1.4. Definitions:

1.4.a. *Constituency groups*: A constituency group is an individual or group that has a vested interest in the mission and well-being of Marshall University. Constituency groups include but are not limited to:

> **Students:** Any persons taking courses at or from Marshall University, both full-time and part-time, pursuing undergraduate, graduate or professional studies and who reside in

1

University residence halls or utilize University facilities or services for the purpose of pursuing studies.

Faculty: All full-time or part-time employees who have current faculty appointments, including library track faculty, clinical faculty, associate deans, assistant deans, directors, associate directors, assistant directors, chairs, temporary faculty, and term faculty.

Classified Staff - Any regular full-time or part-time employee of Marshall University who holds a position that is assigned a particular job title and pay grade in accordance with the personnel classification system established by state code or by the Higher Education Policy Commission.

Non-Classified Staff - Any regular full-time or part-time employee of Marshall University who holds a position that is not assigned a particular job title and pay grade in accordance with the personnel classification system established by state code or by the Higher Education Policy Commission.

Administration – University employees whose role and responsibility are to manage and oversee institutional operations, led by the President and including cabinet members, divisional leaders (vice presidents and chief officers), associate and assistant vice presidents, deans, directors, etc.

Additional constituency groups who could possibly be called to give input on certain decisions include community members and alumni.

1.4.b. *Governing body*: a governing body refers to a standing unit on campus that has decision-making powers regarding rules, policies, and/or procedures. These include Faculty Senate, Classified Staff Council, Non-Classified Staff Council, the Student Government Association, the Graduate Council, and the Administration (including the PPresident's Office and cabinet). , and the Board of Governors (BOG).

1.5. Shared Governance Ad Hoc Committee: This committee was established in April 2022 to assess shared governance at Marshall and provide recommendations for its improvement. Its membership consists of appointed representatives from the faculty of each college/school, undergraduate and graduate students, non-classified and classified staff, athletics, Academic Affairs, the administration, libraries, the governing bodies, and the Dean's Council and Council of Chairs. The goals of the committee are to research and provide recommendations for university shared governance best practices, assess shared governance structures and practices at Marshall, and provide recommendations for improving shared governance at the university. When and if it becomes feasible and appropriate, this committee shall be transformed from an ad hoc committee to a standing committee of one or more of the governing bodies and codified in their constitution(s).

1.5.a. By the end of each spring semester, the Ad Hoc Committee shall establish an annual work plan that outlines its goals and priorities. Also, at the end of each spring semester, the Ad Hoc Committee will conduct an internal review of its work plan from the prior year, assessing its work product and the degree to which its goals are being achieved.

1.5.b. Membership terms and requirements for the Ad Hoc Committee shall be codified in a separate document and are subject to change by a majority vote of the committee. The committee operates on a 9-month work schedule unless there are needs that have to be addressed during the summer months, in which case special task forces will be created.

2. *Principles of Shared Governance*

2.1. Transparency and Communication: We strive for a system of governance that encourages and relies on open communication among stakeholders and governing bodies. Information must sometimes remain confidential during decision-making processes, but this principle assumes that each governing body makes a genuine attempt to communicate as much as possible about ongoing decision-making processes to stakeholders. Meaningful and productive lines of communication should be established for stakeholders to provide input on relevant decisions. The shared governance website will, as much as is possible, maintain an up-to-date record of decision-making processes and outcomes and/or links to the pages of the governing bodies where this information is kept.

2.2. Accountability: It should be clearly communicated to constituency groups which persons/bodies hold ultimate authority for which decisions. An appeal process for decisions made by each governing body should be established.

2.3. Shared Decision-Making: Each decision should be made with meaningful and adequate input from relevant constituency groups. This input should be provided during the process of decision-making, not simply after a decision has been made.

2.4. Inclusion and Respect for Diverse Perspectives: All governing bodies should strive for participation from a diverse, equitable, representative, and balanced sector of each group they represent. No single classification of constituents (e.g., women, non-tenured faculty, minorities) should shoulder the brunt of shared governance work.

2.5. Clarity of Roles and Responsibilities: The roles and responsibilities for each governing body should be clearly defined and communicated. Each governing body shall onboard new members by communicating these roles and responsibilities.

2.6. Freedom of speech: All constituents of Marshall University, including students, tenure-track and non-tenure track faculty, classified and non-classified staff, and members of the administration and governance of the university, have a right to provide open and honest input on decisions that affect them and the university mission without retribution. This Charter asserts that all constituents have the right and responsibility to contribute to Marshall University's mission and well-being.

3. *Plan of Organization for Shared Governance*

3.1 *Board of Governors*: The Board of Governors (BOG) is Marshall University's state-appointed governing board (the positions of faculty, staff, and student representatives are elected), which

holds ultimate fiduciary responsibility for the university and oversees the university's operations and establishes rules. The responsibilities of the BOG are outlined in WV Code 18A-2B. The BOG engages the campus community in its decision-making processes, as outlined in the Shared Governance Matrix (Appendix 1), but it is not considered a governing body for the purposes of this Charter, as it has delegated portions of its control over the management of the business and affairs of the university to the President, as authorized in WV Code 18B-2A-4(q).

3.2.1 Governing Bodies: There shall be ~~seven~~ six representative bodies that contribute to the majority of decisions and policies governing Marshall University. These ~~, consisting~~ of the ~~Board of Governors,~~ Student Government Association, the Faculty Senate, the Graduate Council, the Classified Staff Council, the Non-Classified Staff Council, and the Administration (including the President and their cabinet). Each of these bodies has the following responsibilities:

3.2.1.a. To advise and make recommendations to the other governing bodies on issues on behalf of their constituent groups.

3.2.1.b. To establish and maintain its own constitution/bylaws, provided they are not in conflict with provisions of this Charter of Shared Governance nor state law or Board of Governors Rules. Each body shall operate in accordance with an agreed-upon set of Rules of Order and elect officers in accordance with, and for terms established by, its own constitution and bylaws.

3.2.1.c. To respond to initiatives brought forward by its constituents and by the University Advisory Council (defined in Section 4).

3.2.1.d. Each governing body will organize and maintain its own committees and will provide yearly reports of the committees' goals and work product.

3.3.2. Governing Bodies' Roles and Responsibilities. The following is a general outline of the roles and responsibilities of each of the governing bodies. More specific descriptions of the roles and responsibilities of each can be found in their respective constitutions and governing rules.

3.3.2.a. *Student Government Association*: The Student Government Association shall be composed of representatives elected from the various student bodies at Marshall by a plan and process established by its own constitution/bylaws. The Student Government Association shall have authority to recommend policies specifically regarding the following matters:

1. Student-related policies, procedures and issues that affect the overall wellbeing of students and their ability to complete their education.

2. The establishment of budget for funds allocated to it, the selection of appropriate representatives for university committees and workgroups, and the establishment and governance of clubs and other organizations of students entitled to the use of Marshall University facilities.

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3.32.b. *Faculty Senate*: The Faculty Senate shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Faculty Senate shall have authority to formulate and recommend policies, specifically regarding the following matters:

1. All academic policy matters and affairs which primarily affect the faculty, including curriculum, admission standards, student retention, scholarships and honors, degree programs, instructional standards and faculty welfare.

2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.32.c. *Graduate Council*: The Graduate Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Graduate Council shall have the authority to formulate and recommend policies specifically regarding the following matters:

1. Issues related to the graduate education mission of the university, including long-range planning for graduate education, the recommendation of new programs and courses, the evaluation of existing programs and courses, the facilitation of graduate accreditation, the recommendation of promotion and tenure policies related to graduate education, and the recommendation of approval of graduate faculty.

2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.32.d. *Classified Staff Council*: The Classified Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the classified employees.

2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.

3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.

4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.32.e. *Non-Classified Staff Council*: The Non-Classified Employees Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Non-Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the non-classified staff members.

2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.

3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.

4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.32.f. *Administration*: The Cabinet members and other administrative leaders shall have authority to formulate and recommend university policies and administrative procedures according to the process set forth in University Procedure ADMIN-20.

3.2.g. *Board of Governors*: Marshall University's state-appointed governing board (the positions of faculty, staff, and student representatives are elected), which holds ultimate fiduciary responsibility for the university and oversees the university's operations and establishes rules.

4. *The University Advisory Council*

4.1. The purpose of the University Advisory Council is to coordinate the activities and serve as a conduit of information among the governing bodies. It does not serve as a governing body in and of itself. It provides counsel to the University President on establishment of strategic priorities for the University.

4.1.a. The University Advisory Council shall consist of the president of the Student Government Association; the chairs of the Faculty Senate, Graduate Council, Classified Staff Council and Non-Classified Staff Council; and the University President or their designee.

4.1.b. Regular meetings of the University Advisory Council shall be held twice annually, in July and January. Special meetings may be called by any member on an as-needed basis.

4.1.c. Members of the University Advisory Council shall meet with the Cabinet twice annually, in August to kick off the new academic year and in April to review the Administration's proposed budget for the next fiscal year.

4.2. The University Advisory Council shall have the following functions:

4.2.a. In conjunction with the Administration, identify and develop strategic initiatives for the University and the shared governance bodies. These initiatives will be reviewed and ratified by each of the governing bodies and do not preclude any group from modifying and/or developing additional initiatives throughout the course of the year.

4.2.b. Refer matters to appropriate University committees or governing bodies, receive reports of ad hoc committees responsible to it, and inform each governing body promptly of the actions of the other governing bodies.

4.2.c. Appoint ad hoc governance committees on matters of interest to more than one governing body or to resolve differences among the governing bodies.

4.2.d. Call special meetings of the Council to address timely matters or those that need special attention outside of the regular meeting schedule of the Council.

4.2.e. Represent the interests of the governing bodies, when appropriate, to the Board of Governors.

4.2.f. Make proposals to the governing bodies to improve the functioning of this Charter or other matters as required.

5. *Decision-Making Processes:* See Appendix 1 for a matrix outlining the purview of each constituent group in different types of decision-making processes.

5.1. Creation and amendment of rules, policies, and procedures. The process for posting, creating, reviewing, and approving BOG Rules, University Policies, and Administrative Procedures is codified in University Administrative Procedure ADMIN-20. ADMIN-20 establishes the shared governance process through which rules, policies, and procedures are created. These include BOG Rules on academic affairs, financial affairs, general administration, and student affairs; University policies for academic affairs, financial affairs, general administration, and human resources; and University Administrative Procedures for academic affairs, financial affairs, financial aid, general administration, human resources, information technology, and student affairs. All rules, policies, and procedures are vetted by the governing bodies and then undergo a period of public comment before approval.

5.2. Budget decision-making structure: Budget and resource allocation decisions are made under a shared governance management structure (diagrammed in Appendix 2). Committee structure is designed to promote broad constituent involvement and information sharing. Continuous feedback and data sharing is encouraged from subject matter experts and committee members.

5.2.a. The Budget Advisory Committee (BAC) receives all budget proposals directly from unit-level leadership, considers requests, and makes recommendations to the units. Membership on

this committee includes the CFO; Provost; Budget Director; Finance Director; Assistant Provost appointed by the Provost; Business Operations Manager; two Cabinet members (other than CFO); three academic deans; Faculty Senate President or their representative; Classified Staff Council Chair or their representative; Non-classified Staff Council Chair or their representative; SGA President or their representative; and an Athletics representative.

5.2.b. The BAC then provides a consolidated, recommended budget to the Executive Budget Committee (EBC) for approval. Membership on the EBC includes the President, Provost, CFO, Chief of Staff, Budget Director, and Institutional Research representative. This budget is then presented to the Board of Governors for approval. The annual university and athletics budgets are ultimately approved by the Board of Governors once a year.

5.2.c. The Budget and Academic Policy Committee, University Curriculum Committee, and Graduate Council provide feedback to the BAC. The Model Operations and Review Committee, Tuition Planning and Financial Aid Working Group, Space Committee, and Academic Planning Committee provide feedback both the BAC and EBC.

5.2.d. *Financial Transparency*: The annual university budget and core operating budget can be found here: https://www.marshall.edu/finance/. The proposed budget is posted publicly before it is voted on by the Board of Governors.

5.3. Information Technology Decision-Making: Decisions regarding information technology will be made by the Chief Information Officer in conjunction with the Technology Executive Committee, the Faculty Technology Committee, and the Administrative Technology Committee. The detailed decision-making structure for information technology can be found in Administrative Procedure ITP-1, the Technology Governance and Procurement Review.

5.4. Strategic Planning: The current master plan for Marshall University was developed through a listening tour initiated by the president with additional input from all constituency groups as the plan was developed. The plan can be found here (2023): https://www.marshall.edu/strategicplan/. Future master plans shall be created through the same process of engagement with constituent groups. In addition, A 10-year campus development plan is required by WV State Code and is approved by the Board of Governors. The current campus development plan can be found here: https://www.marshall.edu/masterplan/2023-master-plan/. The development plan should also be created with input from each constituent group.

5.5. Final responsibility and dispute management

5.5.a. While participation in shared governance by the Administration, Students, Faculty, and Staff is necessary and important for the well-being and advancement of Marshall University, the final responsibility for decision making rests with the university President, Board of Governors, or West Virginia Higher Education Policy Commission, who are ultimately held accountable by the public and its elected leaders.

5.5.b. Shared governance disputes arising between/among the governing bodies shall ultimately be resolved by the President, after conference with representatives of the appropriate governing bodies.

6. *Reporting, Review, and Accountability*

6.1. Annual Reports on Shared Governance: The Shared Governance Ad Hoc Review Committee shall submit a yearly report to each governing body and to the president that outlines shared governance developments and updates, including an assessment of the status of shared governance at Marshall.

6.2. Shared Governance Review: A Shared Governance Review Committee shall be established to oversee review of each governing body and the governance processes of units across campus at Marshall to ensure they are abiding by the shared governance principles outlined in this Charter.

6.2.a. The Shared Governance Review Committee shall have the following functions (full list of duties functions and duties can be found in the Review Committee's bylaws):

1. Conduct a review of each of the governing bodies at Marshall according to criteria established by the committee to assess their adherence to shared governance principles. Each governing body will be reviewed at least once every four years on a rotating basis and will receive a report of the Review Committee's findings. These reports will be made public and will be submitted to the President.
2. Conduct a survey every four years to assess campus community satisfaction with the shared governance proeesprocess. s and present results and any recommendations for improvements to the Ad Hoc Committee.

6.2.b. The membership of the Shared Governance Review Committee shall consist of:

1. A designee elected by the Student Government Association
2. A designee elected by the Faculty Senate
3. A designee elected by the Graduate Council
4. A designee elected by the Classified Staff Council
5. A designee elected by the Non-Classified Staff Council
6. A designee elected by the Board of Governors
7.6.A designee from Academic Affairs appointed by the Provost
8.7.A member of the Cabinet appointed by the President
    The Chair of the Shared Governance Ad Hoc Committee (ex officio, non-voting)

Additional details about membership, terms, and duties of this committee can be found in the committee bylaws.

7. *Amendment procedure for this Charter*

7.1. Amendments to this Charter may be presented by a governing body or the University Advisory Council by the following procedure:

7.1.a. The initiator of the amendment shall promptly transmit the text of proposed amendments to the chairs/directors of each governing body. Each governing body has three working months to act or forfeit its right to decide on the issue.

7.1.b. Each governing body shall distribute the text of the proposed amendment in writing to its members at least ten (10) working days before the meeting at which it is to be voted on.

7.1.c. Amendments to portions of this Charter affecting three or more governing bodies require a two-thirds vote in each of the governing bodies that exercise their right to decide within the timeframe set forth.

7.1.d. Each governing body may amend the portions of this Charter relevant only to its own structure by a two-thirds vote of that body.

7.1.e. Upon ratification, the amendment(s) shall be forwarded to all parties for final approval and signature.

8. *Approvals*

This Charter has been approved by the University's Governing Bodies:

_____   _____
Student Government Association President   Date

_____   _____
Faculty Senate Chair   Date

_____   _____

Graduate Council Chair   Date

_____   _____

Classified Staff Council Chair   ———Date

_____   _____

Non-Classified Staff Council Chair   Date

_____   _____

Board of Governors Representative   Date

Approved by the University President:

_____   _____

President   Date

Appendix 1:
Shared Governance Matrix

DECISION TYPE	CONSTITUENCY GROUP

	Faculty	Classified Staff	Non-classified staff	Students	Administration	Cabinet	President	Board of Governors
Strategic plan	I	I	I	I	I	DD	DD	AD
Hiring president	I	I	I	I	I	I		DD/AD
Hiring administrators*	I	I	I	I	AD	AD	AD	
Campus master plan	I	I	I	I	DD	DD	AD	AD
Capital projects					DD	DD	AD	AD
University budget	I	I	I	I	I	DD	DD	AD
Salaries/benefits	I	I	I		DD	DD	AD	AD
Curriculum changes	DD/AD				DD/AD		AD	AD
Program creation/ discontinuance	DD/AD							AD
Information technology	I	I	I	I	I	AD	AD	
College/department budget allocations	DD				AD	AD	AD	
Promotion/tenure	DD				DD	AD	AD	
Creation/amendment of BOG rules	I	I	I	I	I	I	DD	AD
Creation/amendment of university policies	I	I	I	I	I	I	DD/AD	
Creation/amendment of administrative procedures	I	I	I	I	DD/AD	DD/AD		

Key: I (provides input), DD (drafts decision), AD (approves decision)
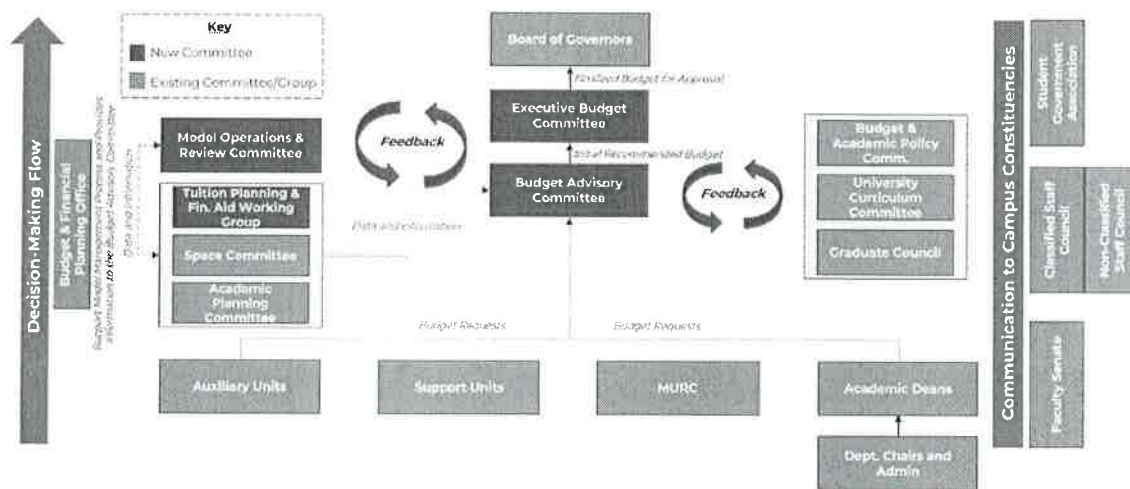
*Who approves the decision depends on the type of position being filled.

Appendix 2
Budget Decision-Making Model

Marshall Budget Model Management Structure

The structure below reflects Marshall's budget model governance structure and feedback loops to support University-wide input and feedback.

Marshall University Shared Governance Charter

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Administration – University employees whose role and responsibility are to manage and oversee institutional operations, led by the President and including cabinet members, divisional leaders (vice presidents and chief officers), associate and assistant vice presidents, deans, directors, etc.

Additional constituency groups who could possibly be called to give input on certain decisions include community members and alumni.

1.4.b. *Governing body*: a governing body refers to a standing unit on campus that has decision-making powers regarding rules, policies, and/or procedures. These include Faculty Senate, Classified Staff Council, Non-Classified Staff Council, the Student Government Association, the Graduate Council, and the Administration (including the President's Office and cabinet).

2. *Principles of Shared Governance*

2.1. Transparency and Communication: We strive for a system of governance that encourages and relies on open communication among stakeholders and governing bodies. Information must sometimes remain confidential during decision-making processes, but this principle assumes that each governing body makes a genuine attempt to communicate as much as possible about ongoing decision-making processes to stakeholders. Meaningful and productive lines of communication should be established for stakeholders to provide input on relevant decisions. The shared governance website will, as much as is possible, maintain an up-to-date record of decision-making processes and outcomes and/or links to the pages of the governing bodies where this information is kept.

2.2. Accountability: It should be clearly communicated to constituency groups which persons/bodies hold ultimate authority for which decisions. An appeal process for decisions made by each governing body should be established.

2.3. Shared Decision-Making: Each decision should be made with meaningful and adequate input from relevant constituency groups. This input should be provided during the process of decision-making, not simply after a decision has been made.

2.4. Inclusion and Respect for Diverse Perspectives: All governing bodies should strive for participation from a diverse, equitable, representative, and balanced sector of each group they represent. No single classification of constituents (e.g., women, non-tenured faculty, minorities) should shoulder the brunt of shared governance work.

2.5. Clarity of Roles and Responsibilities: The roles and responsibilities for each governing body should be clearly defined and communicated. Each governing body shall onboard new members by communicating these roles and responsibilities.

2.6. Freedom of speech: All constituents of Marshall University, including students, tenure-track and non-tenure track faculty, classified and non-classified staff, and members of the administration and governance of the university, have a right to provide open and honest input on decisions that affect them and the university mission without retribution. This Charter asserts that all constituents have the right and responsibility to contribute to Marshall University's mission and well-being.

3. *Plan of Organization for Shared Governance*

3.1 *Board of Governors*: The Board of Governors (BOG) is Marshall University's state-appointed governing board (the positions of faculty, staff, and student representatives are elected), which holds ultimate fiduciary responsibility for the university and oversees the university's operations and establishes rules. The responsibilities of the BOG are outlined in WV Code 18A-2B. The BOG engages the campus community in its decision-making processes, as outlined in the Shared Governance Matrix (Appendix 1), but it is not considered a governing body for the purposes of this Charter, as it has delegated portions of its control over the management of the business and affairs of the university to the President, as authorized in WV Code 18B-2A-4(q).

3.2 Governing Bodies: There shall be six representative bodies that contribute to the majority of decisions and policies governing Marshall University. These consist of the Student Government Association, the Faculty Senate, the Graduate Council, the Classified Staff Council, the Non-Classified Staff Council, and the Administration (including the President and their cabinet). Each of these bodies has the following responsibilities:

3.2.a. To advise and make recommendations to the other governing bodies on issues on behalf of their constituent groups.

3.2.b. To establish and maintain its own constitution/bylaws, provided they are not in conflict with provisions of this Charter of Shared Governance nor state law or Board of Governors Rules. Each body shall operate in accordance with an agreed-upon set of Rules of Order and elect officers in accordance with, and for terms established by, its own constitution and bylaws.

3.2.c. To respond to initiatives brought forward by its constituents and by the University Advisory Council (defined in Section 4).

3.2.d. Each governing body will organize and maintain its own committees and will provide yearly reports of the committees' goals and work product.

3.3. Governing Bodies' Roles and Responsibilities. The following is a general outline of the roles and responsibilities of each of the governing bodies. More specific descriptions of the roles and responsibilities of each can be found in their respective constitutions and governing rules.

3.3.a. *Student Government Association*: The Student Government Association shall be composed of representatives elected from the various student bodies at Marshall by a plan and process established by its own constitution/bylaws. The Student Government Association shall have authority to recommend policies specifically regarding the following matters:

1. Student-related policies, procedures and issues that affect the overall wellbeing of students and their ability to complete their education.

2. The establishment of budget for funds allocated to it, the selection of appropriate representatives for university committees and workgroups, and the establishment and governance of clubs and other organizations of students entitled to the use of Marshall University facilities.

3.3.b. *Faculty Senate*: The Faculty Senate shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Faculty Senate shall have authority to formulate and recommend policies, specifically regarding the following matters:

1. All academic policy matters and affairs which primarily affect the faculty, including curriculum, admission standards, student retention, scholarships and honors, degree programs, instructional standards and faculty welfare.

2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.3.c. *Graduate Council*: The Graduate Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Graduate Council shall have the authority to formulate and recommend policies specifically regarding the following matters:

1. Issues related to the graduate education mission of the university, including long-range planning for graduate education, the recommendation of new programs and courses, the evaluation of existing programs and courses, the facilitation of graduate accreditation, the recommendation of promotion and tenure policies related to graduate education, and the recommendation of approval of graduate faculty.

2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.3.d. *Classified Staff Council*: The Classified Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the classified employees.

2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.

3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.

4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.3.e. *Non-Classified Staff Council*: The Non-Classified Employees Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Non-Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the non-classified staff members.

2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.

3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.

4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.3.f. *Administration*: The Cabinet members and other administrative leaders shall have authority to formulate and recommend university policies and administrative procedures according to the process set forth in University Procedure ADMIN-20.

4. *The University Advisory Council*

4.1. The purpose of the University Advisory Council is to coordinate the activities and serve as a conduit of information among the governing bodies. It does not serve as a governing body in and of itself. It provides counsel to the University President on establishment of strategic priorities for the University.

4.1.a. The University Advisory Council shall consist of the president of the Student Government Association; the chairs of the Faculty Senate, Graduate Council, Classified Staff Council and Non-Classified Staff Council; and the University President or their designee.

4.1.b. Regular meetings of the University Advisory Council shall be held twice annually, in July and January. Special meetings may be called by any member on an as-needed basis.

4.1.c. Members of the University Advisory Council shall meet with the Cabinet twice annually, in August to kick off the new academic year and in April to review the Administration's proposed budget for the next fiscal year.

4.2. The University Advisory Council shall have the following functions:

4.2.a. In conjunction with the Administration, identify and develop strategic initiatives for the University and the shared governance bodies. These initiatives will be reviewed and ratified by each of the governing bodies and do not preclude any group from modifying and/or developing additional initiatives throughout the course of the year.

4.2.b. Refer matters to appropriate University committees or governing bodies, receive reports of ad hoc committees responsible to it, and inform each governing body promptly of the actions of the other governing bodies.

4.2.c. Appoint ad hoc governance committees on matters of interest to more than one governing body or to resolve differences among the governing bodies.

4.2.d. Call special meetings of the Council to address timely matters or those that need special attention outside of the regular meeting schedule of the Council.

4.2.e. Represent the interests of the governing bodies, when appropriate, to the Board of Governors.

4.2.f. Make proposals to the governing bodies to improve the functioning of this Charter or other matters as required.

5. *Decision-Making Processes:* See Appendix 1 for a matrix outlining the purview of each constituent group in different types of decision-making processes.

5.1. Creation and amendment of rules, policies, and procedures. The process for posting, creating, reviewing, and approving BOG Rules, University Policies, and Administrative Procedures is codified in University Administrative Procedure ADMIN-20. ADMIN-20 establishes the shared governance process through which rules, policies, and procedures are created. These include BOG Rules on academic affairs, financial affairs, general administration, and student affairs; University policies for academic affairs, financial affairs, general administration, and human resources; and University Administrative Procedures for academic affairs, financial affairs, financial aid, general administration, human resources, information technology, and student affairs. All rules, policies, and procedures are vetted by the governing bodies and then undergo a period of public comment before approval.

5.2. Budget decision-making structure: Budget and resource allocation decisions are made under a shared governance management structure (diagrammed in Appendix 2). Committee structure is designed to promote broad constituent involvement and information sharing. Continuous feedback and data sharing is encouraged from subject matter experts and committee members.

5.2.a. The Budget Advisory Committee (BAC) receives all budget proposals directly from unit-level leadership, considers requests, and makes recommendations to the units. Membership on this committee includes the CFO; Provost; Budget Director; Finance Director; Assistant Provost appointed by the Provost; Business Operations Manager; two Cabinet members (other than CFO); three academic deans; Faculty Senate President or their representative; Classified Staff Council Chair or their representative; Non-classified Staff Council Chair or their representative; SGA President or their representative; and an Athletics representative.

5.2.b. The BAC then provides a consolidated, recommended budget to the Executive Budget Committee (EBC) for approval. Membership on the EBC includes the President, Provost, CFO, Chief of Staff, Budget Director, and Institutional Research representative. This budget is then presented to the Board of Governors for approval. The annual university and athletics budgets are ultimately approved by the Board of Governors once a year.

5.2.c. The Budget and Academic Policy Committee, University Curriculum Committee, and Graduate Council provide feedback to the BAC. The Model Operations and Review Committee, Tuition Planning and Financial Aid Working Group, Space Committee, and Academic Planning Committee provide feedback both the BAC and EBC.

5.2.d. *Financial Transparency*: The annual university budget and core operating budget can be found here: https://www.marshall.edu/finance/. The proposed budget is posted publicly before it is voted on by the Board of Governors.

5.3. Information Technology Decision-Making: Decisions regarding information technology will be made by the Chief Information Officer in conjunction with the Technology Executive Committee, the Faculty Technology Committee, and the Administrative Technology Committee.

The detailed decision-making structure for information technology can be found in Administrative Procedure ITP-1, the Technology Governance and Procurement Review.

5.4. Strategic Planning: The current master plan for Marshall University was developed through a listening tour initiated by the president with additional input from all constituency groups as the plan was developed. The plan can be found here (2023): https://www.marshall.edu/strategicplan/. Future master plans shall be created through the same process of engagement with constituent groups. In addition, A 10-year campus development plan is required by WV State Code and is approved by the Board of Governors. The current campus development plan can be found here: https://www.marshall.edu/masterplan/2023-master-plan/. The development plan should also be created with input from each constituent group.

5.5. Final responsibility and dispute management

5.5.a. While participation in shared governance by the Administration, Students, Faculty, and Staff is necessary and important for the well-being and advancement of Marshall University, the final responsibility for decision making rests with the university President, Board of Governors, or West Virginia Higher Education Policy Commission, who are ultimately held accountable by the public and its elected leaders.

5.5.b. Shared governance disputes arising between/among the governing bodies shall ultimately be resolved by the President, after conference with representatives of the appropriate governing bodies.

6. *Reporting, Review, and Accountability*

6.1. Annual Reports on Shared Governance: The Shared Governance Review Committee shall submit a yearly report to each governing body and to the president that outlines shared governance developments and updates, including an assessment of the status of shared governance at Marshall.

6.2. Shared Governance Review: A Shared Governance Review Committee shall be established to oversee review of each governing body and the governance processes of units across campus to ensure they are abiding by the shared governance principles outlined in this Charter.

6.2.a. The Shared Governance Review Committee shall have the following functions (full list of functions and duties can be found in the Review Committee's bylaws):

1. Conduct a review of each of the governing bodies at Marshall according to criteria established by the committee to assess their adherence to shared governance principles. Each governing body will be reviewed at least once every four years on a rotating basis and will receive a report of the Review Committee's findings. These reports will be made public and will be submitted to the President.
2. Conduct a survey every four years to assess campus community satisfaction with the shared governance process.

6.2.b. The membership of the Shared Governance Review Committee shall consist of:

1. A designee elected by the Student Government Association
2. A designee elected by the Faculty Senate
3. A designee elected by the Graduate Council
4. A designee elected by the Classified Staff Council
5. A designee elected by the Non-Classified Staff Council
6. A designee from Academic Affairs appointed by the Provost
7. A member of the Cabinet appointed by the President

Additional details about membership, terms, and duties of this committee can be found in the committee bylaws.

7. *Amendment procedure for this Charter*

7.1. Amendments to this Charter may be presented by a governing body or the University Advisory Council by the following procedure:

7.1.a. The initiator of the amendment shall promptly transmit the text of proposed amendments to the chairs/directors of each governing body. Each governing body has three working months to act or forfeit its right to decide on the issue.

7.1.b. Each governing body shall distribute the text of the proposed amendment in writing to its members at least ten (10) working days before the meeting at which it is to be voted on.

7.1.c. Amendments to portions of this Charter affecting three or more governing bodies require a two-thirds vote in each of the governing bodies that exercise their right to decide within the timeframe set forth.

7.1.d. Each governing body may amend the portions of this Charter relevant only to its own structure by a two-thirds vote of that body.

7.1.e. Upon ratification, the amendment(s) shall be forwarded to all parties for final approval and signature.

8. *Approvals*

This Charter has been approved by the University's Governing Bodies:

_____   _____
Student Government Association President   Date

_____   _____
Faculty Senate Chair   Date

_____   _____
Graduate Council Chair   Date

_____   _____
Classified Staff Council Chair   Date

_____   _____
Non-Classified Staff Council Chair   Date

_____   _____
Board of Governors Representative   Date

Approved by the University President:

_____   _____
President   Date

Appendix 1:
Shared Governance Matrix

DECISION TYPE	CONSTITUENCY GROUP							
	Faculty	Classified Staff	Non-classified staff	Students	Administration	Cabinet	President	Board of Governors
Strategic plan	I	I	I	I	I	DD	DD	AD
Hiring president	I	I	I	I	I	I		DD/AD
Hiring administrators*	I	I	I	I	AD	AD	AD	
Campus master plan	I	I	I	I	DD	DD	AD	AD
Capital projects					DD	DD	AD	AD
University budget	I	I	I	I	I	DD	DD	AD
Salaries/benefits	I	I	I		DD	DD	AD	AD
Curriculum changes	DD/AD				DD/AD		AD	AD
Program creation/ discontinuance	DD/AD							AD
Information technology	I	I	I	I	I	AD	AD	
College/department budget allocations	DD				AD	AD	AD	
Promotion/tenure	DD				DD	AD	AD	
Creation/amendment of BOG rules	I	I	I	I	I	I	DD	AD
Creation/amendment of university policies	I	I	I	I	I	I	DD/AD	
Creation/amendment of administrative procedures	I	I	I	I	DD/AD	DD/AD		

Key: I (provides input), DD (drafts decision), AD (approves decision)
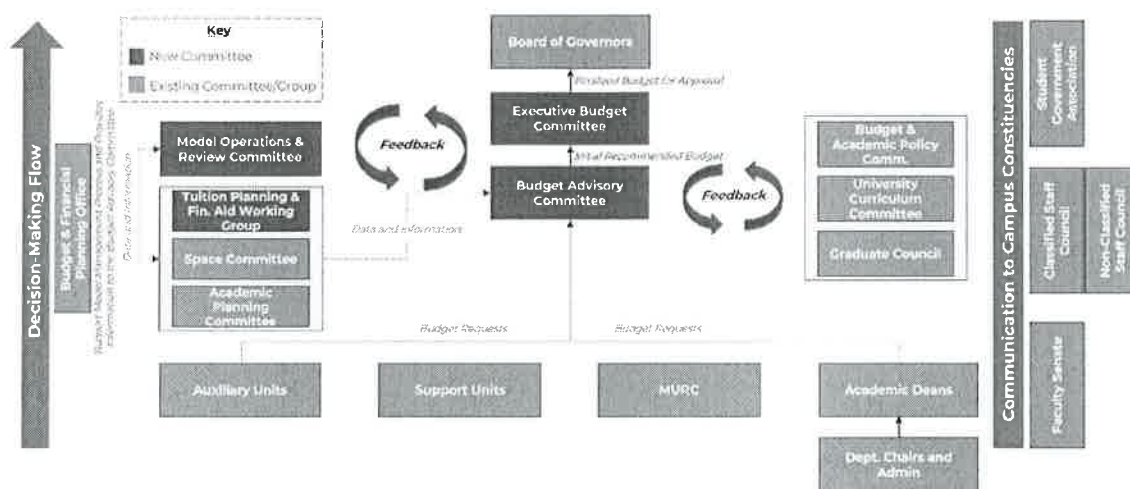
*Who approves the decision depends on the type of position being filled.

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Appendix 2
Budget Decision-Making Model

Marshall Budget Model Management Structure

The structure below reflects Marshall's budget model governance structure and feedback loops to support University-wide input and feedback.

BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION

SR 24-25-04 BAPC

The Budget and Academic Policy Committee, following consultation with the Center for Student Success, recommends a temporary modification to Marshall's Suspension Policy for Academic Deficiencies to include an exemption for first-time full-time freshmen matriculating from the Fall of 2024. This modification would expire after two years and will not apply to students matriculating in the Fall of 2026 and beyond.

The exemption would read as follows:

1.A. Students who are completing their first semester at Marshall are exempt from the suspension policy.
1.A.1. A First-Time Full-Time Freshman who has 20 or more deficiency points obtained in their first semester will be placed on academic probation and will be enrolled in an academic support program.
1.A.2. A First-Time Full-Time Freshman who has 20 or more deficiency points in their second semester will be automatically enrolled in Alternative Suspension, except that, because for freshmen this is automatic and not an alternative option, this program for returning freshmen will be called Academic Recovery, or something similar.

RATIONALE:

Marshall suspended almost 10% of the First-Time Full-Time Freshmen who started in the fall of 2023, almost half of those suspensions occurring after only the first semester, significantly impacting our Fall 2023-Fall 2024 retention rate. While our Alternative Suspension program can help some of these students, students who are Conditionally Admitted are not eligible for this intervention.

This change in Marshall's Suspension Policy aligns with our 97% admission rate and our goal of making higher education accessible to any student who wants to pursue a college degree. In addition, we know that the effects of the COVID-19 pandemic will continue to impact students for at least the next five years, most evident in courses that require knowledge and/or skills in mathematics and also with regard to student habits, mindsets and understanding of academic expectations.
It is unreasonable to suspend freshmen after only one semester when we already know before they start that they will encounter steep learning curves and major challenges adjusting to college. To make retention and student success possible, our suspension policy for freshmen has to better align with our admission rate. Under our current Suspension Policy, Marshall suspended 9.55% of the freshmen who started college in the Fall of 2023.

Including the proposed exemptions would give **students**, who we know are coming to Marshall un(der)prepared, a fairer chance to adjust to college and find the support and resources they need.

BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION

SR 24-25-04 BAPC

Including the proposed exemptions would give **offices** dedicated to Student Success a greater chance to identify un(der)prepared students and connect with them in time to make a difference for their retention, persistence and ultimate success.

This two-year moratorium on suspensions for first-time full-time freshmen will enable the offices dedicated to student success to put in place programs to fully support these students, and, in collaboration with the Budget and Academic Policy Committee, to identify permanent suspension policies appropriate for Marshall University's changing student demographic.

For reference, the current Suspension Policy is as follows:

Suspension for Academic Deficiencies

Academic Suspension is defined as a period in which a student cannot enroll in courses at Marshall University. A student who has pre-registered and is subsequently suspended will have his/her registration automatically canceled.

1. Students who earn less than a 2.0 semester GPA while on Academic Probation or who accumulate or exceed the Quality Point Deficit for their GPA Hours (see Table One) will be suspended for one regular semester (the summer terms do not count as a term of suspension).

   Table One – Suspension QPD

GPA Hours	0-29	30-59	60-89	90 or more
Quality Point Deficit	20	15	12	9

2. When a student returns to Marshall after any suspension, the student will be placed on probation and must follow all of the requirements of his/her Academic Engagement Plan. Failure to meet all of the requirements of the Academic Engagement Plan or exceeding the Quality Point Deficits listed in Table 1 will result in suspension. **A second suspension will be for a period of one calendar year. Third and subsequent suspensions will be for a period of two calendar years each.**

3. Petition for Reinstatement after a Second or Subsequent Suspension

   Reinstatement after a second or subsequent suspension is only by written petition to the Dean of a student's college, school, or program. The petition must be in writing and provide evidence that the student can meet the requirements of his or her Academic Engagement Plan (AEP). The written petition for readmission must be submitted at least 30 days prior to the beginning of the semester for which readmission is sought.

BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION

SR 24-25-04 BAPC
FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 10/24/2024

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 10/25/2024

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION

SR 24-25-05 BAPC

The Budget and Academic Policy Committee recommends modifications to the proposed academic calendar for summer terms in 2025 and beyond, as detailed in either "Option 1" or "Option 2" of the attached document. **We recommend Option 2**.

RATIONALE:

Beginning in Summer 2023, to comply with federal regulations for financial aid, Marshall University transitioned to a single summer term consisting of multiple sessions. In summer 2024, in an attempt to retain longer individual sessions, Intercession, Session B, and Session C all started on the first day of Summer term, one week after grade submission deadline for the preceding Spring term. This format persists in the proposed calendars for summer terms in 2025 and beyond.

This arrangement resulted in some unintended consequences in summer 2024, which this proposal seeks to address. Specifically:

- Having three out of four summer terms start on the same date is problematic because the start date is only one week after grades are due for the spring term. This does not allow enough "turn-around" time for students to be notified of their academic standing (suspension, probation) or their financial aid satisfactory academic progress (SAP) and scholarship renewal eligibility.
    - Students on probation or suspension need time to find classes to repeat to boost their GPA. Summer is often a "make-up" time for students.
    - Students with financial aid SAP issues may need additional or repeat coursework.
    - Students short of meeting their scholarship renewal eligibility often need to take 1-2 classes in the summer to meet their required hours or GPA.
- As a consequence, many students had only Summer D options, greatly limiting the course options available to them:
    - Because of these limited options, several students were advised to make up their required scholarship hours by enrolling in summer courses at other schools.
    - Students were limited in taking sequential courses. There were more options when we had four different start dates.
    - International students and international athletes arriving in the summer after the start date of Summer A, B, and C had severely limited options available in Summer D alone.

The calendars for summer terms in 2023, 2024, and the currently proposed calendars for summer 2025 and beyond are shown in the attached document.

We propose two options to remedy these unintended consequences. We recommend adopting **Option 2** for Summer 2025 and beyond.

BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION

SR 24-25-05 BAPC
FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _10/24/2024_

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _10/25/2024_

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

Proposed Amendments to Approved Academic Calendar for Summer 2025, 2026, and 2027.

For Reference:

CURRENTLY APPROVED Summer 2025, 2026, and 2027 (14 weeks between spring and fall):

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14
SUMA	Grades	Intersession (4 Weeks)												WOW
SUMB	Grades		Summer Session B (12 weeks)											WOW
SUMC	Grades		Summer Session C (6 weeks)											WOW
SUMD	Grades							Summer D (6 weeks)						WOW

Summer 2024 Looked Like This (16 weeks between spring and fall):

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14	WK15	WK16
SUMA	Grades	Intersession (4 Weeks)														WOW
SUMB	Grades		Summer Session B (12 weeks)													WOW
SUMC	Grades		Summer Session C (6 weeks)													WOW
SUMD	Grades							Summer D (6 weeks)								WOW

Summer 2023 Looked Like This (16 weeks between spring and fall):

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14	WK15	WK16
SUMA	Grades	Intersession (4 Weeks)														WOW
SUMB	Grades		Summer Session B (12 weeks)													WOW
SUMC	Grades					Summer Session C (5 weeks)										WOW
SUMD	Grades										Summer D (5 weeks)					WOW

Option 1: Proposed Amendments for 2025, 2026, and 2027 based on this scenario:

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14
SUMA	Grades – Intersession (4 weeks)													WOW
SUMB	Grades	Summer Session B (12 weeks)												WOW
SUMC	Grades				Summer Session C (4.5 weeks/2 holidays)									WOW
SUMD	Grades								Summer Session D (4 weeks)					WOW

Option 2: Proposed Amendments for 2025, 2026, and 2027 based on this scenario:

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14
SUMA	Grades – Intersession (4 weeks)													WOW
SUMB	Grades	Summer Session B (12 weeks)												WOW
SUMC	Grades				Summer Session C (4 wks/2 holidays)									WOW
SUMD	Grades								Summer Session D (4 weeks)					WOW

Approved - Last Day of Class in Spring
Approved - Commencement in Spring, First Day of Class in the Fall
Class Holiday
Approved - Week of Welcome

NOTE: There are 14 weeks between spring and fall in the recommended scenarios.

Summer 2025

May

S	M	T	W	R	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Approved

Term A: Monday, May 19 – Friday, June 13 (4 weeks)
Term B: Monday, May 19 – Friday, August 8 (12 weeks)
Term C: Monday, May 19 – Friday, June 27 (6 weeks)
Term D: Monday, June 30 – Friday, August 8 (6 weeks)

Proposed Option 1 – Summer 2025

Term A	Monday, May 12 – Friday, June 6 (4weeks, 19 days)
Term B	Monday, May 19 – Friday, August 8 (12 weeks, 57 days)
Term C	Monday, June 9 – Tuesday, July 8 (4.5 weeks, 20 days)
Term D	Wednesday, July 9 – Tuesday, August 5 (4.5 weeks, 20 days)

Calendar Committee Recommended

Term A: Monday, May 19 – Friday, June 6 (4 weeks)
Term B: Monday, May 19 – Friday, August 8 (12 weeks)
Term C: Monday, May 19 – Friday, June 20 (5 weeks)
Term D: Tuesday, June 24 – Friday, July 25 (5 weeks)

PROPOSED Option 2 – Summer 2025

Term A	Monday, May 12 – Friday, June 6 (4weeks, 19 days)
Term B	Monday, May 19 – Friday, August 8 (12 weeks, 57 days)
Term C	Monday, June 9 – Thursday, July 3 (18 days)
Term D	Monday, July 7 – Friday, August 1 (20 days)

Summer 2026

May

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	16	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Approved

Term A: Monday, May 18 – Friday, June 12 (4 weeks)
Term B: Monday, May 18 – Friday, August 7 (12 weeks)
Term C: Monday, May 18 – Friday, June 26 (6 weeks)
Term D: Monday, June 29 – Friday, August 7 (6 weeks)

PROPOSED Option 1 – Summer 2026

Term A: Monday, May 11 – Friday, June 5 (4 weeks, 19 days)
Term B: Monday, May 18 – Friday, August 7 (12 weeks, 57 days)
Term C: Monday, June 8 – Tuesday, July 7 (4.5 weeks, 20 days)
Term D: Wednesday, July 8 – Tuesday, August 4 (4.5 weeks, 20 days)

Calendar Committee Recommended

Term A: Monday, May 11 – Friday, June 5 (4 weeks)
Term B: Monday, May 18 – Friday, August 7 (12 weeks)
Term C: Monday, May 18 – Friday, June 19 (5 weeks)
Term D: Tuesday, June 23 – Friday, July 24 (5 weeks)

PROPOSED Option 2 – Summer 2026

Term A: Monday, May 11 – Friday, June 5 (4 weeks, 19 days)
Term B: Monday, May 18 – Friday, August 7 (12 weeks, 57 days)
Term C: Monday, June 8 – Thursday, July 2 (18 days)
Term D: Monday, July 6 – Friday, July 31 (20 days)

Summer 2027

May

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Approved

Term A: Monday, May 17 – Friday, June 11 (4 weeks)
Term B: Monday, May 17 – Friday, August 6 (12 weeks)
Term C: Monday, May 17 – Friday, June 25 (6 weeks)
Term D: Monday, June 28 – Friday, August 6 (6 weeks)

PROPOSED Option 1 – Summer 2027

Term A: Monday, May 10 – Friday, June 4 (4 weeks, 19 days)
Term B: Monday, May 17 – Friday, August 6 (12 weeks, 57 days)
Term C: Monday, June 7 – Tuesday, July 6 (4.5 weeks, 20 days)
Term D: Wednesday, July 7 – Tuesday, August 3 (4.5 weeks, 20 days)

Calendar Committee Recommended

Term A: Monday, May 10 – Friday, June 4 (4 weeks)
Term B: Monday, May 17 – Friday, August 6 (12 weeks)
Term C: Monday, May 17 – Friday, June 18 (5 weeks)
Term D: Tuesday, June 22 – Friday, July 23 (5 weeks)

PROPOSED Option 2 – Summer 2027

Term A: Monday, May 10 – Friday, June 4 (4 weeks, 19 days)
Term B: Monday, May 17 – Friday, August 6 (12 weeks, 57 days)
Term C: Monday, June 7 – Friday, July 2 (19 days)
Term D: Tuesday, July 6 – Friday, July 30 (19 days)

Summer 2028

May

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Approved

Term A: Monday, May 15 – Friday, June 9 (4 weeks)

Term B: Monday, May 15 – Friday, August 4 (12 weeks)

Term C: Monday, May 15 – Friday, June 23 (6 weeks)

Term D: Monday, June 26 – Friday, August 4 (6 weeks)

PROPOSED Option 1 – Summer 2028

Term A	Propose same format as 2025, 2026, and 2027 pending Fall 2028 fall semester start date.
Term B	
Term C	
Term D	

Calendar Committee Recommended

No Recommendation for Summer 2028

PROPOSED Option 2 – Summer 2028

Term A	Propose same format as 2025, 2026, and 2027 pending Fall 2028 fall semester start date.
Term B	
Term C	
Term D	

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 24-25-06 APC Recommends approval of the Intent to Plan for a B.A., Biological Sciences.

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
  - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change "Your Role" to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Intents-to-Plan** https://nextcatalog.marshall.edu/intentadmin/
  - Use this link to view **intent-to-plan** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

RATIONALE:

The Department of Biological Sciences in the College of Science proposes a B.A. in Biological Sciences to begin in academic year 2025-2026. Currently, the department offers a B.S. in Biological Sciences, with three areas of emphasis (Cell, Molecular and Medical Biology; Ecology, Evolution, and Organismal Biology; Forensic Biology). The degree currently requires our core biology classes along with calculus, organic chemistry, and physics. This degree and the emphases within it are constructed and primarily targeted towards students who have careers in scientific research or technical work, or doctoral level professional school (medical, dental, etc.) in mind. The BS ensures that students get the rigorous coursework and other preparation needed to succeed in those paths.

Our proposed B.A. in Biological Sciences will be differentiated from the B.S. in that fewer non-biology STEM courses will be required and free elective hours will increase. These changes will appeal to students who have interest in biology-related careers but do not need all of the math, upper-level chemistry, or physics required for the B.S. This opens up possibilities to attract students interested in fields such as science law/policy, primary, secondary, or college education, scientific writing or journalism, and business, as well as professional schools or biology-related jobs that require fewer STEM courses. Such students will be able to broaden their experience via free electives and/or have far more flexibility to pursue double majors with the proposed B.A. degree.

We can accommodate the proposed B.A. degree within our existing curriculum. It would not require new courses, and at least for the first years, would not require increased teaching loads for faculty. The B.A. degree is likely to increase enrollment in existing courses. A significant demand increase may necessitate additional faculty time or graduate assistant lines in the future. We believe it is incredibly valuable and will provide science education for more students and will enhance degree and career pathways (for instance, students double majoring in education and biology or political science and

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 24-25-06 APC Recommends approval of the Intent to Plan for a B.A., Biological Sciences.

biology). In filling out the program size projections (Form 1) we used numbers only from the projected students entering the B.A. program, as all of the courses currently exist and enroll well through our B.S. program and through requirements in other majors. The total numbers of students and SCHs in the courses used for this program are much higher.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 11/21/2024

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 11/22/2024

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-10 CC Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
  - ○ Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change "Your Role" to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Programs** https://nextcatalog.marshall.edu/programadmin/
  - ○ Use this link to view **program** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

College of Arts and Media
Area of Emphasis Addition: Music Composition

- **CIM Key (Program):** 864
- **Rationale:** Change of emphasis title from Theory and Composition to Music Composition to satisfy National Association of Schools of Music accreditation standards.

Undergraduate Certificate Addition: Podcasting

- **CIM Key (Program):** 862
- **Rationale:** The Certificate in Podcasting prepares students to produce, edit, and share engaging podcasts using a range of audio digital content. From examining the history of audio storytelling in the podcast medium, students will develop narratives, learn best practices for conducting interviews and storytelling, and acquire skills for how to engage audiences and distribute their finished content to a mass audience. Students will gain the technical skills to produce substantive audio content. Students will gain an understanding of the editorial processes and tools used to achieve a finalized podcast, and later, a fully realized podcast series.

Minor Addition: Podcasting

- **CIM Key (Program):** 863
- **Rationale:** The Minor in Podcasting prepares students to produce, edit, and share engaging podcasts using a range of audio digital content. From examining the history of audio storytelling in the podcast medium, students will develop narratives, learn best practices for conducting interviews and storytelling, and acquire skills for how to engage audiences and distribute their finished content to a mass audience.

SR 24-25-10 CC Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Students will gain the technical skills to produce substantive audio content. Students will gain an understanding of the editorial processes and tools used to achieve a finalized podcast, and later, a fully realized podcast series.

College of Science
Program Addition: BS, Data Science Degree Program

- **CIM Key (Program):** 858
- **Rationale:** The proposed BSDS program addresses the growing demand for data science and analytics, emphasizing interdisciplinary collaboration and fundamental AI courses essential for handling large data sets. It integrates skills from statistics, computer science, and mathematics, offering students stimulating educational opportunities and diverse career paths. The program fosters research and development through enhanced inter-departmental collaborations, creating productive pathways across various academic programs at the University. This interdisciplinary approach ensures students are well-prepared for the evolving field of data science, contributing to innovation and future growth in this rapidly expanding area.

Major Addition: BS, Data Science

- **CIM Key (Program):** 859
- **Rationale:** The proposed BSDS major addresses the growing demand for data science and analytics, emphasizing interdisciplinary collaboration and essential AI courses critical for managing large data sets. The program integrates skills from statistics, computer science, and mathematics, providing students with stimulating educational opportunities and diverse career paths. This interdisciplinary approach fosters research and development, encouraging enhanced inter-departmental collaborations across the University. The major ensures students are well-equipped for the evolving field of data science, paving the way for innovation and long-term growth in these rapidly expanding areas.

University College
Area of Emphasis Addition: Occupational Safety and Health

- **CIM Key (Program):** 861
- **Rationale:** We understand that BAS students have already completed an Associate of Applied Science degree, and many will already be employed in careers where this additional professional development pathway will enhance their career opportunities. In addition, there is potential to serve nontraditional students who have an interest in furthering their knowledge and education in this field. As the proposed emphasis stands, there would be no strain on our current faculty resources.

University Curriculum Committee
RECOMMENDATION

SR 24-25-10 CC Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _11/21/2024_

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _11/22/2024_

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

RECOMMENDATION

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
  - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change "Your Role" to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Courses** https://nextcatalog.marshall.edu/courseadmin/
  - Use this link to view **course** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

Course Additions

College of Arts and Media
Course Addition: ART 431 / JMC 341

- **CIM Key (Course)**: 15803 / 15773
- **Course Title**: Collective 37
- **Course Description**: Collective 37, Marshall University's student-run communications agency, provides the opportunity to apply skills learned in other courses to complete work for clients. Course open to all majors. Permission only.
- **Rationale:** We are proposing a course addition for Collective37 because current research on student-run agencies shows that agencies connected to course credit have a greater chance of long-term success. Research has also shown that agency courses offer students the opportunity to do "real work for real clients." This instructional model increases student confidence, learned knowledge, and networking opportunities resulting in greater employability. Additionally, the Collective37 course will be a cross-listed, interdisciplinary venture between the School of Journalism and Mass Communications Ad/PR program and the School of Art and Design Visual Arts program. Having a cross-listed course separate from internship, practicum or capstone courses will provide a designated time for agency meetings, a stable environment for clients, and greater accountability for student workers resulting in a positive reflection on the sponsoring programs, schools, college, and university. Currently, Collective37 is being offered as an independent study. While the current enrollment in the cross-listed courses is low, 22 students have expressed interest in working with Collective37 this semester. This is a 120% change from the number of students interested in spring 2024. The new course will also allow students from any major at Marshall to be part of Collective37.

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

College of Health Professions
Course Addition: PEL 136

- **CIM Key (Course):** 15806
- **Rationale:** This course has been taught as a special topics and well received by students. Pickle Ball is a very popular activity that can be a life long activity for students.

Course Addition: PEL 185

- **CIM Key (Course):** 15805
- **Rationale:** This will serve as an elective course for students that wish to seek lifelong activity instruction, stress management, and activity.

College of Liberal Arts
Course Addition: ENG 479

- **CIM Key (Course):** 15921
- **Rationale:** This course will allow Creative Writing students to fulfill their upper-level Workshop requirement in a flexible way that the department can reliably offer. Enrollment pressures often affect the viability of single-genre workshops at the advanced level; this course will allow students a reliable option and further allow the opportunity for student writers to gain feedback from a variety (in terms of preferred genre) of peers. Enrollment for advanced workshops typically is nine students.

College of Science
Course Addition: DS 210

- **CIM Key (Course):** 15737
- **Course Title:** Data Science I: Foundations
- **Course Description:** An overview of data science, covering a broad selection of key topics and methodologies for working with data, including collection, management, modeling, analysis and visualization.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

Course Addition: DS 310

- **CIM Key (Course):** 15738
- **Course Title**: Data Science II: Toolkit
- **Course Description**: Introduction to data science tools and techniques.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

Course Addition: DS 430

- **CIM Key (Course):** 15739
- **Course Title**: Data Visualization & Analytics
- **Course Description**: This course introduces students to the fundamentals of data visualization and analytics. Information visualization goes beyond presenting the data to help understanding and analyze the data. Students will be introduced to different visualization and analytics techniques.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

Course Addition: DS 450

- **CIM Key (Course):** 15740
- **Course Title**: Machine Learning
- **Course Description**: This course provides an overview of basic concepts and techniques related to machine learning. Topics include supervised and unsupervised learning techniques, kernel smoothing methods, principal component analysis, clustering, high dimensional data problems, random forests, neural networks, and support vector machines.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

Course Addition: DS 470

- **CIM Key (Course):** 15741
- **Course Title:** Big Data Analytics
- **Course Description:** Exploration of leading research in Big Data stored in Large Repositories, discusses challenges with mining such repositories, and covers Big Data Systems such as Map Reduce, Hadoop, HDFS, and Spark.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

Course Addition: DS 491

- **CIM Key (Course):** 15742
- **Course Title:** Senior Seminar
- **Course Description:** Capstone experience in the methodologies, analyses, and applications of data science. Students will explore topics related to a theme chosen or approved by the instructor.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

Course Addition: STA 426

- **CIM Key (Course):** 15743
- **Course Title:** Stat Methods and Applications
- **Course Description:** Aspects of statistical modeling including model building, adequacy assessment, inference, and prediction. Applications to social, biological, health and medical sciences, engineering, and industry.
- **Rationale:** This is a required course for the new Degree Program and BS in Data Science. The ITP for BSDS estimates 35 in the initial cohort, ramping up to 72 in the incoming class in the fifth year of the program.

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

Course Deactivations

College of Arts and Media

Course Deactivation

- **CIM Key (Course):** 10494
- **Course Number:** MUS 171
- **Rationale:** Lower division ensembles are no longer required in any music program.

Course Deactivation

- **CIM Key (Course):** 10646
- **Course Number:** MUS 260
- **Rationale:** Lower division ensembles are no longer required in any music program.

Course Deactivations

- **CIM Key (Course):** See numbers in parentheses next to each course
- **Course Numbers**
  - MUS 172   (10495)
  - MUS 203   (10608)
  - MUS 204   (10609)
  - MUS 206   (10611)
  - MUS 207   (10612)
  - MUS 208   (10613)
  - MUS 235   (10632)
  - MUS 237   (10633)
  - MUS 245   (10636)
  - MUS 252   (10638)
  - MUS 253   (10639)
  - MUS 254   (10640)
  - MUS 255   (10641)
  - MUS 256   (10642)
  - MUS 257   (10643)
  - MUS 258   (10644)
  - MUS 265   (10651)
  - MUS 266   (10652)
  - MUS 267   (10653)
  - MUS 268   (10654)
  - MUS 269   (10655)
  - MUS 374   (10703)
- **Rationale:** Lower division ensembles are no longer required in any music program.

University Curriculum Committee
RECOMMENDATION

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

Course Deactivation
- **CIM Key (Course):** 10500
- **Course Numbers**
  - MUS 174
- **Rationale:** Course has not been offered since Fall 2012.

Course Changes

College of Arts and Media
Course Change: MUS 407
- **CIM Key (Course):** 10810
- **Course Number Change:** MUSE 401 ~~MUS 407~~
- **Course Description Change:** Advanced, auditioned choral ensemble open to all university students. Repertoire performed locally and on tour includes great chamber literature of the past five centuries. Three rehearsals per week. May be repeated for credit.
- **Rationale:** We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses). Course is over the description word count but repeatable comment is required and approved by the office of the Registrar.

College of Liberal Arts
Course Change: PSY 430
- **CIM Key (Course):** 12812
- **Course Title Change:** Psychology of Women and Gender
- **Course Description Change:** This course explores theories, findings, and social issues regarding the psychology of women and gender, with emphasis on gender role socialization on people's beliefs and behaviors across the lifespan. May be repeated for credit.
- **Rationale:** We would like to update the title of this course to "Psychology of Women and Gender" to be more inclusive.

College of Science
Course Change: GLY 100
- **CIM Key (Course):** 6936
- **Course Title Change:** Earth's Fury and Fortune ~~Geologic Hazards & Resources~~
- **Course Description Change:** Introductory course for non-science~~/ both non-science and science~~ majors ~~focusing~~ on societal ~~1) earth hazards; and their mitigation, 2) climate change and its~~ impacts and mitigation of volcanic, earthquake, tsunami, landslide, flood, and climate change hazards, and ~~3) earth and energy resources, their~~ origin and extraction of earth and energy resources. ~~environmental impacts.~~

University Curriculum Committee
RECOMMENDATION

SR 24-25-11 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs.

- **Rationale:** Change in title and course description to attract more students to the class

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _11/21/2024_

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _11/22/2024_

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

EXECUTIVE COMMITTEE RESOLUTION

SR 24-25-12 EC Resolves to Create an Ad Hoc Catalog Standardization Committee

Whereas Marshall University has recently migrated to a new catalog management software system, Courseleaf/CIM, to enhance catalog functionality and improve the consistency of academic program information;

Whereas the prior catalog structure allowed for an open-ended format, resulting in a lack of standardization across program descriptions;

Whereas the new Courseleaf/CIM software has introduced standardized sections within both the undergraduate and graduate catalogs, but we have observed inconsistencies and misalignments in how different programs utilize these sections;

Whereas these inconsistencies in formatting and structure make it challenging for students to easily compare academic programs, which runs counter to our commitment to being a student-first university;

Whereas academic programs retain the freedom and authority to determine the specific content within each catalog section, with the goal of this standardization effort being less about *what* is included and more about *where* information is located for ease of student navigation and comparison;

Therefore, be it resolved that the Executive Committee establishes an Ad Hoc Catalog Standardization Committee to examine and address these issues, proposing recommendations back to the Executive Committee on the following areas:

1. Determining the standardized placement of content within each section of the undergraduate and graduate program catalogs to promote consistency across all academic programs while respecting the autonomy of programs over their content.

2. Defining the types of catalog changes that require approval from curriculum committees versus those that may be deemed editorial and approved administratively.

3. Recommending a staggered three-year process for programs to update their catalog entries, thereby minimizing administrative burdens on curriculum committees and program administrators.

4. Providing additional recommendations regarding catalog structure or policies as deemed necessary to enhance the utility and coherence of the catalogs for students and faculty.

Be it further resolved that the Ad Hoc Catalog Standardization Committee will consist of one voting representative from each academic unit, in accordance with Bylaw #14 of the Faculty Senate Constitution. These representatives should include a mix of faculty experienced in both undergraduate and graduate education. Committee appointments will be made by the Faculty Senate Chair and the Graduate Council Chair, with the advice and consent of the Executive Committee. Up to three ex-officio, non-voting members appointed by the Registrar will serve to support the committee's work.

EXECUTIVE COMMITTEE RESOLUTION

SR 24-25-12 EC Resolves to Create an Ad Hoc Catalog Standardization Committee

The Ad Hoc Catalog Standardization Committee will report its findings and recommendations to the Executive Committee by the end of the 2024-2025 academic year for consideration and implementation as soon as feasible.

We so resolve.

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY
SENATE EXECUTIVE COMMITTEE: _____ DATE: _November, 11, 2024_

DISAPPROVED BY THE FACULTY
SENATE EXECUTIVE COMMITTEE: _____ DATE: _____

UNIVERSITY PRESIDENT:

READ: _____ DATE: _11/12/24_

COMMENTS: _____
_____
_____
_____
_____

EXECUTIVE COMMITTEE RECOMMENDATION

SR 24-25-13 EC Recommends Updating Marshal and Usher Rotations

We recommend updating the terms and staggering of commencement Marshal and Usher rotations, effectively modifying the existing policies detailed in SR 09-10-22-68 UFC and SR 09-10-23-69 UFC. This change will update the rotation and staggering of the following roles: Chief Faculty Usher, Assistant Chief Faculty Usher, Chief Faculty Marshal, First Assistant Chief Faculty Marshal, and Second Assistant Chief Faculty Marshal future commencement ceremonies.

Every two calendar years, the First Assistant Chief Marshal will rotate into the position of Chief Marshal; the Second Assistant Chief Marshal will rotate into First Assistant Chief Marshal. Thereafter, a new Second Assistant Chief Marshal will be elected every two calendar years. The professors who are given the honor of serving as Chief, First Assistant, and Second Assistant Chief Marshal will be elected by the faculty of their respective colleges.

Similarly, every two calendar years, the Assistant Chief Faculty Usher will rotate into the position of Chief Faculty Usher. Thereafter, a new Assistant Chief Faculty Usher will be elected every two calendar years. The professors who are given the honor of serving as Chief Faculty Usher and Assistant Chief Faculty Usher will be elected by the faculty of their respective colleges.

The rotation schedule for both usher and marshal roles will be staggered to ensure that no college is assigned the same role in the same year. This schedule is intended to remain consistent over time and will not be routinely altered due to changes such as the creation, renaming, or merging of colleges. The Officer of the Registrar will maintain the official rotation list of Chief/Assistant Chief Ushers and Chief/First Assistant/Second Assistant Faculty Marshals. In rare cases where adjustments are necessary due to substantial changes in the structure of academic units, the Registrar may, in consultation with the Faculty Senate Executive Committee, update the rotation list to maintain balance and continuity.

RATIONALE:

Revisions to the two recommendations are needed to include University Libraries, Division of Aviation, Pharmacy, the School of Medicine graduate programs (e.g., MS Clinical and Translational Science, MS BMR, MMS PA, PhD BMR, etc.), and more.

PROCEDURE:

Marshall University holds commencement ceremonies at the end of each semester. Because faculty members play an instrumental role in the success of these ceremonies, they are invited to participate in various roles. Eligible faculty shall include those defined as faculty in Article III, Section 2 of the Faculty Constitution.

Of notable importance are the roles of: Chief Faculty Usher/Assistant Chief Faculty Usher, Chief/First Assistant Chief/Second Assistant Chief Faculty Marshal, and College Faculty Marshal. The majority of the first and second roles are governed by Faculty Senate recommendations.

EXECUTIVE COMMITTEE RECOMMENDATION

SR 24-25-13 EC Recommends Updating Marshal and Usher Rotations

I- Chief Faculty Usher/Assistant Chief Faculty Usher

The Chief Usher, Assistant Chief Usher, and Usher roles operate under a two-year rotation (i.e., winter and spring commencements).

a. Chief Usher (Faculty Senate Recommendation)

- Participates in this role for multiple ceremonies (i.e., winter and spring commencements).
- Identifies and recruits faculty to serve as ushers at commencement.
- Solicits final list of names one month into the new semester. Faculty members may have had prior usher service and may serve again.
- Arrives 150 minutes prior to the start of the commencement ceremony.
- Dresses in business professional attire. No regalia is required.
- Ensures faculty ushers are at their designated entrance to hand out commencement materials.

b. Assistant Chief Usher (Faculty Senate recommendation)

- Participates in this role for multiple ceremonies (i.e., winter and spring commencements).
- Assists Chief Usher in identifying and recruiting faculty to serve as ushers at commencement.
- Arrives 150 minutes prior to the start of the commencement ceremony.
- Dresses in business professional attire. No regalia is required.
- Ensures faculty ushers are at their designated entrance to hand out commencement cards.

The Assistant Chief Usher and Chief Usher communicate and work closely with the University Registrar regarding commencement specifics (e.g., arrival time, how many ushers are needed per ceremony, etc.) prior to communicating with faculty volunteers.

c. Usher (Not governed by Faculty Senate Recommendation)

- Volunteers to serve in this role after being contacted by the Chief Usher.
- Arrives 150 minutes prior to the start of the commencement ceremony.
- Dresses in business professional attire. No regalia is required.
- Picks up Usher pin in Platform Party Room.
- Is stationed at entrances in the commencement venue to hand out commencement cards.
- Returns their usher pin to the Platform Party Room and leaves fifteen minutes after the Platform Party has processed in and is on the stage.

II- Chief/First Assistant Chief/Second Assistant Chief Faculty Marshals (Faculty Senate Recommendation)

Like the Usher roles, the Chief Marshal, First Assistant Chief Marshal, and Second Assistant Chief Marshal roles operate under a two-year rotation (i.e., winter and spring commencements).

EXECUTIVE COMMITTEE RECOMMENDATION

SR 24-25-13 EC Recommends Updating Marshal and Usher Rotations

a. Chief Marshal

The Chief Marshal carries the mace and leads the platform party, which includes the university president, for processionals.

b. First Assistant Chief Marshal

The First Assistant Chief Marshal oversees lining up faculty and leads them to their seats.

c. Second Assistant Chief

The Second Assistant Chief Marshal assists the First Assistant Chief Marshal line up faculty and lead them to their seats.

III- College Faculty Marshals (Not governed by Faculty Senate Recommendation)

Two faculty/administrators from each college are selected for the College Faculty Marshal role by their respective college; each college has its own selection process. College Faculty Marshals help line up graduating students for commencement ceremonial processionals and lead their college.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 1/23/2025

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 1/24/2025

DISAPPROVED: _____ DATE: _____

COMMENTS: _____
_____
_____
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FACULTY PERSONNEL COMMITTEE
RECOMMENDATION

SR 24-25-14 FPC Recommends UPAA-8 be Updated

Recommends that UPAA-8 be updated to reflect required education credentials, alternative credentials in the form of "tested / verified experience", procedures for credential reviewing, and list of Marshall University accepted Terminal Degrees.

RATIONALE:

This update works to ensure that our policy on qualifications / credentials for college teaching is in-line with HLC standards / requirements.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 1/23/2025

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 1/24/2025

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-8

EQUIVALENCIES FOR COLLEGE TEACHING

1 General Information.

1.1   Scope: Academic policy regarding employment equivalencies for college teaching and professionally related experience.

1.2   Authority: W. Va. Code §18B-1-6

1.3   Passage Date: August 27, 2020

1.4   Effective Date: September 28, 2020

1.5   Controlling over: Marshall University

1.6   History: Amended to reflect Higher Learning Commission (HLC) definitions. This section approved by Faculty Personnel Committee, April 30, 1984, signed by the President, June 8, 1984, "with the understanding that all final work experience must be approved by the President." Revisions approved by BOG: 7/28/03, 3/8/2006, 6/27/2019, and 6/25/2020.

2 **Policy**

2.1   Faculty hired by (or engaged to teach courses at) the University will have an earned a degree at least one level above that of the program in which they are teaching, or the terminal degree as determined by the discipline. If the degree is in a discipline other than the appointment (or of the course they have been engaged to teach), the faculty will have at least 18 graduate hours in the discipline being taught.

2.2   Recognition of Verified Experience
  2.2.1   An academic department may use verified experience to substitute §2.1 degree requirements. The verified experience will represent at least five years of continuous employment or notable professional accomplishments recognized by the discipline. In no case may the faculty member have a degree lower than the one offered by the program in which they are teaching.
  2.2.2   Verified experience will include full-time professional activities completed when the faculty applicant was not engaged in college teaching. These activities include, but are not limited to, notable professional practice and credentials, licenses, or professional certifications, employment in which the applicant has used the skills of their discipline, and other activities related to the discipline to be taught.
    2.2.2.1   The applicant must have a degree from a regionally accredited institution (or equivalently accredited institution outside the United

States) earned before beginning the activities to be counted for the verified experience.

2.2.2.2 Each academic unit wanting to use verified experience must develop qualification criteria that outline minimum degree requirements, a minimum threshold of experience (though not less than five years of full-time activity) and a system of evaluation. Disciplines and programs must indicate specific skill sets, types of certifications, licenses, or additional credentials, and experiences that constitute acceptable qualifications. These criteria and procedures must be approved by the academic Dean and the Chief Academic Officer of the University, and must be reviewed and approved by the Faculty Senate and President.

2.2.2.3 The verified experience may not be used for tenure purposes.

2.2.2.4 Negotiations for the verified experience equivalency will be part of the formal interview and appointment process. At the time of appointment, the Dean and the Department Chair will document the verified experience in the individual's permanent personnel file.

2.3 Using Professional Experience for Determining Salary

2.3.1 Faculty coming to the university with related experience outside of higher education employment and who fulfill the criteria of §2.1 or §2.2 may receive credit for that experience if the duties are related to the current teaching appointment. Each case will require a decision concerning the extent of "relatedness" of each professional, business, or governmental experience to the individual's present academic teaching area. The specific types of experience include but are not limited to:

2.3.1.1 Public school teaching in areas directly related to the faculty member's present academic teaching area.

2.3.1.2 Post-secondary teaching experience not previously reported as "higher education teaching" (nursing diploma schools, post-secondary vocational-technical programs, etc.).

2.3.1.3 Professional, business or government related experience in an area directly related to the individual's present academic teaching area.

2.3.1.4 Postdoctoral experience outside a university setting may be counted as related experience just as university-based postdoctoral experience is counted.

2.3.1.5 Military experience, either teaching in an area related directly to the present academic teaching area or functioning within the military in another manner directly relating to the faculty member's present academic teaching area, will be counted.

2.3.2 Credit for Professionally Related Experience may only be granted for:

2.3.2.1 Full-time experience which is equal to or greater than 4.5 months during a year.

2.3.2.2 Unduplicated years of experience. A faculty member will not be credited with experience in two capacities during the same period.

2.3.3 Credit for Professionally Related Experience may not be granted for:

2.3.3.1   Teaching assistantships and graduate assistantships.
2.3.3.2   Sabbatical leaves.
2.3.3.3   Leaves of absence to pursue an additional degree.
2.3.3.4   The chair of the academic department, in consultation with the academic Dean and Chief Academic Officer, shall determine a salary that complies with this policy as well as others governing faculty compensation.

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-8 EQUIVALENCIES

QUALIFICATIONS FOR COLLEGE TEACHING

1. **General Information**

    1.1 1.1. Scope: Academic policy regarding employment equivalencies for college teaching and professionally related experience.

    1.2 1.2. Authority: W. VaVA. Code §18B18b-1-6

    1.3 1.3. Passage Date: August 27, 2020

    1.4 1.4. Effective Date: September 28, 2020

    1.5 1.5. Controlling over: Marshall University

    1.6 1.6. History: Amended to reflect Higher Learning Commission (HLC) definitions. This section approved by Faculty Personnel Committee, April 30, 1984, signed by the Presidentpresident, June 8, 1984, "with the understanding that all final work experience must be approved by the President."president." Revisions approved by BOG: 7/28/03, 3/8/2006, 6/27/2019, and 6/25/2020.

2. Policy

2. Faculty hired by (or Required Educational Credentials

    2.1. The core requirement for educational credentials is that each person engaged to teach courses at) the University Marshall will have an earned a degree aligned with, and at least one level above that of, the program in whichcourses they are employed to teach.

    2.1.1. For courses in terminal degree programs, the degree of the course instructor may be at the same level.

    2.1.2. This requirement includes adjunct faculty, course instructors for dual credit courses, individuals in non-faculty lines, and all others assigned to teach courses for Marshall.

    2.1.3. Items (2.2) and (2.3) provide modifications to the core requirement for prospective instructors who have a degree above but not relevant to the field of the course (2.2) or at the same level as the course (2.3).

    2.2. If the degree of a prospective course instructor is at a level above, but not relevant to, the courses they will be employed to teach, the prospective course instructor must have (or be actively working toward earning) sufficient graduate level coursework that is relevant to the courses they will be employed to teach.

    2.2.1. In this context, Marshall defines sufficient as 15 graduate level semester credit hours, as 15 hours represents 50% of the minimum number of credit hours (30) required to earn most master's degrees.

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2.2.7. Courses in the pedagogy of teaching, ~~or college-level courses in~~ the ~~terminal degree as determined by the~~appropriate discipline. ~~If the degree is in~~ may comprise a discipline other than the appointment (or~~portion~~ of the 15 graduate level semester credit hours.

2.2.3. If a course ~~they have been engaged~~instructor who is actively working toward earning 15 graduate level semester credit hours is employed to teach), ~~the~~ by Marshall, a fully qualified Marshall faculty member ~~must~~ supervise their teaching. This supervision will ~~have~~include approval of the course syllabus and materials, at ~~least 18 graduate hours in the discipline~~two teaching observations during each term, and an end of term evaluation.

2.2.4 In some cases, graduate students at Marshall may teach courses. Until such students satisfy the core requirement from (2.1), they are subject to the restrictions of item (2.2).

2.~~1~~2.3. If the degree is at the same level as the courses being taught, the prospective course instructor must have Tested (Verified) Experience as described in (3) of this policy.

2.2   Recognition of Verified Experience

~~2.2.1   An academic department may use verified experience to substitute §2.1 degree requirements. The verified experience will represent at least five years of continuous employment or notable professional accomplishments recognized by the discipline. In no case may the faculty member have a degree lower than the one offered by the program in which they are teaching.~~

~~2.2.2   Verified experience will include full-time professional activities completed when the faculty applicant was not engaged in college teaching. These activities include, but are not limited to, notable professional practice and credentials, licenses, or professional certifications, employment in which the applicant has used the skills of their discipline, and other activities related to the discipline to be taught.~~

~~2.2.2.1   The applicant must have a degree from a regionally accredited institution (or equivalently accredited institution outside the United~~

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States) earned before beginning the activities to be counted for the verified experience.

2.2.2.22.4. Each academic unit wanting to use verified experience mustcollege may develop more specific qualification criteria that outline minimum degree requirements, a minimum threshold of experience (though not less than five years of full-time activity) and a system of evaluation. Disciplines and programsas referenced, and the method the college uses to evaluate this experience. Colleges (or schools/departments) must indicate specific skill sets, types of certifications, licenses, or additional credentials, and experiences that constitute acceptable qualifications. These criteria and procedures must be approved by the academic Deandean and the Chief Academic Officerchief academic officer of the University,university and must be reviewed and approved by the Faculty Senate and Presidentpresident.

2.2.2.3 The verified experience may not be used for tenure purposes.

2.4.1. College-level policies may clarify the application of this policy to their faculty, but may not weaken the requirements of (2.1)–(2.3).

2.4.2. In the absence of a college-level policy, the requirements of this policy apply.

2.5. Faculty teaching graduate courses must also possess Graduate Faculty status as described in policy UPAA-13, Graduate Faculty Membership.

2.6. Appendix 1 provides a list of the degrees that Marshall will treat as terminal in each discipline. Equivalent degrees from international institutions will also be treated as terminal degrees.

3. Tested (Verified) Experience

3.1. If their degree is at the same level as the courses they will be employed to teach, the prospective course instructor must provide evidence of sufficient experience, as defined by the discipline, using their skills in employment and/or field-specific settings outside of higher and K-12 educational settings, and other evidence that they are qualified to teach courses in the discipline.

3.2. Other evidence might include a) specialized credentials or certifications in the discipline in which they will teach; b) documented professional development in the discipline, e.g., continuing education; c) leadership in discipline related organizations or learned societies; 4) a record of scholarly presentations or publications on topics related to the course/s they will teach; 5) a record of creative activity related to the course/s they will teach; 6) regional, national, or international reputation in the discipline.

3.3. Negotiations for the tested (verified) experience equivalency will be part of the formal interview and appointment process. At the time of appointment, the Deandean and the Department Chairdepartment chair will document the tested (verified) experience in the individual's permanent personneloffer letter.

3.4. In rare cases, a candidate, without any degree, may be hired to teach specific courses. The candidate must be a widely respected expert / professional / artist in that specific discipline. These cases are handled on a case-by-case basis and must be approved by the academic unit's dean and Provost.

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4. **Credential Review Process**

4.1. At the time of hire, evidence of education qualifications for each prospective course instructor must be reviewed by the unit's head (e.g., school director, department chair, program director, etc.) who will determine if the prospective instructor is qualified to teach in the discipline.

4.2. This evidence will then be reviewed by the dean of the prospective instructor's college. The dean will make the final decision regarding the sufficiency of the educational credentials for each prospective faculty member.

4.3. In the case of dual credit instructors, evidence will first be reviewed by the Director of the Herd Academy and the Associate Dean of Undergraduate Studies, followed by the chair of the department of the discipline in which the student will receive dual credit, with final review by the dean of the college.

4.4. Appropriate deans will deliver original transcripts to the offices of the Director of the Herd Academy (dual credit) or Academic Affairs (all other instructors).

2.2.2.4.5. The Herd Academy and Academic Affairs offices will maintain official transcripts in locked file cabinets.

4.6. UsingThe Academic Affairs office will upload scanned copies of official transcripts to a secure Faculty Credential Banner database.

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Appendix 1. List of Terminal Degrees

College of Arts and Media

- Ph.D., D.M.A., D.M.E, D.M., or M.F.A.
- Ed.D. with master's in an appropriate field.

Lewis College of Business

- Ph.D., D.B.A., D.P.H., D.H.A., J.D.,
- J.D. for courses related to law, legal ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

College of Engineering and Computer Sciences

- Ph.D., D.Eng., or Ed.D. with master's in an appropriate field

2.3   College of Education and **Professional** Experience for Determining SalaryDevelopment

    2.3.1   Faculty coming to the university with related experience outside of higher education employment and who fulfill the criteria of §2.1 or §2.2 may receive credit for that experience if the duties are related to the current teaching appointment. Each case will require a decision concerning the extent of "relatedness" of each professional, business, or governmental experience to the individual's present academic teaching area. The specific types of experience include but are not limited to:

        2.3.1.1   Public school teaching in areas directly related to the faculty member's present academic teaching area;

        2.3.1.2   Post-secondary teaching experience not previously reported as "higher education teaching" (nursing diploma schools, post-secondary vocational-technical programs, etc.);

        2.3.1.3   Professional, business or government related experience in an area directly related to the individual's present academic teaching area;

        2.3.1.4   Postdoctoral experience outside a university setting may be counted as related experience just as university-based postdoctoral experience is counted;

        2.3.1.5   Military experience, either teaching in an area related directly to the present academic teaching area or functioning within the military in another manner directly relating to the faculty member's present academic teaching area, will be counted;

    2.3.2   Credit for Professionally Related Experience may only be granted for:

        2.3.2.1   Full-time experience which is equal to or greater than 4.5 months during a year;

        2.3.2.2   Unduplicated years of experience. A faculty member will not be credited with experience in two capacities during the same period;

    2.3.3   Credit for Professionally Related Experience may not be granted for:

UPAA-8

2.3.3.1 — Teaching assistantships and graduate assistantships.

2.3.3.2 — Sabbatical leaves.

2.3.3.3 — Leaves of absence to pursue an additional degree.

- The chair of the academic department, in consultation with the academic Dean and Chief Academic Officer, shall determine a salary that complies with this policy as well as others governing faculty compensation. Ph.D., Ed.D., or M.L.S.

College of Health Professions

- Ph.D., D.A.T., D.HSC., D.N.P., D.N.A.P., D.C.L.S., D.P.H., D.P.T.
- Ed.D. with master's in an appropriate field

College of Liberal Arts

- Ph.D., M.F.A., D.P.A., Psy.D.
- J.D. for courses related to law, legal ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

College of Science

- Ph.D., D.C.J., D.P.A.,
- J.D. for courses related to criminal justice, ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

Joan C. Edwards School of Medicine

- Ph.D., M.D.
- Master's degree with PA-C license for Physician Assistant faculty

School of Pharmacy

- Ph.D., Pharm.D., D.V.M.

Division of Aviation

- Ph.D., D.Av.M.
- Ed.D. with master's in an appropriate field

University Libraries

- M.L.S. or equivalent accredited degree in Library Science.

2.3.3.4 Ed.D. with master's in an appropriate field

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-8

QUALIFICATIONS FOR COLLEGE TEACHING

1. **General Information**

   1.1. Scope: Academic policy regarding employment equivalencies for college teaching and professionally related experience.

   1.2. Authority: W. VA. Code §18b-1-6

   1.3. Passage Date: August 27, 2020

   1.4. Effective Date: September 28, 2020

   1.5. Controlling over: Marshall University

   1.6. History: Amended to reflect Higher Learning Commission (HLC) definitions. This section approved by Faculty Personnel Committee, April 30, 1984, signed by the president, June 8, 1984, "with the understanding that all final work experience must be approved by the president." Revisions approved by BOG: 7/28/03, 3/8/2006, 6/27/2019, and 6/25/2020. Revised and updated by the University Faculty Personnel Committee on 11/15/2024.

2. **Required Educational Credentials**

   2.1. The core requirement for educational credentials is that each person engaged to teach courses at Marshall will have an earned degree aligned with, and at least one level above, the courses they are employed to teach.

       2.1.1. For courses in terminal degree programs, the degree of the course instructor may be at the same level.

       2.1.2. This requirement includes adjunct faculty, course instructors for dual credit courses, individuals in non-faculty lines, and all others assigned to teach courses for Marshall.

       2.1.3. Items (2.2) and (2.3) provide modifications to the core requirement for prospective instructors who have a degree above but not relevant to the field of the course (2.2) or at the same level as the course (2.3).

   2.2. If the degree of a prospective course instructor is at a level above, **but not relevant to,** the courses they will be employed to teach, the prospective course instructor must have (or be actively working toward earning) sufficient graduate level coursework that is **relevant** to the courses they will be employed to teach.

       2.2.1. In this context, Marshall defines **sufficient** as 15 graduate level semester credit hours, as 15 hours represents 50% of the minimum number of credit hours (30) required to earn most master's degrees.

       2.2.2. Courses in the **pedagogy** of teaching college-level courses in the appropriate discipline may comprise a portion of the 15 graduate level semester credit hours.

2.2.3. If a course instructor who is actively working toward earning 15 graduate level semester credit hours is employed to teach by Marshall, a fully qualified Marshall faculty member must supervise their teaching. This supervision will include approval of the course syllabus and materials, at least two teaching observations during each term, and an end of term evaluation.

2.2.4. In some cases, graduate students at Marshall may teach courses. Until such students satisfy the core requirement from (2.1), they are subject to the restrictions of item (2.2).

2.3. If the degree is at the same level as the courses being taught, the prospective course instructor must have **Tested (Verified) Experience** as described in (3) of this policy.

2.4. Each academic college may develop more specific qualification criteria that outline minimum degree requirements, a minimum threshold of experience as referenced, and the method the college uses to evaluate this experience. Colleges (or schools/departments) must indicate specific skill sets, types of certifications, licenses, or additional credentials, and experiences that constitute acceptable qualifications. These criteria and procedures must be approved by the academic dean and chief academic officer of the university and must be reviewed and approved by the Faculty Senate and president.

2.4.1. College-level policies may clarify the application of this policy to their faculty, but may not weaken the requirements of (2.1)– (2.3).

2.4.2. In the absence of a college-level policy, the requirements of this policy apply.

2.5. Faculty teaching graduate courses must also possess Graduate Faculty status as described in policy UPAA-13, Graduate Faculty Membership.

2.6. Appendix 1 provides a list of the degrees that Marshall will treat as terminal in each discipline. Equivalent degrees from international institutions will also be treated as terminal degrees. Other degrees (not listed in Appendix 1) cited by discipline accrediting bodies will be considered.

3. **Tested (Verified) Experience**

3.1. If their degree is at the same level as the courses they will be employed to teach, the prospective course instructor **must provide evidence of** sufficient experience, **as defined by the discipline**, using their skills in employment and/or field-specific settings outside of higher and K-12 educational settings, and other evidence that they are qualified to teach courses in the discipline.

3.2. Other evidence might include a) specialized credentials or certifications in the discipline in which they will teach; b) documented professional development in the discipline, e.g., continuing education; c) leadership in discipline related organizations or learned societies; 4) a record of scholarly presentations or publications on topics related to the course/s they will teach; 5) a record of creative activity related to the course/s they will teach; 6) regional, national, or international reputation in the discipline.

3.3. Negotiations for tested (verified) experience equivalency will be part of the formal interview and appointment process. At the time of appointment, the dean and

department chair will document the tested (verified) experience in the individual's offer letter.

3.4. In rare cases, a candidate, without any degree, may be hired to teach specific courses. The candidate must be a widely respected expert / professional / artist in that specific discipline. These cases are handled on a case-by-case basis and must be approved by the academic unit's dean and Provost.

4. **Credential Review Process**

4.1. At the time of hire, evidence of education qualifications for each prospective course instructor must be reviewed by the unit's head (e.g., school director, department chair, program director, etc.) who will determine if the prospective instructor is qualified to teach in the discipline.

4.2. This evidence will then be reviewed by the dean of the prospective instructor's college. The dean will make the final decision regarding the sufficiency of the educational credentials for each prospective faculty member.

4.3. In the case of dual credit instructors, evidence will first be reviewed by the Director of the Herd Academy and the Associate Dean of Undergraduate Studies, followed by the chair of the department of the discipline in which the student will receive dual credit, with final review by the dean of the college.

4.4. Appropriate deans will deliver original transcripts to the offices of the Director of the Herd Academy (dual credit) or Academic Affairs (all other instructors).

4.5. The Herd Academy and Academic Affairs offices will maintain official transcripts in locked file cabinets.

4.6. The Academic Affairs office will upload scanned copies of official transcripts to a secure Faculty Credential Banner database.

Appendix 1. List of Terminal Degrees

College of Arts and Media

- Ph.D., D.M.A., D.M.E, D.M., or M.F.A.
- Ed.D. with master's in an appropriate field.

Lewis College of Business

- Ph.D., D.B.A., D.P.H., D.H.A., J.D.,
- J.D. for courses related to law, legal ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

College of Engineering and Computer Sciences

- Ph.D., D.Eng., or Ed.D. with master's in an appropriate field

College of Education and Professional Development

- Ph.D., Ed.D., M.L.S., Psy.D., Ed.S. in School Psychology.

College of Health Professions

- Ph.D., D.A.T., D.HSC., D.N.P., D.N.A.P., D.C.L.S., D.P.H., D.P.T.
- Ed.D. with master's in an appropriate field.

College of Liberal Arts

- Ph.D., M.F.A., D.P.A., Psy.D.
- J.D. for courses related to law, legal ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

College of Science

- Ph.D., D.C.J., D.P.A.,
- J.D. for courses related to criminal justice, ethics, or legal aspects of degrees in the college.
- Ed.D. with master's in an appropriate field

Joan C. Edwards School of Medicine

- Ph.D., M.D.
- Master's degree with PA-C license for Physician Assistant faculty

School of Pharmacy

- Ph.D., Pharm.D., D.V.M.

Division of Aviation

- Ph.D., D.Av.M.
- Ed.D. with master's in an appropriate field

University Libraries

- M.L.S. or equivalent accredited degree in Library Science.
- Ed.D. with master's in an appropriate field

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
  - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change "Your Role" to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Programs** https://nextcatalog.marshall.edu/programadmin/
  - Use this link to view **program** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

Program Deletions
College of Science
Program Deletions: Pre-Chemistry (COS) (NON-DEG)
Pre-Digital Forensics (COS) (NON-DEG)
Pre-Criminal Justice (NON-DEG)

- **CIM Key (Program):** 543 / 560 / 573

- **Rationale:** The College of Science is eliminating pre-majors to enhance retention and help students identify their academic focus earlier. By declaring a major immediately, students can connect with their departments sooner, engage in relevant coursework, and access major-specific opportunities earlier in their academic careers. This shift also allows departments to allocate resources more efficiently and support students from the start.

Program Changes
College of Science
Program Change: BS, Geology

- **CIM Key (Program):** 564

- **Courses no longer required:**
  - CHM 217: Principles of Chem Lab I
  - GLY 210L: Earth Materials Lab
  - GLY 211L: Earth Through Time Lab
  - GLY 330: Tectonics
  - GLY 418: Invertebrate Paleontology

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- GLY 426: Geophysics
- GLY 427: Fossil Fuels
- GLY 451: Principles Geomorphology
- GLY 455L: Hydrogeology Laboratory
- GLY 456: Environmental Geology
- GLY Electives (3)
- PHY 202: General Physics I Laboratory
- Free electives (6)

- **Rationale:** Several courses that are no longer being regularly offered at MU have been removed.

Program Change: Engineering Geology
- **CIM Key (Program):** 565

- **Courses no longer required:**
    - CE 322: Geotechnical Engineering
    - CHM 217: Principles of Chem Lab I
    - ENGR 111: Engineering Computations
    - ENGR 213: Statics
    - ENGR 216: Mech of Deformable Bodies
    - GLY 210L: Earth Materials Lab
    - GLY 211L: Earth Through Time Lab
    - GLY 320L: Geology Lab Techniques
    - GLY 325: Stratigraphy & Sediment
    - GLY 420: Principles of Geochemistry
    - GLY 455L: Hydrogeology Laboratory
    - GLY 456: Environmental Geology
    - PHY 202: General Physics I Laboratory
    - PHY 204: General Physics 2 Laboratory

- **Rationale:** AOE required a larger number of major hours for graduation, and included many ENGR classes that are no longer offered. The proposed changes reduce the number of major hours to 82 in line with other areas of emphasis.

Program Change: Environmental Geoscience
- **CIM Key (Program):** 566

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Course Changes:**

GLY 200 & GLY 210L	The Dynamic Earth and Earth Materials Lab
~~GLY 210L~~	~~Earth Materials Lab~~
GLY 491 or GLY 492	Capstone Experience Capstone Class

Major-Specific

GLY 200 & GLY 210L	The Dynamic Earth and Earth Materials Lab
GLY 201 & GLY 211L	The Earth Through Time and Earth Through Time Lab
~~GLY 211L~~	~~Earth Through Time Lab~~

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

GLY 212	Geologic Field Methods
GLY 313	Structural Geology
GLY 314	Mineralogy
GLY 320L	Geology Lab Techniques
GLY 325	Stratigraphy & Sediment
GLY 420	Principles of Geochemistry
~~GLY 423~~	~~Sedimentary Petrology~~
GLY 451	Principles Geomorphology
GLY 455	Hydrogeology
GLY 455L	Hydrogeology Laboratory
GLY 456	Environmental Geology
GLY 491	Capstone Experience
or GLY 492	Capstone Class

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Geology Electives (6 hours from the following)

GLY 330	Tectonics
GLY 421	Igneous& Metamorphic Petrology
GLY 426	Geophysics
GLY 427	Fossil Fuels
GLY 457	Engineering Geology (PR: GLY 100/200 & GLY 210L & MTH 130))

Non-GLY Requirements

CHM 211 🐃 📧 & CHM 217 🐃	Principles of Chemistry I and Principles of Chem Lab I
ENG 354	Scientific & Tech Writing
GEO 222 🐃	Global Environment Issues (CT)
GEO 429 or NRE 423	Location Analysis and GIS GIS and Data Systems

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

~~Free Elective~~	
~~Free Elective~~	
~~Free Elective~~	
~~Free Elective~~	
GEO 431	Remote Sensing & Photogram
or NRRM 433	GIS/RS in Natural Resources
MTH 229	Calculus/Analytic Geom I (CT)
~~CHM 211~~	~~Principles of Chemistry I~~
~~CHM 217~~	~~Principles of Chem Lab I~~
PHY 201 & PHY 202	College Physics I and General Physics I Laboratory
~~PHY 202~~	~~General Physics I Laboratory~~
~~PS 410~~	~~Remote Sensing w Applications~~

- **Rationale**: The total # of credit hours needed for graduation was reduced from 89 to 80. Geology requirements were reduced from 53 hours to 48 hours allowing for electives instead of all classes being core requirements. Several courses that are no longer being offered at MU have been substituted with new courses. Non-geology requirements were modified, with new courses recommended, changing the non-GLY hours from 31 to 32.

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Program Change: Pre-Prof Healthcare Studies (MINU)

- **CIM Key (Program):** 709

- Course Requirements:

Required Courses

BSC 120	Principles of Biology I
BSC 121	Principles of Biology II
CHM 211	Principles of Chemistry I
CHM 212	Principles of Chemistry II
CHM 217	Principles of Chemistry Lab I
CHM 218	Principles of Chemistry Lab II

Electives (Choose from one of the options listed below)

	Pre-Chiropractic
Natural/Physical Sciences	Consult with Pre-Professional Healthcare advisor

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Pre-Dentistry

BSC 310 or BSC 227	Comparative Vertebrate Anatomy or Human Anatomy
CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Introduction to Organic Chemistry Lab
CHM 365	Introductory Biochemistry
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II
PHY 204	General Physics II Laboratory

Pre-Medicine

CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Introduction to Organic Chemistry Lab
CHM 365	Introductory Biochemistry
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II

PHY 204 General Physics II Laboratory

Pre-Optometry

BSC 227 or BSC 310 Human Anatomy or 4 or Comparative Vertebrate Anatomy

BSC 228 or BSC 422 Human Physiology or 4 or

Animal Physiology

BSC 250 or   Microbiology and Human Disease or 4 or

BSC 302 and 304 Principles of Microbiology and lab

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Introduction to Organic Chemistry Lab
CHM 365	Introductory Biochemistry
MTH 140 or MTH 229	Applied Calculus or Calculus
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II
PHY 204	General Physics II Laboratory
BSC 417 or STA 225	Biostatistics or

Introductory Statistics (CT)

Pre-Physician Assistant

BSC 227 or BSC 310	Human Anatomy or
	Comparative Vertebrate Anatomy
BSC 227 or BSC 422	Human Physiology or
	Animal Physiology
BSC 250 or	Microbiology and Human Disease or
BSC 302 and 304	Principles of Microbiology and lab
CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Intro Organic Chemistry Lab
HS 200	Comp Medical Terminology (CT)
BSC 417 or STA 225	Biostatistics or

Introductory Statistics (CT)

Pre-Pharmacy

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

BSC 227 or BSC 310	Human Anatomy or
	Comparative Vertebrate Anatomy
BSC 227 or BSC 422	Human Physiology or
	Animal Physiology
BSC 250 or BSC 302	Microbiology and Human Disease or
	Principles of Microbiology
CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Introduction to Organic Chemistry Lab
MTH 140 or MTH 229	Applied Calculus or Calculus
PHY 201	College Physics I
PHY 202	General Physics Laboratory
BSC 417 or STA 225	Biostatistics or

Introductory Statistics (CT)

Pre-Podiatry

CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 361	Introduction to Organic Chemistry Lab
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II
PHY 204	General Physics II Laboratory

Pre-Physical Therapy

BSC 310 or BSC 227	Comparative Vertebrate Anatomy or
	Human Anatomy
BSC 422 or BSC 228	Animal Physiology or

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

	Human Physiology
BSC 417 or STA 225	Biostatistics or
Introductory Statistics (CT)	
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II
PHY 204	General Physics II Laboratory
PSY 201	Introductory Psychology (CT)
PSY 311	Child Development
Pre-Veterinary	
BSC 302	Principles of Microbiology
BSC 304	Microbiology Lab
BSC 422	Animal Physiology
CHM 355	Organic Chemistry I
CHM 356	Organic Chemistry II
CHM 365	Introductory Biochemistry
PHY 201	College Physics I
PHY 202	General Physics Laboratory
PHY 203	College Physics II
PHY 204	General Physics II Laboratory

- **Rationale**: Some changes are to match the approved minor coursework approved Spring 2021 (paperwork attached). Other substantive changes are addition of 200, 300, 400 level courses, some of which are newly developed. BSC 310 was changed in level to BSC 432 in year 23-24. Statistics was added as a new requirement per MU School of Medicine. Allow PSY 311 or 312 per MU School of Physical Therapy.

University Curriculum Committee
RECOMMENDATION

SR 24-25-15 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 1/23/2025

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 1/24/2025

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
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- **Courses** https://nextcatalog.marshall.edu/courseadmin/
  - Use this link to view **course** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

Course Additions
College of Arts and Media
MUSA 276: Sophomore Hearing

- **CIM Key (Course)**: 15854

- **Course Description:** A special examination for admission to 300-level applied study. Maximum of two attempts.

- **Credit Hours:** 0

- **Corequisites:** Each of the courses listed below in the Co-Requisites is an "Or" so that the student is registering for MUSA 276 and one of the courses listed below for their lesson. The Corequisite depends on the student's principal instrument.

  - MUSA 180 - Applied Composition
  - MUSA 181 - Saxophone
  - MUSA 182 - Flute
  - MUSA 183 - Oboe
  - MUSA 184 - Clarinet
  - MUSA 185 - Bassoon
  - MUSA 186 - French Horn
  - MUSA 187 - Trumpet
  - MUSA 188 - Trombone
  - MUSA 189 - Euphonium
  - MUSA 190 - Tuba
  - MUSA 191 - Violin
  - MUSA 192 - Viola

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- MUSA 193 - Cello
- MUSA 194 - String Bass
- MUSA 195 - Piano
- MUSA 196 - Voice
- MUSA 197 - Organ
- MUSA 198 - Percussion
- MUSA 199 – Guitar

- **CIP Code:** 500903 - Music Performance, General.

- **Rationale:** The sophomore hearing has been a long-standing requirement in applied music study. As we pivot from paper records, this course gives the School of Music a formal mechanism for tracking this requirement through DegreeWorks.

  From the School of Music Handbook:
  "At the close of level 4 study for BA Music Education students and level 5 study for BFA Students & BA Commercial Music students, typically after four semesters of study, all students must pass a special examination called the Sophomore Hearing before admission to the upper division of applied study is granted. The Sophomore Hearing normally takes place at jury examination time and consists of more extensive and critical adjudication of repertoire, technique and musicianship than during earlier semesters. Registration for upper division applied music (MUS 300 level courses) will be denied until the sophomore hearing is passed. A maximum of two attempts at the Sophomore Hearing are permitted and all required repertoire must be presented at each attempt.

  Transfer students entering a music program for the first time at the upper division level must pass a sophomore hearing before their first registration can be completed, regardless of previous records or the number of credits earned at other schools."

MUSE 434: Soul Stampede

- **CIM Key (Course):** 15789

- **Course Description:** Ensemble focusing on performance of popular songs rooted in Black American Music traditions. Emphasis on common practices of commercial musicians/performers, stage comportment, and ensemble technique. May be repeated for credit.

- **Credit Hours:** 1

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University Curriculum Committee
RECOMMENDATION

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SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **CIP Code:** 500903 - Music Performance, General.

- **Rationale:** The inclusion of the MU Soul Stampede within the school of music's curriculum broadens students' exposure to diverse genres, enhances their musical skills, and deepens their understanding of American music and its history. Soul, rhythm and blues, and other forms of Black American Music have significantly influenced not only the development of contemporary music but also societal movements, such as civil rights activism. Their rich heritage, blending elements of jazz, gospel, blues, and funk, makes these genres pivotal to a comprehensive music education.

College of Business

ENT 300H: Smith Incubator Honors II
- **CIM Key (Course):** 15939

- **Course Description:** An interdisciplinary experiential course that guides student start-ups on applying design thinking to innovate a solution that delights.

- **Credit Hours:** 3

- **Prerequisite:** Admitted to Start-up Incubator; ENT200h

- **Rationale:** This course is the next step for students who complete ENT200h and would like to continue working on their innovation from ENT200h. Like ENT200h, this course, and the Incubator as a whole, is meant to help student innovators from any major to develop, refine, and launch an innovation. We project 15-20 students in the course each semester.

College of Health Professions
ESS 492: Strength & Condit Clin Fld Exp
- **CIM Key (Course): 15843**

- **Course Description:** The application and development of Strength and Conditioning Specialist skills in real-world settings.

- **Credit Hours:** 3

- **Prerequisites:** ESS 215 and ESS 345 and ESS 375 and ESS 442 and ESS 443 and ESS 478

- **Concurrent Prerequisite:** HS 410

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Rationale:** The new course meets the expectations for a field experience course requirements by the CASCE accreditation body.

SWK 270: Intro to SW in Healthcare
- **CIM Key (Course):** 15846

- **Course Description:** This course examines intricate work of social workers in healthcare, focusing on the hospital, home health, long term facilities, and hospice settings.

- **Credit Hours:** 3

- **Rationale:** This course is a supportive course for the newly proposed SW in Healthcare undergraduate certificate. Students taking this course will develop an understanding of the roles, responsibilities, theoretical frameworks, and biopsychosocial perspective of social work in integrated health settings. For BSW majors who are planning to matriculate onto the MSW program, this course can serve as a foundation for learning advanced practice behaviors and competencies in their required clinical coursework and the Graduate Gerontology Certificate programs. Additionally, the learning in this course can be an added layer of matriculation to assist in increasing licensure pass rates of BSW and eventual MSW licensing exams.

  For non-SW majors, this course and certificate program will enable those who are in healthcare settings to develop a comprehensive understanding of the roles and responsibilities of social workers/case managers in integrated healthcare teams.

  This course will be offered in the spring semester and has been approved by the Design Center for online development of an asynchronous offering.

  Enrollment will be limited to 30 per section.

SWK 350: Intro to the Culture of Grief
- **CIM Key (Course):** 15849

- **Course Description:** An introduction to death, dying, and bereavement and types of loss in systems of all sizes. Bereavement process and models are discussed along with cultural norms and expectations.

- **Credit Hours:** 3

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University Curriculum Committee
RECOMMENDATION

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SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Rationale:** This course will be part of the Social Work in Healthcare Certificate, which will be open campus-wide for other majors who may interface with social work in healthcare settings. Providing both an integrated healthcare approach as well as an AEDI focus, students in any major who may choose a health professions track will be able to better understand the grief process, the roles and responsibilities of the social worker in an integrated healthcare team, and have a better understanding of the cultural and ethnic rituals of grief.

SWK 372: SW Medical Case Management
- **CIM Key (Course):** 15847

- **Course Description:** This course will provide a foundational understanding of the interface between psychopharmacology, ethical and correct documentation, and case management in social work healthcare settings.

- **Credit Hours:** 3

- **Rationale:** This course will be part of the undergraduate certificate, Social Work in Healthcare. Using an integrated approach, this course will assist students interested in working in healthcare professions to understand the biopsychosocial perspective of medication management, documentation, and case management needs for specific clinical diagnostic symptomology. For BSW majors, this course will prepare them for advanced, graduate level coursework in psychopathology and advanced practice with individuals and families. Moreover, the additional learning in this course and in the certificate will enhance the BSW knowledge base to assist in increasing licensure pass rates.

  Additionally, students outside of the social work major will be able to develop a comprehensive understanding of the roles and responsibilities of social workers in integrated healthcare are in helping patients navigate their medication and healthcare needs through transparent documentation and treatment.

  Enrollment will be capped at 30 per section.

College of Liberal Arts
GRK 401: Advanced Ancient Greek Prose
- **CIM Key (Course):** 15918

- **Course Description:** A close reading of Ancient Greek prose authors

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Credit Hours:** 3

- **Prerequisites:** GRK 301

- **CIP Code:** 161202 - Ancient/Classical Greek Language and Literature.

- **Rationale:** With a full time Hellenist we are able to offer more and varied types of Ancient Greek, and with the new Classical Languages track that incorporates Ancient Greek (not just Latin) in the elective portion of the major, we anticipate a need for more upper division classes. // Our first students should be ready for this class next academic year // We may get 5 students in each new class

PHL 380: Humanities Internship
- **CIM Key (Course):** 15915

- **Course Description:** This course provides the academic structure for- and assessment of- an internship experience.

- **Credit Hours:** 3-12

- **Rationale:** Humanities currently does not have any internship courses. Marshall for All has a requirement for internship or work study, this course helps fulfill the need for the former. // We hope to have students in internships Fall 2025 // We anticipate 3 student interns per semester.

RST 380: Humanities Internship
- **CIM Key (Course):** 15916

- **Course Description:** This course provides the academic structure for- and assessment of- an internship experience.

- **Credit Hours:** 3-12

- **Rationale:** Humanities currently does not have any internship courses. Marshall for All has a requirement for internship or work study, this course helps fulfill the need for the former. // We hope to have students in internships Fall 2025 // We anticipate 3 student interns per semester.

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

SCLA 102H: Transformative Texts ENG

- **CIM Key (Course):** 15807

- **Course Description:** An Honors course to develop skills in critical reading, writing, and research, through an exploration of a variety of foundational texts spanning a range of cultures and eras.

- **Credit Hours: 3**

- **Prerequisite:** admission to the Honors College

- **CIP Code**: 240103 - Humanities/Humanistic Studies.

- **Rationale:** (Note: Core-II-Composition-and-Humanities)

  This proposal is for Honors sections of the existing SCLA course. Like HON courses, SCLA offerings share a mission "to provide an environment for innovative teaching and learning within an interdisciplinary curriculum motivated by creative, critical inquiry and respect for a multiplicity of thoughts, experiences, and identities." Because these classes are designed to fit the gen-ed curriculum, they share as well the Honors ideals of catering to a diverse student population and depend on faculty to "draw on a range of disciplines to present ideas within their own area of specialization in an inter- or cross-disciplinary manner" that is "accessible (without expectation of prerequisite knowledge) to non-specialists." By design, SCLA courses provide "demonstrably enhanced learning experiences," allowing students to fulfill gen-ed requirements while exploring enduring human questions and developing skills in critical thinking, communication, analysis, and research. What Honors sections will enable is greater collaboration with the Honors College and a more rigorous experience for Honors students "by allowing faculty to push boundaries without the same degree of worry about whether students can make the necessary connections to 'keep up.'" (Quotes in reference to MU's Honors program materials.) Enrollment: 24

Course Deletions
<u>College of Health Professions</u>
MI 402: Quality Management

- **CIM Key (Course):** 9805

- **Rationale:** The content from MI 402 will be absorbed into the spring course MI 309, with an addition of one (1) credit hour. - The content from MI 402 will be absorbed into the spring course MI 309, with an addition of one (1) credit hour.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Film-screen imaging is no longer a part of our Imaging curriculum. The elimination of the QM Registry by our accrediting board, The American Registry of Radiologic Technologists (ARRT), has reduced the need for this curriculum as a separate course. The content from MI 402 will be absorbed into the spring course MI 309, with an addition of one (1) credit hour. There are no other departments or divisions that would advise students to enroll in this course. It is selective to the Medical Imaging program.

College of Liberal Arts

GRK 150: Intro Anc Greek (Consortium)   CIM Key (Course): 15730
GRK 151: Intro Anc Greek 2   CIM Key (Course): 15731
GRK 250: Intro Anc Greek 3   CIM Key (Course): 15732
GRK 251: Intermed Greek 1   CIM Key (Course): 15373

- **Rationale:** We are no longer teaching in the consortium

Course Changes

College of Arts and Media

MUS 180: Applied Composition
   CIM Key (Course): 10511

Changes

- Change alpha designator to MUSA – Applied Music

- Add course description: Individual studies in composition. May be repeated for credit.

Rationale:

- Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.

- Change in course description: The course is flagged in Banner as repeatable. The student's program of study determines the number.

Course Changes: MUS 181: Saxophone; MUS 182: Flute; MUS 183: Oboe; MUS 184: Clarinet; MUS 185: Bassoon; MUS 186: French Horn; MUS 187: Trumpet; MUS 188: Trombone; MUS 189: Euphonium; MUS 190: Tuba; MUS 191: Violin; 192: Viola; MUS 193: Cello; MUS 194: String Bass; MUS 195: Piano; MUS 196: Voice; MUS 197: Organ; MUS 198: Percussion; MUS 199: Guitar

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

CIM Key (Course): See notation next to each course name.

MUS 181: Saxophone   CIM Key (Course): 10512
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in saxophone. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

MUS 182: Flute   CIM Key (Course): 10517
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in flute. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

MUS 183: Oboe   CIM Key (Course): 10522
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in oboe. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

MUS 184: Clarinet   CIM Key (Course): 10527
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in clarinet. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

MUS 185: Bassoon   CIM Key (Course): 10532
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in bassoon. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

MUS 186: French Horn   CIM Key (Course): 10537
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in French Horn. May be repeated for credit.
- Change CIP Code to 500915 - Woodwind Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 187: Trumpet   CIM Key (Course): 10542
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in trumpet. May be repeated for credit.
- Change CIP Code to 500914 – Brass Instruments.

MUS 188: Trombone   CIM Key (Course): 10547
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in trombone. May be repeated for credit.
- Change CIP Code to 500914 – Brass Instruments.

MUS 189: Euphonium   CIM Key (Course): 10552
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in euphonium. May be repeated for credit.
- Change CIP Code to 500914 – Brass Instruments.

MUS 190: Tuba   CIM Key (Course): 10557
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in tuba. May be repeated for credit.
- Change CIP Code to 500914 – Brass Instruments.

MUS 191: Violin   CIM Key (Course): 10562
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in violin. May be repeated for credit.
- Change CIP Code to 500911 – Stringed Instruments.

MUS 192: Viola   CIM Key (Course): 10567
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in viola. May be repeated for credit.
- Change CIP Code to 500911 – Stringed Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 193: Cello   CIM Key (Course): 10572
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in cello. May be repeated for credit.
- Change CIP Code to 500911 – Stringed Instruments.

MUS 194: String Bass   CIM Key (Course): 10577
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in string bass. May be repeated for credit.
- Change CIP Code to 500911 – Stringed Instruments.

MUS 195: Piano   CIM Key (Course): 10582
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in piano. May be repeated for credit.
- Change CIP Code to 500907 – Keyboard Instruments.

MUS 196: Voice   CIM Key (Course): 10587
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in voice. May be repeated for credit.
- Change CIP Code to 500908 – Voice and Opera

MUS 197: Organ   CIM Key (Course): 10592
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in organ. May be repeated for credit.
- Change CIP Code to 500907 – Keyboard Instruments.

MUS 198: Percussion   CIM Key (Course): 10597
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in percussion. May be repeated for credit.
- Change CIP Code to 500916 – Percussion Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 199: Guitar   CIM Key (Course): 10602
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual studies in guitar. May be repeated for credit.
- Change CIP Code to 500911 – Stringed Instruments.

Rationale for all changes: Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.

o Course description: Added.

o Change in CIP Code: The current code is general; the new code is more specific to the content of the course.

MUS 375: Collegium Musicum

- **CIM Key (Course):** 10704

- **Changes:**

    o Change alpha designator to MUSE - Music Ensembles

    o Change course number to 444

    o Change course description to "An ensemble for the performance of Medieval, Renaissance, and Baroque music, with special attention to performance practices and instrumental and vocal techniques. May be repeated for credit."

    o Change CIP Code to 500903 - Music Performance, General.

- **Rationale:**

    o Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

    o Change in CIP: The course was tagged as Music Teacher Education. The CIP should align with the content of the course.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 376: Recital
- **CIM Key (Course):** 10705

- **Changes:**

  o Change alpha designator to MUSA - Applied Music

  o Change course description to "Serves as the summative recital for BA Music Education and as the Junior level recital for the BFA. Permission of applied instructor required."

  o Change credit hours to 0

  o Change prerequisite to MUSA 276

  o Add corequisites: Each of the courses listed below in the Co-Requisites is an "Or" so that the student is registering for MUSA 376 and one of the courses listed below for their lesson. The Corequisite depends on the student's principal instrument.

    - MUSA 380 - Applied Composition
    - MUSA 381 - Saxophone
    - MUSA 382 - Flute
    - MUSA 383 - Oboe
    - MUSA 384 - Clarinet
    - MUSA 385 - Bassoon
    - MUSA 386 - French Horn
    - MUSA 387 - Trumpet
    - MUSA 388 - Trombone
    - MUSA 389 - Euphonium
    - MUSA 390 - Tuba
    - MUSA 391 - Violin
    - MUSA 392 - Viola
    - MUSA 393 - Cello
    - MUSA 394 - String Bass
    - MUSA 395 - Piano
    - MUSA 397 - Organ
    - MUSA 398 - Percussion
    - MUSA 399 - Guitar
    - MUSA 396 – Voice

  o Change CIP Code to 500903 - Music Performance, General.

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Rationale:**
  - Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.
  - Change in Course Description: The co-requisite takes care of the "sophomore hearing" since students must pass their sophomore hearing to enroll in 300-level applied lessons. The course is generally listed as "permission" required in the semester schedule.
  - Change in Credit Hours: The work of the "course" is accomplished in applied lessons, now a co-requisite. The fulfillment of the requirement for a recital needs to show on the student's transcript. It is typical practice for the recital course in a School of Music to be 0 credits because it is linked to applied lessons.
  - Change in Co-requisite: The work of the course is accomplished in applied lessons. The fulfillment of the requirement for a recital needs to show on the student's transcript.
  - Change in CIP Code: The current code is general; the new code is more specific to the content of the course.

MUS 380: Applied Composition

- **CIM Key (Course):** 10707
- **Changes:**
  - Change alpha designator to MUSA - Applied Music
  - Add course description: Individual upper level studies in composition. May be repeated for credit.
  - Change prerequisite to MUSA 276 Sophomore Hearing
- **Rationale:**
  - Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.
  - Course description: Added.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- o Change in Prerequisite: To be admitted to upper level applied study, students have always had to pass a sophomore hearing. To track this more efficiently and digitally, we are proposing a course for the requirement.

MUS 381: Saxophone; MUS 382: Flute; MUS 383: Oboe; MUS 384: Clarinet; MUS 385: Bassoon; MUS 386: French Horn; MUS 387: Trumpet; MUS 388: Trombone; MUS 389: Euphonium; MUS 390: Tuba; MUS 391: Violin; MUS 392: Viola; MUS 393: Cello; MUS 394: String Bass; MUS 395: Piano; MUS 396: Voice; MUS 397: Organ; MUS 398: Percussion; MUS 399: Guitar

CIM Key (Course): See notation next to course name.

MUS 381: Saxophone   CIM Key (Course): 10708
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in saxophone. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500915 – Woodwind Instruments.

MUS 382: Flute   CIM Key (Course): 10713
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in flute. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500915 – Woodwind Instruments.

MUS 383: Oboe   CIM Key (Course): 10718
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in oboe. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500915 – Woodwind Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 384: Clarinet   CIM Key (Course): 10723
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in clarinet. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500915 – Woodwind Instruments.

MUS 385: Bassoon   CIM Key (Course): 10728
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in basoon. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500915 – Woodwind Instruments.

MUS 386: French Horn   CIM Key (Course): 10733
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in French horn. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500914 – Brass Instruments.

MUS 387: Trumpet   CIM Key (Course): 10738
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in trumpet. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500914 – Brass Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 388: Trombone   CIM Key (Course): 10743
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in trombone. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500914 – Brass Instruments.

MUS 389: Euphonium   CIM Key (Course): 10748
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in euphonium. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500914 – Brass Instruments.

MUS 390: Tuba   CIM Key (Course): 10753
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in tuba. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500914 – Brass Instruments.

MUS 391: Violin   CIM Key (Course): 10758
- Change alpha designator to MUSA – Applied Music
- Add course description: Individual upper-level studies in violin. May be repeated for credit.
- Change prerequisite to MUSA 276 Sophomore Hearing
- Change CIP Code to 500911 – Stringed Instruments.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 392: Viola   CIM Key (Course): 10763
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in viola. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500911 – Stringed Instruments.

MUS 393: Cello   CIM Key (Course): 10768
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in cello. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500911 – Stringed Instruments.

MUS 394: String Bass   CIM Key (Course): 10773
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in string bass. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500911 – Stringed Instruments.

MUS 395: Piano   CIM Key (Course): 10778
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in French horn. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500907 – Keyboard Instruments.

MUS 396: Voice   CIM Key (Course): 10783
- Change alpha designator to MUSA – Applied Music

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Add course description: Individual upper-level studies in voice. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500908 – Voice and Opera

MUS 397: Organ   CIM Key (Course): 10788
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in organ. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500907 – Keyboard Instruments.

MUS 398: Percussion   CIM Key (Course): 10793
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in percussion. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500916 – Percussion Instruments.

MUS 399: Guitar   CIM Key (Course): 10798
- Change alpha designator to MUSA – Applied Music

- Add course description: Individual upper-level studies in guitar. May be repeated for credit.

- Change prerequisite to MUSA 276 Sophomore Hearing

- Change CIP Code to 500911 – Stringed Instruments.

Rationale:

- Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Course description: Added.

- Change in Prerequisite: To be admitted to upper level applied study, students have always had to pass a sophomore hearing. To track this more efficiently and digitally, we are proposing a course for the requirement.

- Change in CIP Code: The current code is general; the new code is more specific to the content of the course.

MUS 371: African Drum & Dance Ens; MUS 403: Choral Union; MUS 404: University Chorus; MUS 406: Opera Workshop
CIM Key (Course): See notation next to course name.

MUS 371: African Drum & Dance Ens   CIM Key (Course): 10697
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 446

- Change CIP Code to 500903 - Music Performance, General.

MUS 403: Choral Union   CIM Key (Course): 10806
- Change alpha designator to MUSE - Music Ensembles

- Change CIP Code to 500903 - Music Performance, General.

MUS 404: University Chorus   CIM Key (Course): 10807
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 402

- Change CIP Code to 500903 - Music Performance, General.

MUS 406: Opera Workshop   CIM Key (Course): 10809
- Change alpha designator to MUSE - Music Ensembles

- Change CIP Code to 500903 - Music Performance, General.

Rationale:

- Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

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University Curriculum Committee
RECOMMENDATION

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SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Change in CIP: The course was tagged as Theory/Composition. The CIP should align with the content of the course.

MUS 405: A Cappella Ensemble
- **CIM Key (Course):** 10808

- **Changes:**

   o Change alpha designator to MUSE - Music Ensembles

   o Change course number to 408

   o Change title to **3rd Avenue** ~~A Cappella Ensemble~~

   o Change CIP Code to 500903 - Music Performance, General.

- **Rationale:**

   o Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

   o Change in Title: Change in title to the public name of the ensemble.

   o Change in CIP: The course was tagged as Theory/Composition. The CIP should align with the content of the course.

MUS 408: Orchestra
- **CIM Key (Course):** 10811

- **Changes:**

   o Change alpha designator to MUSE - Music Ensembles

   o Change course number to 411

   o Change course description to "The Marshall Community Orchestra is open to all university students, faculty, and interested musicians in the community with permission of the instructor. Concerts are presented each semester."

   o Change CIP Code to 500903 - Music Performance, General.

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- **Rationale:**
  - Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).
  - Change in CIP: The course was tagged as Theory/Composition. The CIP should align with the content of the course.
  - Change in Course Description: Exceeded the limit.

MUS 435: Concert Band; MUS 460: Jazz Improv Ensemble; MUS 469: Contemporary Music Ens

CIM Key (Course): See notation next to course name.

MUS 435: Concert Band   CIM Key (Course): 10831
- Change alpha designator to MUSE - Music Ensembles
- Change course number to 422
- Change course description to "A concert band for any undergraduate student who has had experience playing a band instrument in high school or middle school. May be repeated for credit."
- Change CIP Code to 500903 - Music Performance, General.

MUS 460: Jazz Improv Ensemble   CIM Key (Course): 10848
- Change alpha designator to MUSE - Music Ensembles
- Change course number to 433
- Change CIP Code to 500903 - Music Performance, General.

MUS 469: Contemporary Music Ens   CIM Key (Course): 10853
- Change alpha designator to MUSE - Music Ensembles
- Change course number to 443
- Change CIP Code to 500903 - Music Performance, General.

Rationale:
- Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

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University Curriculum Committee
RECOMMENDATION

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SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Change in CIP: The course was tagged as Theory/Composition. The CIP should align with the content of the course.

MUS 437: Brass Band of the TriState
- **CIM Key (Course):** 10832

- **Changes:**

  - Change alpha designator to MUSE - Music Ensembles

  - Change course number to 440

  - Change course description to "A community/university ensemble modeled after the British-style brass band. May be repeated for credit".

- **Rationale:**

  - Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

  - Course Description: Adding language required by registrar.

MUS 445: Piano Ensemble
- **CIM Key (Course):** 10837

- **Changes:**

  - Change alpha designator to MUSE - Music Ensembles

  - Change course number to 464

  - Change course description to "An ensemble elective for piano majors and qualified piano secondary/elective students. Perform a wide variety of musical styles for multiple pianists on 1-5 pianos. (PR: Audition with instructor.)"

- **Rationale:**

  - Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

  - Course Description: Adding audition requirement.

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 453: Guitar Ensemble

- **CIM Key (Course):** 10841

- **Changes**:

    o Change alpha designator to MUSE - Music Ensembles

    o Change course number to 467

    o Add course description: An ensemble for guitar majors and qualified guitar elective students; focus on sight reading skills, ensemble accuracy and position playing. May be repeated for credit.

- **Rationale:**

    o Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).

    o Course Description: Added.

MUS 455: String Ensemble; MUS 456: Woodwind Ensemble; MUS 457: Percussion Ensemble; MUS 458: Brass Ensemble; MUS 459: Jazz Ensemble; MUS 460: Jazz Improv Ensemble; MUS 465: Symphonic Band; MUS 466: Marching Thunder; MUS 467: Wind Symphony; MUS 468: Sixth Man Band
CIM Key (Course): See notation next to course name.

MUS 455: String Ensemble   CIM Key (Course): 10843
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 461

- Add course description: "Chamber ensemble experience for string players. May be repeated for credit."

- Change CIP Code to 500903 - Music Performance, General

MUS 456: Woodwind Ensemble   CIM Key (Course): 10844
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 452

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Add course description: "Chamber ensemble experience for woodwind players. May be repeated for credit."

- Change CIP Code to 500903 - Music Performance, General

MUS 457: Percussion Ensemble   CIM Key (Course): 10845
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 458

- Add course description: "An ensemble dedicated to performing a wide variety of musical styles on instruments in the percussion family. May be repeated for credit."

- Change CIP Code to 500903 - Music Performance, General

MUS 458: Brass Ensemble   CIM Key (Course): 10846
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 455

- Add course description: "Chamber ensemble experience for brass players. May be repeated for credit."

- Change CIP Code to 500903 - Music Performance, General

MUS 459: Jazz Ensemble   CIM Key (Course): 10847
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 430

- Add course description: "Study and performance of traditional and progressive jazz repertoire in a big band ensemble. Open to all university students by audition. May be repeated for credit.

- Change CIP Code to 500903 - Music Performance, General

MUS 465: Symphonic Band   CIM Key (Course): 10849
- Change alpha designator to MUSE - Music Ensembles

- Change course number to 421

- Add course description: "The Marshall University Symphonic Band rehearses twice a week and presents two concerts each semester. Symphonic Band performs a varied repertoire of music from wind band staples to contemporary works."

- Change CIP Code to 500903 - Music Performance, General

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 466: Marching Thunder   CIM Key (Course): 10850

- Change alpha designator to MUSE - Music Ensembles

- Change course number to 425

- Add course description: "The Marching Thunder rehearses three times a week and performs a varied selection of music every home game as well as exhibitions around the country. May be repeated for credit."

- Change CIP Code to 500903 - Music Performance, General

MUS 467: Wind Symphony   CIM Key (Course): 10851

- Change alpha designator to MUSE - Music Ensembles

- Change course number to 420

- Add course description: "A select, auditioned group of wind and percussion players who study and perform original and transcribed works for wind orchestra and works for small mixed chamber ensembles. (PR: Audition)."

- Change CIP Code to 500903 - Music Performance, General

MUS 468: Sixth Man Band   CIM Key (Course): 10842

- Change alpha designator to MUSE - Music Ensembles

- Change course number to 426

- Add course description: "The Marshall University Sixth Man Band performs at all home men's and women's basketball games. The band provides music to enhance the overall game experience for players and fans."

- Change CIP Code to 500903 - Music Performance, General

- **Rationale:**
  - Change in course numbering: We are revamping our course numbering system to make it easier for students to find ensembles (currently nestled among all MUS courses).
  - Course description: Added
  - Change in CIP: The course was tagged as Theory/Composition. The CIP should align with the content of the course.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 476: Senior Recital   CIM Key (Course): 10860

- **CIM Key (Course):** 27, 28, 29, 30, 31, 864

- **Changes:**

  - Change alpha designator to MUSA - Applied Music

  - Add course description: "The culminating recital for applied music study in the principal applied area."

  - Add prerequisite: MUSA 376 minimum grade of C

  - Add corequisites: Each of the courses listed below in the Co-Requisites is an "Or" so that the student is registering for MUSA 476 and one of the courses listed below for their lesson. The Corequisite depends on the student's principal instrument.

    - MUSA 380 - Applied Composition
    - MUSA 381 - Saxophone
    - MUSA 382 - Flute
    - MUSA 383 - Oboe
    - MUSA 384 - Clarinet
    - MUSA 385 - Bassoon
    - MUSA 386 - French Horn
    - MUSA 387 - Trumpet
    - MUSA 388 - Trombone
    - MUSA 389 - Euphonium
    - MUSA 390 - Tuba
    - MUSA 391 - Violin
    - MUSA 392 - Viola
    - MUSA 393 - Cello
    - MUSA 394 - String Bass
    - MUSA 395 - Piano
    - MUSA 397 - Organ
    - MUSA 398 - Percussion
    - MUSA 399 - Guitar
    - MUSA 396 – Voice

  - Change CIP Code to 500903 - Music Performance, General.

- **Rationale:**

  - Change of Alpha designator: The School of Music is renumbering its courses using new, more specific alpha designators.

  - Course description: Added

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University Curriculum Committee
RECOMMENDATION

</div>

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Change in CIP Code: The current code is general; the new code is more specific to the content of the course.

College of Health Professions

MI 309

- **CIM Key (Course):** 9790

- **Changes:**

  - Change title to Image Acquisition II

  - Change course description to "Content is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiography, including quality management and control."

  - **Change credit hours to** 3

  - **Change corequisites to**
    - MI 310 - Clinical Practice V
    - MI 322 - Radiation Safety
    - MI 308 - Rad Image Analysis
    - MI 311 - Seminar Imaging Sciences III

- **Rationale:**
  - The content from MI 402 will be absorbed into the spring course MI 309, with an addition of one (1) credit hour.

  - Film-screen imaging is no longer a part of our Imaging curriculum. The elimination of the QM Registry by our accrediting board, The American Registry of Radiologic Technologists (ARRT), has reduced the need for this curriculum as a separate course. The content from MI 402 will be absorbed into the spring course MI 309, with an addition of one (1) credit hour. There are no other departments or divisions that would advise students to enroll in this course. It is selective to the Medical Imaging program.

University Curriculum Committee
RECOMMENDATION

SR 24-25-16 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Liberal Arts
GRK 301 and GRK 302
- **CIM Key (Course):** 7035 / 7036
- **Change course title to:**
  - GRK 301: Intermediate Ancient Greek 1
  - GRK 302: Intermediate Ancient Greek 2
- **Rationale:** Streamlining the titles for harmony and beauty, no other change

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: 1/23/2025

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 1/24/2025

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 24-25-17 APC Recommends the approval of the intent to plan a Bachelor of Science in Health and Movement Sciences at Marshall University.

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** https://nextcatalog.marshall.edu/courseleaf/approve/
  - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change "Your Role" to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Intents-to-Plan** https://nextcatalog.marshall.edu/intentadmin/
  - Use this link to view **intent-to-plan** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

CIM REQUEST CODE: 7

RATIONALE:

The School of Health and Movement Sciences (SHMS) in the College of Health Professions is seeking to combine three current undergraduate degree programs into one degree program with 5 majors. The school's name was changed from the School of Kinesiology effective the summer of 2024. The school currently has 341 majors (Fall 2024 major count) with 9 faculty, 18 graduate teaching assistants, and one administrative assistant staff support.

SHMS currently offers BS degree programs in Athletic Training, Biomechanics, and Exercise Science. Each of these programs has a foundational core stemming from the study of kinesiology. SHMS is proposing to consolidate these programs into a single degree program, the B.S. in Health and Movement Sciences (BSHMS). The Health and Movement Sciences degree program would encompass Athletic Training (Sports Medicine), Biomechanics (Sport Science), Clinical Exercise Science, Strength and Conditioning, and Kinesiology majors. SHMS embraces an interdisciplinary approach, integrating knowledge from various fields to provide a holistic education. Our diverse courses span topics such as biomechanics, exercise physiology, and health sciences, ensuring students understand human movement and health comprehensively. Undergraduate majors within SHMS are designed to equip students with the skills and knowledge necessary to excel in dynamic, interdisciplinary environments. SHMS prepares students to address complex health and fitness challenges by fostering collaboration across disciplines with innovative, scientifically grounded solutions.

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 24-25-17 APC Recommends the approval of the intent to plan a Bachelor of Science in Health and Movement Sciences at Marshall University.

The proposed degree change has been precipitated by an accreditation requirement for students seeking strength and conditioning certification (CSCS) that will be offered to students beginning in 2030 to allow students going into multiple fields to also attain CSCS certification.

Additional reasons for the change are: 1) to create a more common set of core courses 2) the requirement by the Commission on Accreditation for Strength and Conditioning Education (CASCE) that (a) Strength and Conditioning must appear in the title of a major (b) Accreditation site visit in the summer/fall of 2025

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _1/23/2025_

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _1/24/2025_

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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